



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

2016
Postgraduate Studies
in Education Handbook



TE KURA TOI TANGATA
FACULTY OF EDUCATION

Welcome to Waikato

From 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. Professor Neil Quigley joined the University as its fifth Vice-Chancellor in 2015 and has given fresh impetus to our continued development.

The University campus is undergoing significant enhancement, with construction of the new multi-million dollar Law and Management building well underway. It will provide state-of-the-art facilities for our staff and students.

Research is the University's lifeblood and we continue to produce research and researchers who are providing genuine answers to some of the key problems being faced by industries, governments and nations. One of New Zealand's major research organisations, the University of Waikato plays a key role in the regional economy and makes significant contributions to the national innovation system. We have six research institutes which enable our postgraduate students to continually contribute to regional, national and global research. This emphasis on producing meaningful research flows through to our students, who are committed to making a real difference for their employers.

To prepare students for the increasingly competitive job market, we provide work experience while they study, and many courses have components that mirror real-life situations so students are prepared for the challenges they face in the workplace. This creates graduates who are work-ready and attractive to employers.

The University of Waikato continues to provide a dynamic, culturally diverse and inspiring environment for our student population. When you graduate from this university you will be well prepared for the challenges that lie ahead.



Welcome to Te Kura Toi Tangata Faculty of Education

Haere mai ki Te Kura Toi Tangata o Te Whare Wānanga o Waikato. Ka nui te mihi ki a koutou katoa. Welcome to postgraduate study at the University of Waikato Te Kura Toi Tangata Faculty of Education and a special welcome to the growing number of overseas students that have chosen to study with us.

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.

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. The facility to undertake original work increases greatly at this level, particularly with dissertations and theses. This development of new knowledge in this form makes an important contribution to the life and work of the Faculty and University. All 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.

I trust you will find postgraduate study at the University of Waikato a stimulating, challenging, and enriching experience. I would also encourage you to make use of the facilities and to participate in activities that are part of the Faculty and University.

Dean, Te Kura Toi Tangata Faculty of Education
Professor Roger Moltzen



Information in this handbook is correct at the time of printing but may change subject to considerations such as staffing, viability, and other causes outside the Faculty's control. The University's official statement of degree requirements, papers offered, and managed entry criteria is the *2016 University of Waikato Calendar*, to which students should also refer.

Welcome to postgraduate study

Tēnā koutou katoa. Ngā mihi ki a koutou.

This Faculty embraces a broad definition of educational activity: if you think of education as about promoting healthy development for individuals and societies, then you might start to get close to it. In addition to the Masters of Education and Educational Leadership the Faculty offers postgraduate programmes in Counselling, Disability and Inclusion Studies, Human Development, and Sport and Leisure Studies. It is possible to incorporate postgraduate papers from most of our subjects into other qualifications.

Postgraduate Studies in the broad field of education have never been more relevant. We are living in a time of change. There are calls to reward high performing teachers. The population is growing in its diversity. Digital devices, the internet and availability of other repositories of information are challenging traditional ideas about teaching and learning. It is an exciting time and we welcome postgraduate students who want to join us to address some of these contemporary challenges.

This handbook includes information about our taught papers as well as information about student research. There is very little that is more professionally satisfying than to develop your own research project under the guidance of one of our well-known supervisors, and to feel the pride when you submit it at the end. 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 a significant contribution through research that builds on both your taught postgraduate papers and your prior experience. Postgraduate students from this Faculty are future leaders of educational endeavour. You will find them all around Aotearoa New Zealand and the Pacific, and in a wide range of international locations.



Associate Dean – Academic

Associate Professor Wendy Drewery

Room: TC.2.44a

Phone: 07 838 4500 extn 4699

Email: wdrewery@waikato.ac.nz



Associate Dean – Postgraduate Research

Professor Deborah Fraser

Room: TT.5.05

Phone: 07 838 4500 extn 7726

Email: deborah@waikato.ac.nz

Note(s): Deborah Fraser is away until February 2016. For enquires before February 2016, please contact Dr Chris Eames, Acting Associate Dean – Postgraduate Research.

Acting Associate Dean – Postgraduate Research (until February 2016)

Dr Chris Eames

Phone: 07 838 4500 or 07 838 4357

Email: c.eames@waikato.ac.nz

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Note(s): This handbook provides information about Te Kura Toi Tangata Faculty of Education's postgraduate qualifications and expands on the information provided in the 2016 University of Waikato Calendar (<http://calendar.waikato.ac.nz>). Other Te Kura Toi Tangata Faculty of Education handbooks are available for Counsellor Education, Teaching, Sport and Leisure and TEMS students. Information is correct at time of publication (2015).

Who can help?

Postgraduate Programme Advisers

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

The Programme Advisers 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 Programme Advisers' contact details, please see the relevant Qualifications and Programmes of Study sections. If you are unable to contact the designated adviser, you can contact the relevant Postgraduate Leader, Te Kura Toi Tangata Faculty of Education Postgraduate Office, or the Associate Dean Academic.

Postgraduate Leaders and academic staff

There are three schools within Te Kura Toi Tangata Faculty of Education with research and teaching expertise in a diverse range of areas. Each school has an associated Postgraduate Leader (or Leaders) with responsibility for academic and pastoral oversight of the postgraduate students studying within their school. Postgraduate Leaders can provide research advice and direct students towards Postgraduate Advisers to help them plan their study.

Te Hononga School of Curriculum and Pedagogy (THED)

The focus of this School is curriculum and pedagogy in educational settings, encompassing teaching for learning and the principles of effective assessment. In this school creative processes and practices are explored and theorised in relation to teaching and learning.

Postgraduate Leader (Masters) Frances Edwards	Room: TT.6.09 Phone: 07 838 4466 extn 6170 Email: frances@waikato.ac.nz
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Postgraduate Leader (Higher Degrees) Dr Judy Hunter	Room: TT3.09A Phone: 07 838 4466 extn 7712 Email: jmhunter@waikato.ac.nz
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Te Oranga School of Human Development and Movement Studies (TOED)

The focus of this School is enhancing well-being through educational and relational practices, and the optimising of human experience and capacities across the lifespan. This includes inclusive and relational practices, policies and pedagogies, human development, sport and leisure studies, counselling, and disability studies.

Postgraduate Leader	Room: TT.5.10A
Associate Professor Kathie Crocket	Phone: 07 838 4466 extn 8462
	Email: kcrocket@waikato.ac.nz

Postgraduate Leader	Room: TT.7.16
Associate Professor	Phone: 07 838 4466 extn 6205
Belinda Wheaton	Email: bwheaton@waikato.ac.nz

Te Whiringa School of Educational Leadership and Policy (TWED)

The focus of this School is to help educators to develop broad understandings of education to shape and enact more equitable policies and practices.

Postgraduate Leader	Room: TL.2.13
Professor Brian Findsen	Phone: 07 838 4466 extn 8257
	Email: bfindsen@waikato.ac.nz

Academic staff can be contacted for information about papers they teach and research project supervision. Staff members' contact details are listed next to the papers they teach in the Postgraduate Papers section of this handbook, or can be found online at <https://education.waikato.ac.nz/about/faculty-staff>

Te Kura Toi Tangata Faculty of Education Postgraduate Office

Te Kura Toi Tangata 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
- Directed Study, Dissertation and Thesis application advice.

Postgraduate Office

Manager	Room: TC.2.43a
Dr Charlotte Matheson	Phone: 07 838 4500 extn 7725 or 0800 832 242
	Email: matheson@waikato.ac.nz

Administrator	Room: TC.2.46
Tracey Rowan	Phone: 07 838 4500 extn 7721 or 0800 832 242
	Email: traceyr@waikato.ac.nz

Tauranga Campus

Te Kura Toi Tangata Faculty of Education's Tauranga Campus is based at the Windermere Campus. The Faculty Co-ordinator – Postgraduate Studies (Tauranga) and administrative staff are available to support and advise students enrolled in programmes and papers in Tauranga.

Te Kura Toi Tangata Faculty of Education, University of Waikato at Tauranga

Faculty Coordinator – Postgraduate Studies (Tauranga)

Dr Nigel Calder

Room: WIND.V116

Phone: 07 577 8753 or 07 838 4466 extn (37) 8753

Email: ncalder@waikato.ac.nz

Becoming a teacher

The Office of Initial Teacher Education and Undergraduate Studies administers all initial teacher training qualifications, including the Graduate Diploma of Teaching and the Master of Teaching and Learning. If you would like to train to become an Education Council New Zealand registered primary, secondary or early childhood teacher in New Zealand, please contact the Office of Initial Teacher Education and Undergraduate Studies directly.

Office of Initial Teacher Education and Undergraduate Studies

Room: TC.2.70

Phone: 0800 832 242

Email: teach@waikato.ac.nz

About postgraduate study

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.
- (MEdLeadership only): At least two years of relevant professional experience.
- (MEd(Prof Learning) only): At least five years of relevant professional experience.

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* for eligibility criteria and entry requirements.

Entry into any postgraduate qualification offered by Te Kura Toi Tangata Faculty of Education is at the discretion of the relevant Programme Adviser and/or Postgraduate Leader. 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

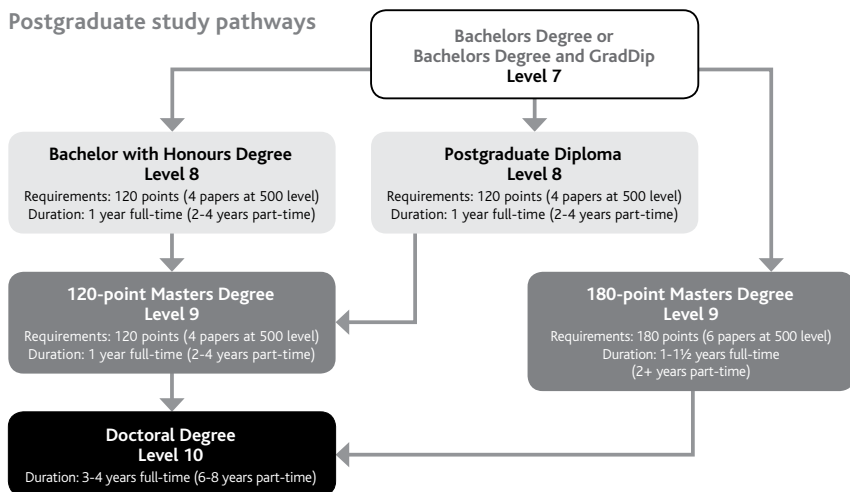
Applicants with the Diploma of Teaching or equivalent and at least five years of relevant work experience can apply for entry to the MDInS, MEd or MEdLeadership on the basis of their relevant professional experience.

For further information please contact Te Kura Toi Tangata 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 67 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 *2016 University of Waikato Calendar online* at <http://calendar.waikato.ac.nz> for programme and degree regulations.

Planning your programme

Students starting postgraduate study in Te Kura Toi Tangata 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.

Te Kura Toi Tangata 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 focus/required papers for the chosen programme of study and a research methods paper. 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 taught postgraduate papers. Entry into a dissertation requires a B average. You must complete a research methods paper before beginning a piece of independent research.
- 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 students should read the guidelines on pages 91-128 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 Te Kura Toi Tangata Faculty of Education Postgraduate Office before enrolling for planning advice and support.

