

2016 Approved Courses for Tertiary Fees Funding Support for Primary and Intermediate Teachers Studying Towards the MIDDLE SCHOOLING QUALIFICATION

Massey University

The following postgraduate 30 credit courses are for year 7/8 teachers only who are studying for a Middle Schooling Qualification:

Title	276.782 Mathematics Education Double Semester (February-November), Distance
Description	This paper examines the role of mathematics—including numeracy and statistical literacy—in our education system and society. The paper includes a critical examination of how learning theories inform pedagogical practices in the mathematics classroom. Research literature on learning mathematical content—number, fractions and decimals, algebra, geometry and measurement, and statistics—and mathematical practices and processes are analysed in relation to pedagogical practices and student learning.
Delivery for 2016	Online. Contact course Waipuna Hotel Auckland, 10-11 April 2016 is recommended.
Contact	Professor Glenda Anthony G.J.Anthony@massey.ac.nz

Title	230.791 Special Topic: Middle School Semester 1, Semester 2 or Double Semester (February-November), Distance
Description	An independent systematic enquiry into an area of middle school education. This paper provides the opportunity for students to select an area of interest, to gather information and to review this information, with guidance from a staff member who has expertise in this area.
Delivery for 2016	By Distance
Contact	Dr Jenny Poskitt J.M.Poskitt@massey.ac.nz

Title	263.706 Adolescent Learning and Engagement Internal (Palmerston North) and Distance
Description	This paper provides an in-depth study of the developmental and learning needs of adolescent students and the implications for teaching, assessment and curriculum. Issues are critically examined, such as international and national trends in achievement for various groups of students, engaging students in learning, schooling options and transitions
Delivery for 2016	Offered in alternate years. Next offering 2017
Contact	Dr Jenny Poskitt J.M.Poskitt@massey.ac.nz

ENROLMENT: Enrol online at <http://enrol.massey.ac.nz> or call 0800 MASSEY (0800 627 739) to get your enrolment started.

The University of Waikato

Middle Schooling Qualification: The following postgraduate courses will be offered in 2016. They are required and option papers for the Specialisation in Middle Schooling for the PGDip(Ed) and for the proposed Middle Schooling Specialisation for the Master of Education.

Title	PROF518-16B (BLK) – Teaching and Learning Years 7-10 (30 points)
Description	This paper offers an opportunity to consider key concepts, theories and practices related to teaching and learning with early adolescent students in Years 7 to 10 school contexts.
2016 Delivery	On-campus block periods in Hamilton (dates TBC).
Contact	Kerry Earl, Department of Professional Studies Email: kearl@waikato.ac.nz

Title	ALED504-16C (BLK): Reading Difficulties
Description	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.
Delivery for 2016	On campus block (9-4 pm: dates TBC) and partially online
Contact	Dr Sue Dymock, Email : sdymock@waikato.ac.nz

Title	DSOE590-16C (HAM) - Directed Study (30 points)
Description	Teaching As Inquiry: This paper provides an opportunity to investigate an aspect of classroom practice. This has been designed for teachers enrolled in the Postgraduate Diploma in Middle Schooling, but is available to other people who are interested.
2016 delivery	On-campus block periods in Hamilton 9am-3pm on three Saturdays (TBC). A group-taught Directed Study will be available in both Semester A and B
Contact	Associate Professor Jenny Young-Loveridge (07) 838 4353 TL4.11 educ2233@waikato.ac.nz

Title	HDC0515 – 16B (BLK) Issues in Early Adolescent Development (30 Points)
Description	This paper will consider key issues, theories, research and policies related to development in early adolescence, and their implications.
2016 delivery	Online plus two short on campus blocks (dates TBC)
Contact	Ashlie Brink; email: abrink@waikato.ac.nz

Victoria University

The following postgraduate courses are for year 7/8 teachers only who are studying for a Middle Schooling Qualification:

EPOL 489 – Research Paper in Education 30 Points

Course Description

The course examines professional pedagogical inquiry from the perspectives of teachers, lead teachers, teacher educators, and policy makers, implementers and evaluators. It critically examines evidence-based professional pedagogical inquiry designed to support the implementation of curriculum across a range of settings.

Delivery: Able to commence research in trimester 1, 2 or 3

EDUC 536 – Professional Inquiry 30 Points
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Course Description

The course examines professional pedagogical inquiry from the perspectives of teachers, lead teachers, teacher educators, and policy makers, implementers and evaluators. It critically examines evidence-based professional pedagogical inquiry designed to support the implementation of curriculum across a range of settings.

Delivery: Trimester 1, blended delivery with a mix of online and face to face content

EPSY 534 – Promoting Positive Behaviour for Learning and Well-being 15 Points
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Course Description

The course explores the understanding of factors that contribute to behaviours which reduce opportunities and alienate children and young persons from their learning environment. It promotes an ecological approach to address such behaviours that takes into account contextual and cultural consideration at both systemic and individual levels.

Delivery: Trimester 1 or 2, taught online

EDUC 511 – Contemporary Education Policy 30 Points

Course Description

This course will critically examine major policy developments in New Zealand and internationally in education since the 1980s in light of relevant historical, bicultural, theoretical and policy literature. Participants will be able to contextualise key understandings from the course to their own educational or workplace setting.