Masters study options degree structure (18 months 180 points)

Option 1					
Year 1 120 points	500 level	500 level	500 level	Research methods	Focus/ compulsory paper
Year 2 60 points	500 level	Directed study			Research
Option 2					
Year 1 120 points	500 level	500 level	500 level	Research methods	Research methods
Year 2 60 points	Dissertation				Recommended
Option 3					
Year 1 90 points		500 level	500 level	Research methods	
Year 2 90 points	Masters thesis				

Academic year

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

- A Semester (29 February – 3 July)
- B Semester (18 July – 6 November)
- S Semester (5 January – 21 February).

For the 2016 Teaching and Assessment Periods please refer to page 70.

Flexibility

The majority of our programmes allow students to take 30 points (one 500 level paper) from another field of study, including outside Te Kura Toi Tangata 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 69 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

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 2015, a typical 30-point 500-level paper cost around \$1,770 (domestic) or \$6,600 (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 incomplete qualification, such as a PGDip, and you wish to transfer this credit to a masters degree. No credit can be transferred from a completed qualification.

Please contact Te Kura Toi Tangata Faculty of Education Postgraduate Office if you wish to inquire about credit transfers or refer to the Credit Office's website: www.waikato.ac.nz/sasd/enrolment/credit

Enrolment

To enrol you should apply online at www.waikato.ac.nz/enrol or call **0800 WAIKATO (0800 924 528)** for an application pack. Once you have submitted all of the required documents, your application and your academic qualifications will be assessed by the relevant Programme Adviser or School.

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 accept your Enrolment Agreement online or 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 provided you have submitted a photo (see page 20). You will need your Student ID card to register your student iWaikato account as well as access Moodle, our online teaching and learning platform.

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

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

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

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

Paper outlines

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

Moodle

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

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

Change of enrolment

Students usually have two weeks from the start date of a semester (or start date of the paper if enrolled in a paper with a non-standard start date) to change (add or drop) their papers. For Summer School papers (S Semester) and papers shorter than 17 weeks, the change of enrolment period is one week. The change of enrolment should be submitted through your iWaikato student account. You may need to consult your lecturer about a proposed change of enrolment. In some cases an approval from your lecturer or Programme 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 *2016 University of Waikato Calendar*: <http://calendar.waikato.ac.nz/>

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

International students

Application process

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

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

Note(s): *Completion of the Master of Education degree or the Postgraduate Diploma in Education does not lead to 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. Te Kura Toi Tangata 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: <http://education.waikato.ac.nz/pathways>

International scholarship students

Based on the conditions of some scholarships, some international students might be required to enrol in a two-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 2015 were approximately \$6,600. 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>

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 \$450 per year. This fee is paid at the time of enrolment.

Arrival and enrolment

Once you have met all the entry conditions and are ready to enrol in your programme, please consult your programme adviser who will help you plan your programme of study. Te Kura Toi Tangata Faculty of Education's International Students Adviser is also available to help you through this process. You will be able to complete your enrolment online. Te Kura Toi Tangata Faculty of Education Postgraduate Office can assist you if you have any difficulties with this.

International Students Adviser	Room:	TL.2.05
Dr Sue Dymock	Phone:	07 838 4500 extn 7717 or 0800 832 242
	Email:	sdymock@waikato.ac.nz

Administrator – Postgraduate Office	Room:	TC.2.46
Tracey Rowan	Phone:	07 838 4500 extn 7721 or 0800 832 242
	Email:	traceyr@waikato.ac.nz

International student support

Please refer to pages 25-26.

How to enrol

To complete an application:

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

New students

Once you have selected your papers in consultation with your Programme Adviser, you will need to submit your application to enrol. Your application will be received by Te Kura Toi Tangata 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 or visit our Student Centre (Level 2 of the Central Library, University of Waikato, Gate 5, Hillcrest Road, Hamilton) to have the photo taken.

Returning and currently enrolled students

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

If you are currently enrolled you can submit your application to enrol or change of enrolment via your iWaikato student account. Your application will be received by Te Kura Toi Tangata Faculty of Education Postgraduate Office who, in consultation with your Programme Adviser, will approve your enrolment.

Application and enrolment deadlines

	New international applications	New domestic applications and applications from returning students (international and domestic)
Summer school applications due	n/a	7 December 2015
Summer school enrolment completed	14 December 2015	
A Semester applications due	1 December 2015	15 February 2016
A Semester enrolment completed	26 February 2016	
B Semester applications due	1 May 2016	11 July 2016
B Semester enrolment completed	15 July 2016	

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 Te Kura Toi Tangata 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 93.

Frequently asked questions

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. International students should contact international@waikato.ac.nz

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?

Fees information for papers can be found online at <http://papers.waikato.ac.nz>. 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

How do I pay and complete my enrolment?

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

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

When do I get my Student ID card?

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

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

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

How can I add, change or withdraw from papers?

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

Other important information

Grading scale

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

Passing grades	Failing grades
Grade range %	Grade range %
A+ 90-100	D 40-49
A 85-89	E 0-39
A- 80-84	IC Incomplete, applies if a student does not: a) submit an essential assessment item, or b) sit a formal examination
B+ 75-79	F Ungraded fail
B 70-74	
B- 65-69	
C+ 60-64	
C 54-59	
C- 50 -54	

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

- First Class Honours
- Second Class (First Division)
- Second Class (Second Division)
- Without a class of honours

The Postgraduate Diploma may be awarded with Distinction.

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 Head of School. Students are advised to refer to the Assessment Regulations in the *2016 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 *2016 University of Waikato's Calendar*.

Academic record

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

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

Graduation

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

Applying to graduate

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

Once all your grades and your degree completion have been formally confirmed, you will receive an Application to Graduate Form. You can also apply to graduate online through your iWaikato student account or by completing a form available from the Graduation Office's website:

www.waikato.ac.nz/sasd/graduation If you have completed all the required papers but your degree completion has not been formally confirmed you can still apply to graduate and select an option of applying to graduate 'In Anticipation'.

For the Application to Graduate closing dates please refer to Graduation Office's website:

www.waikato.ac.nz/sasd/graduation

Graduation ceremonies

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

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

Financial support

Te Kura Toi Tangata 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 Te Kura Toi Tangata Faculty of Education website.

Study awards offered by Te Kura Toi Tangata 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 Te Kura Toi Tangata 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 Te Kura Toi Tangata 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.

Scholarships Office

Phone: 07 838 4489

Email: scholarships@waikato.ac.nz

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

Scholarships for international students

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

Scholarships for Māori students

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

John Allan Scholarship in Education

This scholarship is available to qualified teachers who are New Zealand citizens or permanent residents and who qualify for entry into a masters degree in Te Kura Toi Tangata 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.

Te Kura Toi Tangata Faculty of Education Postgraduate research support

Te Kura Toi Tangata 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. Talk to your school administrator for information on how to apply for this support.

TeachNZ study awards

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

Māori Medium/Bilingual Teaching Study Award

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

Student support and services

Disability support service

The Disability Support Service works with the rest of the University to remove barriers to learning for students with a disability, and to ensure students' learning requirements are being met through the provision of information, support, services and equipment. Prospective students with disabilities 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.

The Disability Support Service	Phone: 07 838 4719
	Email: disability@waikato.ac.nz
	Website: www.waikato.ac.nz/disability

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

Immigration

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

Eligibility for health services

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

Accident insurance

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

Medical and travel insurance

International students (including group students) must have appropriate and current medical and travel insurance while in New Zealand. For more information contact the Waikato International Services Office.

The Waikato International Services Office

Location: In the Student Centre (Central Library, Level 2)

Phone: 07 838 4176 (or 0800 WAIKATO from within New Zealand)

Email: international@waikato.ac.nz

Website: www.waikato.ac.nz/international

Faculty International Student Support

Te Kura Toi Tangata Faculty of Education International Student Support provides pastoral and academic support for international students enrolled at Te Kura Toi Tangata Faculty of Education. Te Kura Toi Tangata Faculty of Education International Student Support staff are:

International Students Adviser

Dr Sue Dymock

Room: TL.2.05

Phone: extn 7717

Email: sdymock@waikato.ac.nz

International Student Administrator

Hongwei Di

Room: TC.2.65

Phone: extn 4165

Email: hongwei@waikato.ac.nz

Māori/Pacific student support

Te Kura Toi Tangata mentoring unit is a roopū tautoko providing academic (eg workshops), pastoral and procedural support to Te Kura Toi Tangata 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.

Mentoring Offices

Location: In the main Faculty of Education building

Room: TC.1.02 and TC.1.02A

Email: maorimentor@waikato.ac.nz

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

Library services

The Library offers specialised study and research assistance. The University Libraries comprise not only the buildings on-campus but virtual access to library resources throughout the world. Library tutorials and support 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.

The Library

Phone: 07 838 4051

Email: library@waikato.ac.nz

Website: www.waikato.ac.nz/library

Student learning

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

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

Student Learning

Location: In the ITS.G.11 (next to the Gate 1 carpark)

Phone: 07 838 4657

Email: slsadmin@waikato.ac.nz

Website: www.waikato.ac.nz/students/student-learning

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 Te Kura Toi Tangata Faculty of Education PGSA representatives, please visit the PGSA's website.

The PGSA

Email: pgsa@waikato.ac.nz

Website: www.waikato.ac.nz/pgsa

Study spaces

Te Kura Toi Tangata 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. All students enrolled in higher degree programmes are entitled to a study space. Please note that the study spaces available at the Faculty are limited and that Te Kura Toi Tangata Faculty of Education Postgraduate Office needs 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 Te Kura Toi Tangata 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.

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Qualification levels

The New Zealand Qualification Framework (NZQF) was established in 2010 by the New Zealand Qualifications Authority (NZQA). The NZQF has 10 levels. Levels are based on complexity, with level one the least complex and level 10 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	
5	Diplomas

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 Te Kura Toi Tangata Faculty of Education, please see the qualifications section on Te Kura Toi Tangata Faculty of Education's website: www.waikato.ac.nz/education

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 higher degree programmes are offered at Te Kura Toi Tangata Faculty of Education:

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

The University of Waikato Postgraduate Studies Office (PGSO) provides support and advice to all students and staff involved in research-based postgraduate degrees. The PGSO website presents information for prospective and current students, for supervisors and examiners, and for other academic and administrative staff.

The staff of the Postgraduate Studies Office welcome the opportunity to discuss academic and administrative processes on an individual basis with prospective students, enrolled students or members of staff.

Postgraduate Studies
Office (PGSO)

Location: Level 1, Student Centre, Hamilton Campus
Phone: 07 838 4439
Email: postgrad@waikato.ac.nz
Website: www.waikato.ac.nz/sasd/postgraduate

Doctor of Philosophy PhD

The Doctor of Philosophy (PhD) is for masters degree graduates interested in completing a research-based qualification. The PhD has a minimum duration of 3 years (full-time) or 6 years (part-time).

The PhD thesis has a maximum word length of 100,000 words. Students have the option of writing a PhD by thesis alone, or can choose to submit a PhD with Publication. The PhD with Publication is a hybrid model including both published and unpublished material. More information is available from the PGSO website.

Entry into the PhD 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, 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

Initial enquiries from prospective students interested in enrolling in a PhD should be made to the Associate Dean – Postgraduate Research or the FEDU Postgraduate Office (domestic students), or to international@waikato.ac.nz (international students).

Required paper

One of the following:

- DSOE900** School of Education PhD Thesis
- SPLS900** Sport and Leisure Studies PhD Thesis
- STER900** Science and Technology Education PhD Thesis

Please also see

- Doctor of Education
- Master of Philosophy

Further information

Information about enrolling in the PhD and general information about the qualification can be found on the PGSO website: www.waikato.ac.nz/sasd/postgraduate Qualification regulations can be found in the *2016 University of Waikato Calendar*, available online at: <http://calendar.waikato.ac.nz>

Associate Dean – Postgraduate Research

Professor Deborah Fraser

Room: TT5.05

Phone: extn 7726

Email: deborah@waikato.ac.nz

FEDU Postgraduate Office

Room: TC.2.46 or TC.2.42

Phone: extn 7721 or 7725

Email: educ_grad@waikato.ac.nz

Note(s): Professor Deborah Fraser is on leave until February 2016. Prior to this date, enquiries can be made to Dr Chris Eames, Acting Associate Dean – Postgraduate Research. Email: c.eames@waikato.ac.nz

Doctor of Education EdD

The EdD is a professional doctorate for masters degree graduates who are senior practitioners and who want to complete a research-based qualification.

The EdD has two compulsory components: a research portfolio and a 60,000 word thesis. The research portfolio involves one year of full-time study or two years of part-time study. The thesis involves two years of full-time study or four years of part-time study.

Entry into the EdD 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 second class honours (first division) or distinction, or
- A bachelor with honours degree with at least second class honours (first division) in a relevant subject, or
- A master of philosophy degree in a relevant subject

AND

- A recognised teaching or allied professional qualification
- A strong record of professional experience in Education (3 years minimum)
- Appropriate supervision is available

Initial enquiries from prospective students interested in enrolling in an EdD should be made to the Associate Dean – Postgraduate Research or the FEDU Postgraduate Office (domestic students), or international@waikato.ac.nz (international students).

Required papers

Part 1 – Research Portfolio

DSOE995 Research Portfolio

Part 2 – Thesis

DSOE994 EdD Thesis

Please also see

- Doctor of Philosophy
- Master of Philosophy

Further Information

Information about enrolling in the EdD and general information about the qualification can be found on the PGSO website: www.waikato.ac.nz/sasd/postgraduate Qualification regulations can be found in the 2016 *University of Waikato Calendar*, available online at: <http://calendar.waikato.ac.nz>

Associate Dean – Postgraduate Research

Professor Deborah Fraser

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Note(s): Professor Deborah Fraser is on leave until February 2016. Prior to this date, enquiries can be made to Dr Chris Eames, Acting Associate Dean – Postgraduate Research. Email: c.eames@waikato.ac.nz

Master of Philosophy MPhil

The Master of Philosophy is for master degree graduates interested in completing a research-based qualification. The MPhil involves one to two years of full-time study, or two to four years of part-time study.

Entry into the MPhil is at the discretion of the Associate Dean – Postgraduate Research and the Postgraduate Research Committee. Normally the following is required:

- A relevant Masters degree with at least Second Class Honours (First Division) or Distinction, or
- A Bachelor with Honours degree with at least Second Class Honours (First Division) in a relevant subject

AND

- Appropriate supervision is available

Initial enquiries from prospective students interested in enrolling in an MPhil should be made to the Associate Dean – Postgraduate Research or the FEDU Postgraduate Office.

Associate Dean – Postgraduate Research Professor Deborah Fraser	Room: TT5.05 Phone: extn 7726 Email: deborah@waikato.ac.nz
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FEDU Postgraduate Office	Room: TC.2.46 or TC.2.42 Phone: extn 7721 or 7725 Email: educ_grad@waikato.ac.nz
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Note(s): Professor Deborah Fraser is on leave until February 2016. Prior to this date, enquiries can be made to Dr Chris Eames, Acting Associate Dean – Postgraduate Research. Email: c.eames@waikato.ac.nz

Masters degrees

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

The following masters programmes are offered at Te Kura Toi Tangata 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. It is an initial teacher education qualification and information about this qualification is available from the Office of Initial Teacher Education and Undergraduate Studies: <https://education.waikato.ac.nz>*

The requirements for all masters degrees (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

- TOED592 Dissertation 60 points
- TOED593 Thesis 90 points
- TOED594 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 PG Cert(Couns) programmes can be found in the *Counsellor Education Handbook*, available from the School Manager or at www.waikato.ac.nz/education

Director of Counsellor Education

Associate Professor Kathie Crocket

Room: TT.5.01a

Phone: extn 8462

Email: kcrocket@waikato.ac.nz

School Manager, Te Oranga School of Human Development and Movement Studies

Karen Harris

Room: TT.5.10a

Phone: extn 4031

Email: counsellor.ed@waikato.ac.nz

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 Māori Educational Policies: Their Development and Some Strategic Responses

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.

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)

Programme Adviser

Dr Carol Hamilton

Room: TT.5.03b

Phone: extn 8578

Email: hamiltca@waikato.ac.nz

School Administrator, Te Oranga School of
Human Development and Movement Studies
Courtney Kelly

Room: TT.6.13

Phone: extn 9415

Email: ckelly@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 Te Kura Toi Tangata Faculty of Education, and to combine them as you wish, or with a paper from another part of the University. For the list of postgraduate papers offered in the Faculty please refer to the Postgraduate Papers section page 69.

Students who would like to combine papers to create their own programme of study within the MEd should contact the appropriate Postgraduate Leader for programme planning advice. Postgraduate Leaders' contact details are available on pages 5-6 of this handbook.

Students completing an MEd without a programme of study or specialisation are required to complete 180 points from the papers listed at the end of this handbook, including a research methods paper and at least 30 points of research.

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
- Early Years Education
- eEducation
- Guidance and Pastoral Care
- Language and Literacy Education
- Māori Medium Teaching/Te Rōpū Tohu Paerua
- Mathematics Education
- Music Education
- Restorative Practices

Specialisations

Master of Education is also available with the following specialisations:

- Global Studies in Education
- Professional Learning
- STEM Education

For more information about the above specialisations please see page 49, 50 and 51.

Programmes of study (Master of Education)

Adult Literacy and Numeracy Education

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

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

Focus 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 PCS5502 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

Programme Adviser

Dr Judy Hunter

Room: TT.3.09A

Phone: extn 7712

Email: jmhunter@waikato.ac.nz

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 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
- PROF551** Special Topic: Challenging Practice through Dialogue for 21st Century Learners

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

Programme Adviser	Room: TT.2.11
Associate Professor	Phone: extn 6696
Jayne White	Email: whiteej@waikato.ac.nz

Programme Adviser	Room: TT.6.03a
Rosina Merry	Phone: extn 7807
	Email: rosinam@waikato.ac.nz

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
- PROF522** The Professional Practice of E-Teaching
- PROF524** Learning and Leadership in the Communication Age
- PROF525** E-Learning Policy to Practice in the New Zealand Context

Required research papers

- D50E557** 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

Programme Adviser	Room:	TL.3.13
Associate Professor Garry Falloon	Phone:	extn 6553
	Email:	falloong@waikato.ac.nz

Guidance and Pastoral Care

This programme of study allows 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 and 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

Programme Adviser	Room:	TT.5.10a
Associate Professor	Phone:	extn 8462
Kathie Crocket	Email:	kcrocket@waikato.ac.nz

School Manager, Te Oranga School of Human Development and Movement Studies	Room:	TT.5.01a
Karen Harris	Phone:	extn 4031
	Email:	hum.devcg@waikato.ac.nz

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

Programme Adviser

Wendy Carss

Room: TC.3.27

Phone: extn 7862

Email: wcarss@waikato.ac.nz

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

Programme Adviser	Room:	TT.3.06
Karaitiana Tamatea	Phone:	extn 7814
	Email:	mtamatea@waikato.ac.nz

Mathematics Education

This 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, newly graduated teachers who wish to strengthen their PCK in mathematics, or become curriculum leaders in mathematics/numeracy within a school in the future.

Note(s): In previous years a Ministry of Education 50% fees subsidy has been available for some papers, within this programme of study. At the time of printing, funding for 2016 is yet to be confirmed.

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

Programme Adviser	Room: TL.4.11
Associate Professor	Phone: extn 4353
Jenny Young-Loveridge	Email: educ2233@waikato.ac.nz

Music Education

This programme of study is suitable for those with a professional focus on music education. It provides an in-depth, experience-based knowledge of both the musical content and the pedagogical ideas embedded within one or more approaches. Students critically examine how pedagogically based approaches to music education, historical perspectives, educational philosophy and learning theory inform a range of music education approaches. 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.

Focus papers

ALED512 Music Education: Theory and Practice 1

ALED513 Music Education: Theory and Practice 2 (Prerequisite(s): 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

DSEO557 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

Programme Adviser

Professor Terry Locke

Room: TC.3.32a

Phone: extn 7780

Email: locketj@waikato.ac.nz

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 Māori Educational Policies: Their Development and some Strategic Responses

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

Programme Adviser

Associate Professor

Wendy Drewery

Room: TT.5.10b

Phone: extn 8465

Email: w.drewery@waikato.ac.nz

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

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

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

Required papers

PCSS587 Globalisation, Cultures, Identities and Education

And at least 60 points from the following papers:

PCSS507 Global Citizenship and International Development Education

PCSS588 Global Education and the Openness Revolution

PCSS589 Global Processes, 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 with a specialisation in Global Studies in Education.

Programme Adviser
Professor Tina Besley

Room: TT.6.12
Phone: extn 6246
Email: t.besley@waikato.ac.nz

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

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

Programme Adviser	Room:	TC.2.60
Frances Edwards	Phone:	extn 6170
	Email:	francese@waikato.ac.nz

Programme Adviser	Room:	TT.2.09
Anthony Fisher	Phone:	extn 7836
	Email:	afish@waikato.ac.nz

Master of Education with a Specialisation in STEM Education MEd(STEM Education)

This specialisation offers professional development for teachers of specific curriculum subjects. An integrated approach is taken to Education across all the STEM (Science, Technology, Engineering and Mathematics) subjects. Students will develop their own approach to teaching their specialist subject(s). Students will be supported to complete an evidence-based inquiry on a teaching-related topic of their own choosing.

Required papers

At least 60 points from the following papers:

- STER508 Science Education
- STER511 Technology Education
- STER512 Innovations in Science, Technology or Environmental Education
- STER513 Environmental and Sustainability Education
- MSTE501 Mathematics Education
- MSTE502 Acquiring Numeracy: How Thinking Develops
- MSTE503 Numeracy in the Classroom: Issues and Practice
- 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

Programme Adviser	Room: KP.G.28
Professor John Williams	Phone: extn 4769
	Email: jwilliam@waikato.ac.nz

Master of Educational Leadership MEdLeadership

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

Required papers

PROF500 Educational Leadership: Organisational Development

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

Programme Adviser	Room: TT.2.12
Associate Professor Rachel McNae	Phone: extn 7731
	Email: rachs@waikato.ac.nz

Programme Adviser	Room: TC.1.04b
Jeremy Kedian	Phone: extn 6192
	Email: kedian@waikato.ac.nz

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 **Sport, Fitness & Health: Science in Practice**

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**

Directed study, dissertation or masters 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

Directed study, dissertation or masters 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

Directed study, dissertation or masters 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

Programme Adviser	Room:	TT.7.16
Associate Professor	Phone:	extn 6205
Belinda Wheaton	Email:	bwheaton@waikato.ac.nz

Honours degrees

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

Bachelor of Sport and Leisure Studies with Honours

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

Admission requirements

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

Required papers

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

Programme Adviser	Room:	TT.7.16
Associate Professor	Phone:	extn 6205
Belinda Wheaton	Email:	bwheaton@waikato.ac.nz

Bachelor of Teaching with Honours

The Bachelor of Teaching with Honours (BTchg(Hons)) postgraduate degree is for high achieving graduates of the BTchg, 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

Programme Adviser	Room:	TL.4.11
Associate Professor	Phone:	extn 4353
Jenny Young-Loveridge	Email:	educ2233@waikato.ac.nz

Postgraduate diplomas

The Postgraduate Diplomas are for graduates who wish to 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

Programme Adviser	Room:	TT.5.03B
Dr Carol Hamilton	Phone:	extn 8578
	Email:	hamiltca@waikato.ac.nz

Postgraduate Diploma in Education

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

Required papers

Choose at least three 500 level Education papers

Programme Adviser	Room:	TT.6.09
Frances Edwards	Phone:	extn 6170
	Email:	francese@waikato.ac.nz

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, MST501, MST502, MST504

Programme Adviser	Room:	TT.3.09A
Dr Judy Hunter	Phone:	extn 7712
	Email:	jmhunter@waikato.ac.nz

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. Te Kura Toi Tangata Faculty of Education has historically been viewed as a leader and innovator in eEducation. eEducation is a rapidly developing field, with technological innovation making available to teachers and students more choices in how they learn, where they learn, and what they learn.

Required papers

Choose three from: PROF521, PROF522, PROF524, PROF525

DSOE557 Research Methods or

PCSS502 Kaupapa Māori Research

Programme Adviser	Room:	TL.3.13
Associate Professor Garry Falloon	Phone:	extn 6553
	Email:	falloong@waikato.ac.nz

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

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

Required papers

PCSS587

Choose at least two from: PCSS507, PCSS588, PCSS589

Programme Adviser
Professor Tina Besley

Room: TT.6.12
Phone: extn 6246
Email: besley@waikato.ac.nz

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

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

Required papers

Choose three from: HDCO540, HDCO546, HDCO549, HDCO565

DSOE557 Research Methods or

PCSS502 Kaupapa Māori Research

Programme Adviser
Associate Professor
Kathie Crocket

Room: TT.5.10A
Phone: extn 8462
Email: kcrocket@waikato.ac.nz

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

This specialisation suits teachers who want to adapt their classroom organisation and teaching styles to meet the needs of individuals and groups of students in kōhanga reo, kura kaupapa Māori, immersion Māori and bilingual schools and units. Entry into the programme requires proficiency in teaching children and young people in te reo Māori and a minimum of three years teaching experience.

Required papers

MBED501, MBED502, MBED503 and PCSS502

Programme Adviser	Room:	TT.3.06
Karaitiana Tamatea	Phone:	extn 7814
	Email:	mtamatea@waikato.ac.nz

Please see Māori Medium/Bilingual Teaching Study Award information on page 24.

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*

Programme Adviser
TBA – please contact the FEDU PG Office

Postgraduate Diploma (Education) with a Specialisation in Music Education

This programme of study is suitable for those with a professional focus on music education. It provides an in-depth, experience-based knowledge of both the musical content and the pedagogical ideas embedded within one or more approaches. Students critically examine how pedagogically based approaches to music education, historical perspectives, educational philosophy and learning theory inform a range of music education approaches. 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.

Required papers

Include **ALED512** and **ALED513**

Choose one or two from: **ALED510** and **ALED511** or another approved 500 level paper

Programme Adviser	Room:	TC.3.32a
Professor Terry Locke	Phone:	extn 7780
	Email:	locketj@waikato.ac.nz

Postgraduate Diploma (Education) with a Specialisation in Restorative Practices

This specialisation is for graduates interested in focusing their postgraduate study on the use of restorative practice in education. Restorative practice in educational contexts is an approach to relationships, pastoral care and behaviour management. It derives directly from the philosophy of restorative justice, which is based on respect and mediation with offenders and those offended against.

This specialisation will critically examine the theoretical ideas underpinning the practices, consider local and international research and outcomes, and thus enable students to ask useful questions about the practices. It will also offer an introduction to and interrogation of skills of facilitation of conferences and mediations using restorative principles and processes. Students will develop their research skills and undertake a small research project in Restorative Practice.

Required papers

Include **HDCO546**, **HDCO565** and **DSOE557**

Choose one 500 level Education paper

Programme Adviser	Room:	TC.2.44A
Associate Professor	Phone:	extn 4699
Wendy Drewery	Email:	wdrewery@waikato.ac.nz

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 **PROF502**

DSOE557 Research Methods or **PCSS502 Kaupapa Māori Research**

Choose one from: **HDCO565**, **PROF504**, **PROF505**, **PROF507**, **PROF508**, **PROF509**, **PROF523**, **PROF580**.

Specialisations available

Coaching and Mentoring

Programme Adviser	Room:	TT.2.12
Associate Professor	Phone:	7731
Rachel McNae	Email:	rachs@waikato.ac.nz

Programme Adviser	Room:	TC.1.04B
Jeremy Kedian	Phone:	extn 6192
	Email:	kedian@waikato.ac.nz

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 PROF502**

Note(s): *PROF507 is a prerequisite for PROF509. It is not possible to take both papers concurrently.*

Programme Adviser	Room:	TL.3.02
Michele Morrison	Phone:	extn 7875
	Email:	mmorris@waikato.ac.nz

Programme Adviser	Room:	TT.2.13
Jenny Ferrier-Kerr	Phone:	extn 6665
	Email:	jfk@waikato.ac.nz

Postgraduate Diploma in Language and Literacy Education

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

Required papers

Choose at least two from: **ALED501, ALED502, ALED503, ALED504, ALED507, ALED508, ALED509, ALED520, ALED521, ALED522, ALED523** or an approved 500 level paper

DSOE557 Research Methods or PCSS502 Kaupapa Māori Research

Programme Adviser	Room:	TC.3.27
Wendy Carss	Phone:	extn 7862
	Email:	wcarss@waikato.ac.nz

Postgraduate Diploma in Mathematics Education

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

Required papers

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

Programme Adviser	Room:	TL.4.11
Associate Professor	Phone:	extn 4353
Jenny Young-Loveridge	Email:	educ2233@waikato.ac.nz

Postgraduate Diploma in Science Education

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

Required papers

Choose at least two from: **STER508, STER511, STER512, STER513, STER543, STER590** or an approved 500 level paper

DSOE557 Research Methods or
PCSS502 Kaupapa Māori Research

Programme Adviser	Room:	K.P.G.28
John Williams	Phone:	extn 4769
	Email:	jwilliam@waikato.ac.nz

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. It 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. It includes papers which explore issues such as ageing and society, public relations and sport, health related fitness, leisure, social issues in sport, adventure and the outdoors, management, youth and sport, physical education and psychological aspects of sport and leisure.

Required papers

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

Programme Adviser	Room:	TT.7.16
Associate Professor	Phone:	extn 6205
Belinda Wheaton	Email:	bwheaton@waikato.ac.nz

Postgraduate Diploma in Technology Education

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

Required papers

Choose at least two from: **STER508, STER511, STER512, STER513, STER543, STER590** or an approved 500 level paper

DSOE557 **Research Methods** or
PCSS502 **Kaupapa Māori Research**

Programme Adviser	Room:	KP.G.28
Professor John Williams	Phone:	extn 4769
	Email:	jwilliam@waikato.ac.nz

Postgraduate certificates

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

Postgraduate Certificate in Counselling with a Specialisation in Counselling Supervision

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

Required papers

Include HDCO547 and HDCO548

Programme Adviser	Room:	TT.5.10A
Associate Professor Kathie Crocket	Phone:	extn 8462
	Email:	kcrocket@waikato.ac.nz

Postgraduate Certificate in Counselling with a Specialisation in Family Counselling

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

Required papers

Include HDCO560 and HDCO561 or HDCO551

Programme Adviser	Room:	TT.5.10A
Associate Professor Kathie Crocket	Phone:	extn 8462
	Email:	kcrocket@waikato.ac.nz

Postgraduate Certificate in Education

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

Required papers

Include two 500 level Education papers

Programme Adviser	Room:	TT.6.09
Frances Edwards	Phone:	extn 6170
	Email:	francese@waikato.ac.nz

Postgraduate Certificate in Education with a Specialisation in Restorative Practices

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

Required papers

Include HDCO546 and HDCO565

Programme Adviser	Room:	TC.2.44A
Associate Professor	Phone:	extn 4699
Wendy Drewery	Email:	wdrewery@waikato.ac.nz

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

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

Required papers

Include PROF507 and PROF509

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

Programme Adviser	Room:	TL.3.02
Michele Morrison	Phone:	extn 7875
	Email:	mmorris@waikato.ac.nz

Programme Adviser	Room:	TT.2.13
Jenny Ferrier-Kerr	Phone:	extn 6665
	Email:	jfk@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.

Programme Adviser

Jeremy Kedian

Room: TC.1.04B

Phone: extn 6192

Email: 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**

Programme Adviser

Associate Professor

Belinda Wheaton

Room: TT.7.16

Phone: extn 6205

Email: bwheaton@waikato.ac.nz

Postgraduate Certificate in Tertiary Teaching

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

Required papers

Include **PROF531** and **PROF532**

Programme Adviser

Dorothy Spiller

Room: A.B.09

Phone: extn 8697

Email: dorothy@waikato.ac.nz

Bridging qualifications

Students who do not have a substantial component of a particular subject in their undergraduate degree can enrol in a bridging qualification to prepare them for future postgraduate study in the new subject. Students wishing to use a bridging qualification as a pathway to postgraduate study should consult the relevant Programme Adviser before enrolling.

Graduate diplomas

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>

Teaching and assessment periods 2016

NZ Secondary School dates	Week	Starting	University teaching periods	Holidays and other important dates	
		28-Dec-15		1-2 January	New Year's Day Observed
	1	4-Jan-16	Summer School (S)	4 January	University reopens
	2	11-Jan-16			
	3	18-Jan-16			
	4	25-Jan-16			
Term 1 starts	5	1-Feb-16		1 February	Auckland Anniversary Day (Observed)
	6	8-Feb-16		8 February	Waitangi Day (Observed)
	7	15-Feb-16	Examinations		
	8	22-Feb-16	Enrolment		
	9	29-Feb-16	A Semester starts		
	10	7-Mar-16			
	11	14-Mar-16			
	12	21-Mar-16		25 March	Good Friday
	13	28-Mar-16		28 and 29 March	Easter Monday, University Holiday
	14	4-Apr-16			
Term 1 ends	15	11-Apr-16			
	16	18-Apr-16	Teaching Recess		
	17	25-Apr-16	Teaching Recess	25 April	ANZAC Day
Term 2 starts	18	2-May-16	A Semester cont.		
	19	9-May-16			
	20	16-May-16			
	21	23-May-16			
	22	30-May-16			
	23	6-Jun-16		6 June	Queen's Birthday
	24	13-Jun-16	Study Week		
	25	20-Jun-16	Examinations		
	26	27-Jun-16	Examinations		
Term 2 ends	27	4-Jul-16	Teaching Recess		
	28	11-Jul-16	Teaching Recess		
	29	18-Jul-16	B Semester starts		
Term 3 starts	30	25-Jul-16			
	31	1-Aug-16			
	32	8-Aug-16			
	33	15-Aug-16			
	34	22-Aug-16	Teaching Recess		
	35	29-Aug-16	B Semester cont.		
	36	5-Sep-16		8 September	Kingitanga Day
	37	12-Sep-16			
Term 3 ends	38	19-Sep-16			
	39	26-Sep-16			
	40	3-Oct-16			
Term 4 starts	41	10-Oct-16			
	42	17-Oct-16	Study Week		
	43	24-Oct-16	Examinations	24 October	Labour Day
	44	31-Oct-16	Examinations		
	45	7-Nov-16	Summer School (T)		
	46	14-Nov-16			
	47	21-Nov-16			
	48	28-Nov-16			
	49	5-Dec-16			
Term 4 ends	50	12-Dec-16			
	51	19-Dec-16		25 December	Christmas Day
	52	26-Dec-16		26 December	Boxing Day

Postgraduate papers

Postgraduate papers offered in Te Kura Toi Tangata 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 Te Kura Toi Tangata 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: **PROF500-16B (HAM)**

Subject	Level	Year	Semester	Location
PROF	500	2016	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
THED	Te Hononga School of Curriculum and Pedagogy
TOED	Te Oranga School of Human development and Movement studies
TWED	Te Whiringa School of Educational Leadership and Policy

**Offered through the Faculty of Arts & Social Sciences*

+Offered through Waikato Management School

Period indicators

A	First Semester	February – July, weeks 9-26
B	Second Semester	July – November, weeks 29-44
C	An atypical teaching period	For teaching dates please refer to weeks taught information
D	Self-paced	
S	Summer School	January – February, week 1-7
Y	Academic Year	February – November, weeks 9-44

Please see teaching and assessment periods for dates, page 68.

Location indicators

BLK	Block	Partially online taught paper, paper has some block face-to-face teaching period(s) in Hamilton
BTG	Block	Partially online taught paper, paper has some block face-to-face teaching period(s) in Tauranga
HAM	Hamilton	Paper taught in Hamilton
TGA	Tauranga	Paper taught at the University of Waikato at Tauranga/ Bay of Plenty Polytechnic
NET	Internet	Fully online taught paper

ALED501-16A (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: 9-26

Lecturer: Professor Terry Locke *extn* 7780

Email: locketj@waikato.ac.nz

ALED502 – Critical Literacy in Curriculum (Not offered in 2016)

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 – Bilingual and Multilingual Education: Classroom Practice and Policy Directions (Not offered in 2016)

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.

ALED504-16C (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: 29-42

Lecturer: Dr Sue Dymock *extn* 7717

Email: sdymock@waikato.ac.nz

ALED507-16B(NET) – Second Language Learners and Learning in Mainstream Classrooms

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

Weeks taught: 29-44

Lecturer: Associate Professor Margaret Franken extn 6360

Email: franken@waikato.ac.nz

ALED508-16B(NET) – Adult Literacy at Work

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

Weeks taught: 29-44

Lecturer: Dr Judy Hunter extn 7712

Email: jmhunter@waikato.ac.nz

ALED509-16A(NET) – Literacy and Technology: Implications for Education

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

Weeks taught: 9-26

Co-ordinator: Professor Terry Locke extn 7780

Email: locketj@waikato.ac.nz

ALED510 – Contemporary Themes in Arts Education (not offered in 2016)

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.

ALED512-16C (BLK) – Music Education: Theory and Practice 1

This paper offers students the opportunity to critically examine the essential principles of one or more music education pedagogies in relation to their historical and contemporary contexts.

Weeks taught: 17-26

Lecturer: Professor Terry Locke extn 7780

Email: locketj@waikato.ac.nz

Lecturer: Christoph Maubach extn 4620

Email: cmaubach@waikato.ac.nz

ALED513-16C (BLK) – Music Education: Theory and Practice 2

This paper offers participants the opportunity to critically examine issues raised by the dispersion of one or more music education approaches globally, in particular issues raised in relation to the New Zealand setting, and to explore the principles and practices of these approaches in relation to integrated curricula.

Weeks taught: 17-26

Lecturer: Christoph Maubach extn 4620

Email: cmaubach@waikato.ac.nz

ALED515 – Drama as Pedagogy: The Mantle of the Expert (Not offered in 2016)

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'.

**ALED516 – Family and Community Literacies: Theories, Practices and Programmes
(Not offered in 2016)**

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

ALED520 – Literacy, Cognition and Neuroscience (Not offered in 2016)

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

ALED521 – Approaches to Academic Literacy (Not offered in 2016)

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.

ALED522-16B (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: 29-44

Lecturer: Stephanie Dix

extn 7853

Email: stephd@waikato.ac.nz

**ALED523-16A (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: 9-26

Lecturer: Terry Locke

Email: locketj@waikato.ac.nz

ALED524 – Language Knowledge for Teachers and Learners (Not offered in 2016)

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.

ALED525-16A (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: 9-26

Lecturer: Dr Judy Hunter extn 7959

Email: jmhunter@waikato.ac.nz

ALED551-16B (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.

Weeks taught: 29-44

Lecturer: Nicola Daly extn 4298

Email: nicolad@waikato.ac.nz

Lecturer: Marilyn Blakeney-Williams extn 7867

Email: marilynb@waikato.ac.nz

DSOE556-16A (HAM) – Research Methods for Teachers (BTchg(Hons) only)

DSOE557-16A (HAM); 16A(TGA); 16B(NET); 16S (BLK)

Please refer to research papers section, page 91.

GEOG504-16A (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: 9-26

Lecturer: Associate Professor Lex Chalmers extn 4436

Email: geog7061@waikato.ac.nz

HDCO501 – Ageing and Society (Not offered in 2016)

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.

HDCO502-16B (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: 29-44

Lecturer: Associate Professor Sally Peters extn 8386

Email: speters@waikato.ac.nz

HDCO503-16B (HAM) – Young People in Contemporary New Zealand Society (Not offered in 2016)

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.

HDCO504-16B (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: 29-44

Lecturer: Associate Professor Lise Claiborne extn 4901

Email: l.claiborne@waikato.ac.nz

HDCO510 – Innovations in Teaching (Not offered in 2016)

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.

HDCO515-16B (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: 29-44

Lecturer: Ashlie Brink extn 7845

Email: abrink@waikato.ac.nz

HDCO521-16A (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: 9-26

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 2016)

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.

HDCO524-16S (TGA) – 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: 1-7

Contact: Nadine Ballam

extn 7518

Email: nballam@waikato.ac.nz

HDCO540-16B (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 email counsellor.ed@waikato.ac.nz*

Weeks taught: 29-44

Contact: Paul Flanagan

extn 7518

Email: paulf@waikato.ac.nz

HDCO541-16C (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

HDCO542-16C (HAM) – Counselling Practicum (MCouns students only)

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

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

Prerequisite(s): HDCO541 and HDCO544

Corequisite(s): HDCO545

Weeks taught: 7-44

Lecturer: Associate Professor Kathie Crocket

extn 8462

Email: kcrocket@waikato.ac.nz

HDCO543-16B (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: 29-44

Lecturer: Dr Elmarie Kotzé extn 7961

Email: elmariek@waikato.ac.nz

HDCO544-16C (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: 7-25

Lecturer: Dr Elmarie Kotzé extn 7961

Email: elmariek@waikato.ac.nz

HDCO545-16C (BLK) – Professional Practice of Counselling (MCouns students only)

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

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

Prerequisite(s): HDCO541 and HDCO544

Corequisite(s): HDCO542

Weeks taught: 7-44

Lecturer: Associate Professor Kathie Crocket extn 8462

Email: kcrocket@waikato.ac.nz

HDCO546-16B (BLK) – Conflict Resolution: Restorative Approaches

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

Note(s): *This paper is taught partially online and includes a compulsory five-day block period on-campus in Hamilton. It is an optional paper for the MCouns programme and a required paper for the PG CertEd and PG DipEd with a specialisation in Restorative Practices programmes.*

Weeks taught: 29-44

Lecturer: Dr Maria Kecskemeti extn 6446

Email: hun@waikato.ac.nz

HDCO547-16C(BLK) – Counselling Supervision (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.

Weeks taught: 9-44

Lecturer: Associate Professor Kathie Crocket extn 8462

Email: kcrocket@waikato.ac.nz

HDCO548 – Supervision Practice (Not offered in 2016) (PGCertCouns students only)

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

HDCO549-16C(BLK) & 16S(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: 1-7

Lecturer: Dr Elmarie Kotzé extn 7961

Email: elmariek@waikato.ac.nz

HDCO551 – Special Topic: Whānau and Narrative Practices (Not offered in 2016)

The emphasis of this new paper is growing m.tauranga 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 2016) (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.

HDCO561-16C (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

HDCO565-16A (NET) – Restorative Practices in Education

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

Weeks taught: 9–26

Lecturer: Associate Professor Wendy Drewery *extn* 8465

Email: w.drewery@waikato.ac.nz

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 92.

MBED501-16A (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: 9–26

Lecturer: Karaitiana Tamatea *extn* 7814

Email: mtamatea@waikato.ac.nz

MBED502-16B (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: 29–44

Lecturer: Karaitiana Tamatea *extn* 7814

Email: mtamatea@waikato.ac.nz

MBED503-16A (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: 9–26

Lecturer: Dr Korohere Ngapo *extn* 7558

Email: ngapok@waikato.ac.nz

MKTG556 – Marketing through the Sports Media (Not offered in 2016)

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.

MSTE501-16B (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.

Weeks taught: 29-44

Lecturer: Dr Brenda Bicknell *extn* 6971
Email: bicknell@waikato.ac.nz

Lecturer: Dr Sashi Sharma *extn* 6298
Email: sashi@waikato.ac.nz

MSTE502-16A (HAM) & 16A (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.

Weeks taught: 9-26

Lecturer: Associate Professor *extn* 4353 (Hamilton)
Jenny Young-Loveridge
Email: educ2233@waikato.ac.nz

Lecturer: Dr Nigel Calder 07 377 512 (Tauranga)
Email: ncalder@waikato.ac.nz

MSTE503-16C (BLK) & 16D (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: 16C – weeks: 10-40; 16D – weeks: 9-42

Lecturer: Associate Professor *extn* 4353 (Hamilton)
Jenny Young-Loveridge
Email: educ2233@waikato.ac.nz

Lecturer: Judith Mills *extn* 7872
Email: judith@waikato.ac.nz

MSTE504-16C (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.

Weeks taught: 27-45

Lecturer: Associate Professor *extn* 4353
Jenny Young-Loveridge
Email: educ2233@waikato.ac.nz

PCSS502-16B (HAM) & 16B (BTG) – Kaupapa Māori Research

Please refer to research papers section, page 92.

PCSS503-16A (NET) – Indigenous and Post-Colonial Global 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: 9-26

Lecturer: Carl Mika

extn 6151

Email: mika@waikato.ac.nz

PCSS507-16B (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: 29-44

Lecturer: Tina Besley

extn 6246

Email: tbesley@waikato.ac.nz

PCSS508-16B (HAM) – Global Educational Policy

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

Weeks taught: 29-44

Lecturer: Professor Martin Thrupp

extn 4907

Email: thrupp@waikato.ac.nz

PCSS511-16B (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: 29-44

Lecturer: Dr Philippa Hunter

extn 7817

Email: phunter@waikato.ac.nz

PCSS513-16B (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: 29-44

Lecturer: Carl Mika

extn 6151

Email: mika@waikato.ac.nz

Lecturer: Dr Jayne White

Email: whiteej@waikato.ac.nz

extn 6696

PCSS514 – Foucault, Education and the Self (Not offered in 2016)

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.

PCSS530-16B (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: 29-44

Lecturer: Professor Brian Findsen *extn 8257*

Email: bfindsen@waikato.ac.nz

PCSS587-16A (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: 9-26

Lecturer: Professor Tina Besley *extn 6246*

Email: t.besley@waikato.ac.nz

PCSS588-16A (NET) – Global Education 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: 9-26

Lecturer: Professor Michael Peters *extn 7871*

Email: mpeters@waikato.ac.nz

PCSS589-16B (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: 29-44

Lecturer: Professor Tina Besley *extn 6246*

Email: t.besley@waikato.ac.nz

PROF500-16B (BLK); 16B (BTG) & 16B (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.

Weeks taught: 29-44

Lecturer: Jeremy Kedian *extn 6192*

Email: kedian@waikato.ac.nz

PROF502-16A (BTG); 16A (HAM) & 16A (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: 9-26

Lecturer: Michele Morrison

extn 7875

Email: mmorris@waikato.ac.nz

PROF503-16A (NET) – The Practices of Teaching

This paper provides an overview for educators to articulate, critique and explain their teaching practices using the socio-cultural perspectives in the research literature.

Weeks taught: 9-26

Lecturer: Frances Edwards

extn 6170

Email: frances@waikato.ac.nz

PROF504-16B (BLK) – 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: 29-44

Lecturer: Dr Rachel McNae

extn 7731

Email: rachs@waikato.ac.nz

PROF505-16A (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: 9-26

Lecturer: Dr Rachel McNae

extn 7731

Email: rachs@waikato.ac.nz

PROF506-16B (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: 29-44

Lecturer: Frances Edwards

extn 6170

Email: frances@waikato.ac.nz

PROF507-16A (BLK) – Developing Educational Leadership: Coaching and Mentoring

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

Weeks taught: 9-26

Lecturer: Jenny Ferrier-Kerr *extrn 6665*

Email: jfk@waikato.ac.nz

Lecturer: Michele Morrison *extrn 7875*

Email: mmorris@waikato.ac.nz

PROF508-16B (NET) – Developing Effective Principalship

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

Weeks taught: 29-44

Lecturer: Jeremy Kedian *extrn 6192*

Email: kedian@waikato.ac.nz

PROF509-16B (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: 29-44

Lecturer: Jenny Ferrier-Kerr *extrn 6665*

Email: jfk@waikato.ac.nz

Lecturer: Michele Morrison *extrn 7875*

Email: mmorris@waikato.ac.nz

PROF510-16B (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.

Weeks taught: 29-44

Lecturer: Jeanette Clarkin-Phillips extn 7845

Email: jgcp@waikato.ac.nz

PROF513-16A (BLK) – 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: 9-26

Lecturer: Rosina Merry extn 7807

Email: rosinam@waikato.ac.nz

PROF516-16B (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

PROF518-16B (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: 29-44

Lecturer: Kerry Earl extn 4506

Email: kearl@waikato.ac.nz

PROF521-16A (NET) – Digital Technologies in the Classroom: New Pedagogies, New Practices

This paper is designed for teachers from all levels of education who wish to further their practice with digital technologies in the classroom. Its project-based, thematic design allows participants to engage in practical investigations into digital technology use in their teaching, exploring new pedagogies, technologies or technological systems aligned with supporting digital technology adoption. The major assessment is focused on individual projects and seminars using the Adobe Connect Virtual classroom, and Theme forum interaction, contribution and leadership.

Weeks taught: 9-26

Lecturer: Associate Professor Garry Falloon extn 6553

Email: falloong@waikato.ac.nz

PROF522-16B (NET) – The Professional Practice of e-Teaching

This paper is designed for teachers and other educators wishing to develop their knowledge and skills of using the internet in teaching and learning. It explores online learning design and planning, resource development, facilitation and assessment. Participants assume leadership responsibility for a discussion, reflecting on the experience and drawing implications from it for online teaching. A range of online learning tools and resources are used and critically reviewed during practical tasks within the paper.

Weeks taught: 29-44

Lecturer: Associate Professor Garry Falloon *extn* 6553

Email: falloong@waikato.ac.nz

PROF523-16C (BTG) – Māori Education Policies: Their Development and Some Strategic Responses

This paper examines the historical and contemporary politics and practices that have contributed to the current education disparities that affect māori people in particular, but also the wider fabric of New Zealand society. The paper then considers historical and contemporary policies developed to address these disparities and a number of programme responses that have ensued.

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

Weeks taught: 4-23

Lecturer: Associate Professor Mere Berryman *extn* 4632

Email: mere@waikato.ac.nz

PROF524-16B (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.

Weeks taught: 29-44

Lecturer: Dianne Forbes *extn* 7844

Email: diforbes@waikato.ac.nz

PROF525-16A (NET) – e-Learning Policy to Practice in the New Zealand Context

This paper initially takes a global perspective reviewing and critiquing arguments for education's role in building electronically-networked knowledge societies. It then examines how this is reflected in contemporary New Zealand/Aotearoa digital technologies in education/eLearning strategies and policies, drawing implications from this for institution-level planning and practice. This paper is targeted at teachers and educators wishing to consolidate their knowledge of digital technology/eLearning strategy and policy appropriate to their education sector level, and the sort of considerations needed when planning and implementing these within their institution.

Weeks taught: 9-26

Lecturer: Associate Professor Garry Falloon *extn* 6553

Email: falloong@waikato.ac.nz

Required text: Gilbert, J. (2005). *Catching the knowledge wave?: The knowledge society and the future of education*. Wellington, New Zealand: NZCER.

PROF531-16B (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: 29-44

Lecturer: Dorothy Spiller *extn* 8697

Email: dorothy@waikato.ac.nz

PROF532-16C (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: 5-45

Lecturer: Dorothy Spiller extn 8697

Email: dorothy@waikato.ac.nz

PROF533-16A (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: 9-26

Lecturer: Associate Professor Linda Mitchell extn 7734

Email: lindamit@waikato.ac.nz

PROF540-16A (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: 9-26

Contact: Dr Bill Ussher extn 4534

Email: bussher@waikato.ac.nz

PROF541-16B (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: 29-44

Contact: Frances Edwards extn 6170

Email: frances@waikato.ac.nz

Lecturer: Anthony Fisher extn 7836

Email: afish@waikato.ac.nz

PROF551-16S (BTG) Special Topic: Challenging Practice through Dialogue for 21st Century Learners

This paper explores the nature of dialogue in diverse learning contexts. Students will be given opportunities to develop skills in support of student voice and agency. Dialogic theories feature throughout.

Weeks taught: 2-7

Lecturer: Associate Professor Jayne White *extrn:* 37 8744

Email: whiteej@waikato.ac.nz

PROF580-16C (HAM); 16C (TGA) & 16C (NET) – 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: 16C (HAM) & 16C (TGA) – weeks: 9-26 16C (NET) – weeks: 9-44

Lecturer: Jeremy Kedian *extrn:* 6192

Email: kedian@waikato.ac.nz

SPLS501-16A (HAM) – Researching Sport and Leisure

Please refer to research papers section, page 91.

SPLS502-16A (NET) & 16A (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: Matt Driller *extrn:* 7735

Email: mdriller@waikato.ac.nz

SPLS503 – Education Outdoors (Not offered in 2016)

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.

SPLS504 – Sport and Communities (Not offered in 2016)

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

SPLS505 – Youth Culture and Sport (Not offered in 2016)

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.

SPLS507-16B (NET) & 16B (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 *extrn:* 6528

Email: hthorpe@waikato.ac.nz

SPLS508-16A (NET) & 16A (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: 9-26

Lecturer: Dr Kirsten Petrie

extn 6544

Email: kpetrie@waikato.ac.nz

SPLS520-16C (HAM) – Special Topic

Weeks taught: 9-45

Lecturer: Dr Kirsten Petrie

extn 6544

Email: kpetrie@waikato.ac.nz

STER508-16A (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: 9-26

Lecturer: Dr Kathy Saunders

extn 7733

Email: kathy@waikato.ac.nz

STER511-16A (NET) – Technology Education

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

Weeks taught: 9-26

Lecturer: Professor John Williams

extn 4769

Email: j.william@waikato.ac.nz

STER512-16B (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: 29-44

Lecturer: Professor John Williams

extn 4769

Email: j.william@waikato.ac.nz

STER513-16C (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: c.eames@waikato.ac.nz

THED590-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Directed Study 30 points
TOED590-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Directed Study 30 points
TWED590-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Directed Study 30 points
THED592-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Dissertation 60 points
TOED592-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Dissertation 60 points
TWED592-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Dissertation 60 points
THED593-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 90 points
TOED593-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 90 points
TWED593-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 90 points
THED594-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 120 points
TOED594-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 120 points
TWED594-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 120 points
Please refer to research papers section, page 91.

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Research Methods taught papers

DSOE556-16A (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.

Weeks taught: 9-26

Lecturer: Associate Professor extn 4353

Jenny Young-Loveridge

Email: educ2233@waikato.ac.nz

DSOE557-15A (HAM); 16A (TGA); 16B (NET) & 16S (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: 16A(HAM) & 16A(TGA) – weeks: 9-26

16B(NET) – weeks: 29-44

16S(HAM) – weeks: 2-7

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

Email: lindamit@waikato.ac.nz

Note(s): Co-taught with Associate Professor Lise Claiborne

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

Email: lindamit@waikato.ac.nz

Note(s): Co-taught with Dr Nigel Calder

Co-ordinator: Dr Dianne Forbes extn 7844
(B Semester)

Email: dijforbes@waikato.ac.nz

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

Email: falloong@waikato.ac.nz

Note(s): Co-taught with Associate Professor Linda Mitchell

PCSS502-16B (HAM) & 16B (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, legitimation, and accountability can be addressed when researching in Māori contexts.

Note(s): *The 16B(HAM) occurrence is taught through the medium of te reo Māori and is mainly for the PGDipEd (Te Rōpū Tohu Paerua) students. The 16B(BTG) occurrence is taught in English.*

Weeks taught: 16B(HAM) & 16B(BTG) – weeks: 29-44

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

Email: mkhohepa@waikato.ac.nz

Co-ordinator: Associate Professor Mere Berryman extn 5330
(B Semester – Tauranga)

Email: mere@waikato.ac.nz

SPLS501-16A (HAM) – Researching Sport and Leisure

This Masters level paper is designed to introduce students to the multiple types of research undertaken in sport and leisure contexts, and prepare them for undertaking their masters thesis or dissertation. In order to complete graduate research effectively, students require an understanding of the research process, and to be familiar with a range of quantitative and qualitative methodological approaches, methods, and analysis. Students will develop an understanding of the rationale for the use of different methods of enquiry, have knowledge of ethical, philosophical and practical issues for social scientific and scientific research, and understand and evaluate these issues in relation to personal projects.

Weeks taught: 9-26

Co-ordinator: Dr Karen Barbour extn 7738

Email: karenb@waikato.ac.nz

Supervised research papers

Research at Te Kura Toi Tangata Faculty of Education at the University of Waikato

Te Kura Toi Tangata Faculty of Education at the University of Waikato is one of the largest Faculties of Education in New Zealand. We have over 50 academic staff with doctorates teaching a variety of topics and supervising research work across a range of methodological approaches. Te Kura Toi Tangata 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); 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 Te Kura Toi Tangata Faculty of Education website: www.waikato.ac.nz/education

Research definition

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

If you are proceeding to do such research, we strongly recommend that you familiarise yourself with the Student Research Regulations outlined in the *2016 University of Waikato Calendar*: <http://calendar.waikato.ac.nz/assessment/studentresearch.html>

Masters research papers offered by Te Kura Toi Tangata Faculty of Education are listed below. For more information about higher degrees (MPhil, EdD and PhD), please refer to the PGSO website: <http://www.waikato.ac.nz/sasd/postgraduate> Initial enquiries from prospective students interested in enrolling in a PhD should be made to the Associate Dean – Postgraduate Research or the FEDU Postgraduate Office (domestic students), or to international@waikato.ac.nz (international students).

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
School codes available	THED, TOED, TWED	THED, TOED, TWED	THED, TOED, TWED	THED, TOED, TWED
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 1 x soft-bound copy	Electronic and 2 x soft-bound copies	Electronic and 2 x softbound copies (initial submission) 2 x hardbound copies (final submission)	Electronic and 2 x softbound copies (initial submission) 2 x hardbound copies (final submission)
Submission location	Submit directly to supervisor.	Submit to FEDU Postgraduate Office (TC2.46)	Student Centre, Hamilton Campus	Student Centre, Hamilton Campus
Examination	Supervisor and moderator	Supervisor and internal examiner	Internal examiner and external examiner	Internal examiner and external examiner
Changes permitted after examination	None	None	Minor editorial changes, approved by supervisor	Minor editorial changes, approved by supervisor
Submission forms required	None	None	Deposit of Thesis Form, Masters Thesis Submission Form (initial submission); Declaration Form (final submission)	Deposit of Thesis Form, Masters Thesis Submission Form (initial submission); Declaration Form (final submission)

Directed Study

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 Faculty Postgraduate Office.

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 relevant Programme Adviser, or staff in Te Kura Toi Tangata 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 Postgraduate Leader for the school in which the directed study will be based.

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 Te Kura Toi Tangata Faculty of Education Directed Study/Dissertation Application Form and proposal need to be submitted to your proposed supervisor 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 Te Kura Toi Tangata 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 school Postgraduate Leader
- The form and proposal are given to Te Kura Toi Tangata 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
- Helps 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 114-117.

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 seven 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 Te Kura Toi Tangata 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 Te Kura Toi Tangata Faculty of Education's website: <https://education.waikato.ac.nz/postgraduate>

Directed Study paper codes

THED590-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Directed Study 30 points

This is a directed study paper for students based in Te Hononga School of Curriculum and Pedagogy.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

TOED590-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Directed Study 30 points

This is a directed study paper for students based in Te Oranga School of Human Development and Movement Studies.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

TWED590-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Directed Study 30 points

This is a directed study paper for students based in Te Whiringa School of Educational Leadership and Policy.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

Dissertation

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 School Postgraduate Leader, or the staff in Te Kura Toi Tangata 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 School Postgraduate Leader.

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 Te Kura Toi Tangata Faculty of Education Directed Study/Dissertation Application Form and initial research proposal need to be submitted to your proposed supervisor 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 Te Kura Toi Tangata 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 school Postgraduate Leader
- The form and proposal are given to Te Kura Toi Tangata Te Kura Toi Tangata 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 111-113.

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 dissertation. 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 116-117.

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 Te Kura Toi Tangata Faculty of Education's website: <https://education.waikato.ac.nz/postgraduate>

Submission for marking

Students should submit two copies of their dissertation to Te Kura Toi Tangata 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 Te Kura Toi Tangata 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 Te Kura Toi Tangata Faculty of Education Postgraduate office in support of the dissertation extension.

Te Kura Toi Tangata 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 Te Kura Toi Tangata Faculty of Education website: www.waikato.ac.nz/education

Marking of a Dissertation

Te Kura Toi Tangata 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. Te Kura Toi Tangata 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 Te Kura Toi Tangata Faculty of Education Postgraduate Office. These grade recommendations are then moderated by the relevant school Postgraduate Leader. 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, Te Kura Toi Tangata 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 Te Kura Toi Tangata Faculty of Education's website: <https://education.waikato.ac.nz/postgraduate>

Dissertation paper codes

THED592-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Dissertation 60 points

This is a dissertation paper for students based in Te Hononga School of Curriculum and Pedagogy.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

TOED592-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Dissertation 60 points

This is a dissertation paper for students based in Te Oranga School of Human Development and Movement Studies.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

TWED592-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Dissertation 60 points

This is a dissertation paper for students based in Te Whiringa School of Educational Leadership and Policy.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

Masters thesis

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
Points value	90 Points	120 Points
Duration (part-time)	18 Months or 24 months	24 Months
Duration (full-time)	39 or 52 weeks	52 Weeks
Word limit	30,000 Words	40,000 Words*

**Note that in some areas of research it is appropriate for the word count to be much lower than this. Students should consult with their supervisors as to an appropriate wordcount.*

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

THED593-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 90 points

This is a 90-point thesis paper for students based in Te Hononga School of Curriculum and Pedagogy.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

TOED593-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 90 points

This is a 90-point thesis paper for students based in Te Oranga School of Human Development and Movement Studies.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

TWED593-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 90 points

This is a 90-point thesis paper for students based in Te Whiringa School of Educational Leadership and Policy.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

THED594-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 120 points

This is a 120-point thesis paper for students based in Te Hononga School of Curriculum and Pedagogy.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

TOED594-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 120 points

This is a 120-point thesis paper for students based in Te Oranga School of Human Development and Movement Studies.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

TWED594-16C (HAM); 16C (TGA); 16C (NET); 16C (NTG) – Thesis 120 points

This is a 120-point thesis paper for students based in Te Whiringa School of Educational Leadership and Policy.

Weeks taught: Self-paced

Contact: Your Programme Adviser or Postgraduate Leader

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*
- 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 Te Kura Toi Tangata Faculty of Education Postgraduate Office and receives Enrolment Agreement letter
- Student completes 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.

Initial submission of thesis

- Student arranges printing and soft-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 two softbound copies of the thesis to Student Centre with Masters Thesis Submission form and Library Deposit Form
- Student applies to graduate 'In Anticipation' via 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.

After examination

- Assessment and Graduation Office advises student of final grade
- Student is given three week deadline for submitting hardbound copies of thesis
- (Optional): Student makes minor editorial changes before submitting hard-bound copies of thesis
- Changes checked by supervisor before final submission

Final submission for thesis

- Student submits two hardbound copies of the thesis to Student Centre with Declaration Form (see 'Presentation and Binding of the Thesis' and 'Submission of the Thesis')

Completion 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 school or a potential supervisor. The University Experts File (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

You must also complete and submit the Masters Thesis Application Form available from Te Kura Toi Tangata Faculty of Education's website: www.waikato.ac.nz/education (search Masters Degrees). Or contact Te Kura Toi Tangata 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 Te Kura Toi Tangata Faculty of Education's Postgraduate Office 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 school 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 Te Kura Toi Tangata Faculty of Education's Moodle site for masters thesis students with resources and support available for masters thesis students.

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

Re-enrolment

If you are enrolled in a masters thesis paper on a part-time basis, you can only be enrolled for a 12-month (52 weeks) period at the time and you must re-enrol for each study year and the remaining number of points. Your re-enrolment must be submitted at least one month before your official enrolment end date for the given year of enrolment. You can submit your re-enrolment either via your iWaikato account (under 'Change of Enrolment' section) or via the University's online application to enrol website: www.waikato.ac.nz/study/enrol

Note(s): *Masters thesis students are required to be enrolled continuously for the entire period of their masters degree up to the submission of their thesis.*

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 Te Kura Toi Tangata Faculty of Education's website: www.waikato.ac.nz/education

Thesis enrolment extensions

A student who expects 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 Te Kura Toi Tangata 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 Te Kura Toi Tangata Faculty of Education Postgraduate office in support of the thesis extension.

Te Kura Toi Tangata 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 Te Kura Toi Tangata Faculty of Education website: www.waikato.ac.nz/education

For further details regarding thesis enrolment extensions, please refer to the *2016 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

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

For more information about the regulations governing withdrawals and failed papers, please refer to the *2016 University of Waikato Calendar*.

Medical or compassionate withdrawals and extensions

If exceptional circumstances outside of your control mean that you feel unable to complete your thesis, please contact Te Kura Toi Tangata Faculty of Education Postgraduate Studies Office for advice. Requests for full or partial fee refunds for withdrawals made on exceptional medical or compassionate grounds should be submitted in writing to the Head of Student and Academic Services. You will need to provide a full account of the circumstances that have led to your need to withdraw, and supporting documents such as a medical certificate. Staff in Te Kura Toi Tangata Faculty of Education Postgraduate Office can assist you with this process.

If you require additional time to complete your thesis due to exceptional medical or compassionate reasons you must follow the thesis enrolment extension steps outlined on page 109. Thesis extensions involve re-enrolling in the thesis, and this incurs additional fees. The process to request a refund of these fees is an additional process – approval of an extension by the Faculty does not entail that your fees are waived for the approved period of extension. If you wish to apply for a full or partial fees refund for the additional fees incurred by re-enrolling in your thesis you will need to apply in writing to the Head of Student and Academic Services and provide supporting documents such as a medical certificate. Staff in Te Kura Toi Tangata Faculty of Education Postgraduate Office can assist you with this process.

Undertaking research and ethics review process

Research

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

We strongly recommend students familiarise themselves with the Student Research Regulations outlined in the *2016 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 Te Kura Toi Tangata 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 Te Kura Toi Tangata 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 Te Kura Toi Tangata 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

Applications for research ethics approval may be submitted to Te Kura Toi Tangata Faculty of Education Ethics Committee at any time. Please apply using the online application system, which can be accessed at <http://edlinked.waikato.ac.nz/ethics> Applications will be responded to within 3 weeks of the application date. For any queries about this system email fedu.ethics@waikato.ac.nz

The *2016 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 Te Kura Toi Tangata Faculty of Education's Research Ethics Committee (see also Student Research Regulations in the *2016 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 authors who have not contributed to the research, and failing to acknowledge work primarily produced by a postgraduate student, trainee or associate
- Other practices that deviate from those accepted within the research community for proposing, conducting or reporting research, such as intentional infringement of the University's code of ethical behaviour.

Misconduct does not include honest error or honest differences in the interpretation or judgement of data. Procedures for dealing with misconduct in research are set out in detail in the Handbook for Research and Outside Professional Activities available from the UNILink Office's website:

www.waikato.ac.nz/research/unilink

Data storage

If data or materials of a confidential nature are obtained by 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 10 of the Human Research Ethics Regulations in the *2016 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

Te Kura Toi Tangata Faculty of Education is 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 Postgraduate Leader (see page 5)
- Contact Te Kura Toi Tangata Faculty of Education Postgraduate Office for advice
- Contact the Associate Dean – Postgraduate Research or the Associate Dean – Academic
- Approach a 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 *2016 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 school 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 school Postgraduate Leader 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 school Postgraduate Leader 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 school Postgraduate Leader) 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 school Postgraduate Leader or the Associate Dean – Postgraduate Research, 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 or appear.in).

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 Head of School or Postgraduate Leader
- See the Associate Dean – Postgraduate Research.

Where a concern has not been resolved by initial discussions, or it is too serious to be treated as a concern, then a formal written complaint may be sent to the Associate Dean – Postgraduate Research.

If a complainant remains dissatisfied with the outcome an appeal can be lodged with the Faculty of Education Dean within 28 days of the date of the letter notifying the student of the outcome of the complaint.

The thesis

A thesis is a piece of written work of the research undertaken by the student under supervision. It should:

- Critically investigate the topic
- Demonstrate an appropriate level of expertise in the methods of research and scholarship
- Demonstrate the independent development of ideas relevant to the topic
- Present the results clearly in a manner which makes a contribution to the subject area concerned.

It should normally:

- Include 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. A 90-point thesis is the equivalent of three-quarters of a year's full-time study.

The regulations regarding theses are outlined in the *2016 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

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.

For further details about the use of te reo Māori, please refer to the *2016 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/study/guides/thesis-writing 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 Te Kura Toi Tangata 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 *2016 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 Head of the School in which a student is enrolled has the discretion (except where the HOS 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. The HOS 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.

In some areas of research it is appropriate for the word count to be much lower than the maximum word count. Consult your supervisor about an appropriate word count for your thesis.

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 sufficient time for printing and binding of the thesis. Contact the printer in advance to find out how long this will take.

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 Te Kura Toi Tangata 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 Te Kura Toi Tangata 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

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

In 2015 the University of Waikato thesis submission regulations changed to allow students to initially submit a masters thesis in softbound format. Once the thesis has been examined, small editorial changes are permitted to the thesis before the student submits two final hardbound copies of the thesis. These changes are checked by the supervisor prior to final submission.

A thesis must be submitted in the form set out in the *Theses and Dissertations Regulations in the 2016 University of Waikato Calendar*. 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 Appendix 1 on page 128. A downloadable title template can be found in the University of Waikato Library thesis guide, available at: www.waikato.ac.nz/library/study/guides/thesis-writing This guide provides full details on the requirements for presenting and binding your thesis.

Please refer to the following page for more information.

Printing and binding

Students are advised to allow sufficient time (around 5 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. Waikato Print is located in the basement of the Student Union Building. For more information please see: www.waikato-print.co.nz

Submission

Submission due date

Your thesis must be submitted by 4pm on the last Friday of your masters thesis enrolment. Log into i.waikato.ac.nz to check the dates of your thesis enrolment. Contact Te Kura Toi Tangata Faculty of Education Postgraduate Office if you have any questions about your submission due date.

Initial thesis submission

By 4pm on the required thesis submission due date, you must:

- Submit a digital copy of the thesis to the University Research Commons (see "Digital Thesis Submission")
- Submit two softbound copies of the thesis to the Student Administration Counter in the University's Student Centre, the Library, along with the following:
 - A completed Deposit of Masters Thesis, Doctoral or MPhil Thesis in the University of Waikato Library Form
 - A Masters Thesis Submission Form (this includes a Supervisor Declaration and an Ethics Declaration)
 - For theses submitted in Te Reo Māori: A separate thesis abstract in English, including your name, full thesis title, name of degree for which the thesis is being submitted and year of submission.

Once your thesis has been submitted, the Assessment and Graduation Office will forward it to Te Kura Toi Tangata Faculty of Education for examination processing.

Please apply to graduate 'In Anticipation' once you have submitted your thesis (see page 22).

Editorial changes after examination

After examination the Assessment and Graduation Office will notify you of your final submission deadline, which is normally three weeks after they receive confirmation of your final grade from the FEDU Postgraduate Office. You may choose to make minor editorial changes before submitting the final, hardbound copies of your thesis.

Your supervisor will check the changes you make to your thesis before final submission to verify that these are only minor editorial changes. Ensure you factor in enough time for having the thesis bound, and checked by your supervisor, prior to submitting the final copy.

Final submission

By 4pm on your final submission deadline you must:

- Submit two hardbound copies of the thesis to the Assessment and Graduation Office, along with the following:
 - A Declaration Form signed by both you and your supervisor, stating that ALL versions of the thesis (softbound, hardbound and digital) are identical, with the exception of minor spelling, typographical and/or formatting errors.

Digital thesis submission

Prior to submitting 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

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

Presentational 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 Te Kura Toi Tangata 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
- Assessment and Graduation Office notifies student of final submission deadline.
- Optional: Student makes minor editorial changes to the thesis.
- Student arranges for two hardbound copies of the thesis to be printed.
- Supervisor checks hardbound copies of thesis. Both student and supervisor sign Declaration Form.
- Final submission of two hardbound copies of thesis to Assessment and Graduation Office (see page 124).
- Where masters degree completion is confirmed the student will be eligible to graduate at the next graduation ceremony, provided the student has applied to graduate.

Graduation

Please refer to page 22.

Appendix 1

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

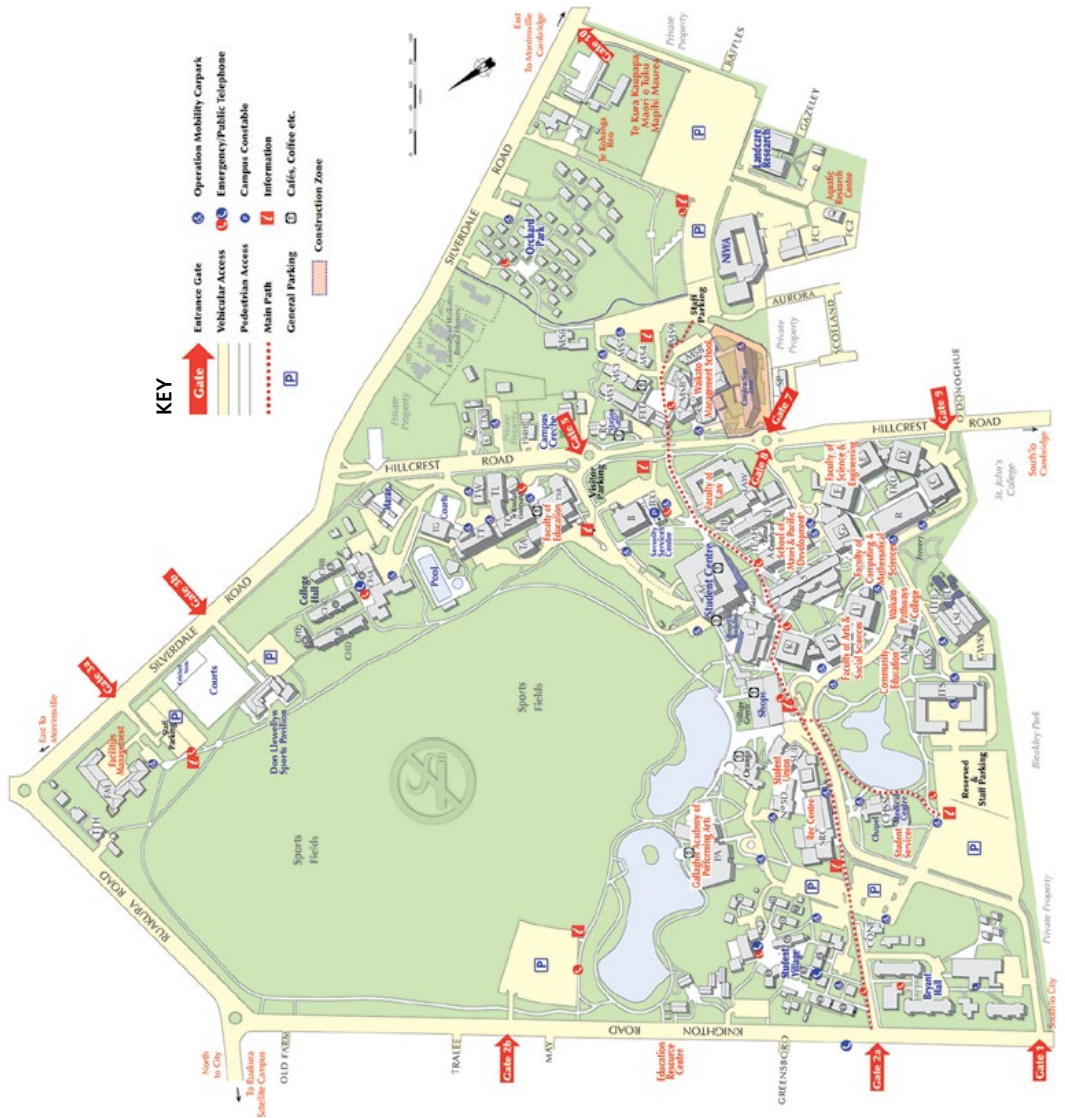
NAME OF CANDIDATE



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 fulfilment 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.





THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

WHERE THE WORLD IS GOING
TE AHUNGA O TE AO

The University of Waikato
Private Bag 3105
Hamilton 3240
New Zealand

Toll Free: 0800 WAIKATO
Website: www.waikato.ac.nz

Te Kura Toi Tangata Faculty of Education
Phone: +64 7 838 4500 extn 7725
Fax: +64 7 838 4555
Email: educ_grad@waikato.ac.nz

Toll Free: 0800 83 22 42
Website: www.waikato.ac.nz/education