Delivery: Trimester 2, taught on campus

EDUC 538 – Effective Mentoring and Coaching for Educational Leadership 30 Points

Course Description

A critical examination of theory and practice related to effective mentoring and coaching for educational leadership in diverse cultures and contexts. This course provides an opportunity for participants to critically engage with the research and to contextualise key understandings from the course to their own area of interest.

Delivery: Trimester 2, blended delivery with a mix of face to face content

EDUC 515 – Teaching Linguistically Diverse Learners 30 Points
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Course Description

A critical examination of issues surrounding equitable educational access for linguistically diverse students. Participants will make informed decisions when designing, preparing and evaluating resources to promote the learning of these students. This course is taught with EDUC 415 and is taught online.

Delivery: Trimester 2, taught online

Contact:

Student and Academic Service Office, Faculty of Education, Victoria University of Wellington, Email:
education@vuw.ac.nz

The University of Canterbury

The following courses are not exclusively designed for Year 7 and 8 teachers. However, the courses are carefully designed to allow teachers to contextualise the learning and assessment to their own contexts. All of the Course Coordinators encourage participants to draw on their experiences and expertise and to relate, apply and contextualise the course material and assessments tasks to be relevant for their work. These courses actively support teachers to focus on teaching and learning within their own classrooms. Year 7 and 8 teachers can expect that the courses will be tailored to recognise the teaching and learning needs of years 7 and 8 students. They may be taken towards the Postgraduate Diploma in Education (120 points).

Title	EDEM638 Curriculum Leadership (Whole year, 0.25 EFTs, 30 pts)
Description	This course is designed to encourage new and aspiring curriculum leaders to explore ways of leading curriculum change in order to develop high quality curriculum programmes. The course will involve critical reflection on current curriculum developments in Aotearoa New Zealand and leadership models that create and sustain effective curriculum practices. The course will be presented in three sections which focus on context and issues related to: Current curriculum changes, Leadership for curriculum change, Action research on leading curriculum change. The action research will be supervised individually or in small groups according to curriculum area.
Delivery for 2016	Distance students must participate in the course via Learn to meet the learning outcomes. Students are responsible for obtaining relevant lecture/course information via Learn. This will mean regular engagement with forums and course materials on the Learn site. Participation will enhance your understanding of issues and allow for discussion and clarification of complex issues. Online activity will ensure all students can discuss, debate and reflect. Distance students are encouraged to participate in discussions on-line and attend local tutorials if they are based in the Christchurch area
Contact	Dr Susan Lovett, Phone: +64 3 345 8108, susan.lovett@canterbury.ac.nz

Title	EDEM607 Contemporary Issues in Literacy Education (Whole year, 0.25 EFTs, 30 pts)
Description	This paper explores different theoretical perspectives on literacy and how they relate to contemporary practice and research. It examines the theoretical, historical and political aspects of curriculum development in the teaching of literacy. It includes an exploration of current teaching and learning practices and processes relevant to the area. An analysis and critique of the development and use of and approaches to text is integral to the course.
Delivery for 2016	Distance students must participate in the course via Learn to meet the learning outcomes. Students are responsible for obtaining relevant lecture/course information via Learn. This will mean regular engagement with forums and course materials on the Learn site. Participation will enhance your understanding of issues and allow for discussion and clarification of complex issues. Online activity will ensure all students can discuss, debate and reflect. Participation in on-line discussions, group activities and other tasks is expected and graded within the assignments etc.
Contact	Faye Parkhill, Phone: +64 3 364 2987, faye.parkhill@canterbury.ac.nz

Title	EDEM609 Contemporary Issues in Mathematics Education (Whole year, 0.25 EFTs, 30 pts)
Description	This course identifies current issues and debates related to the learning and teaching of mathematics and statistics in New Zealand educational contexts and of interest to practitioners in centres or schools. Based on these issues, research literature and other resources are critically examined and related to localised as well as historical, social and political contexts relevant to mathematics education. Students are encouraged to develop critical perspectives about current teaching practices such as pedagogical frameworks, models and other practices related to the learning and teaching of mathematics and statistics.
Delivery for 2016	Flexible delivery
Contact	Dr Jane McChesney, Phone: +64 3 345 8102, jane.mcchesney@canterbury.ac.nz

Title	EDEM627 e-Learning and Pedagogy: Effective Strategies for the Classroom (Semester 1, 0.25 EFTS, 30 pts)
Description	The course focuses on developing a critical awareness of the pedagogical issues involved in the integration of information and communication technologies to support learning in early childhood, school and tertiary settings. Exemplars of curriculum based activities involving a variety of digital strategies will be related to theories of learning and relevant academic research. Participants will develop their digital skills as well as investigate, analyse and evaluate contemporary theories and predictions related to the effective use of technology in education.
Delivery for 2016	As this course is online and the work in the course done asynchronously, the attendance requirements are met by regular participation. Participation in discussions and group activities is expected and contributes to the final grade. Distance students must participate in the course via Learn to meet the learning outcomes. Participation will enhance your understanding of issues and allow for discussion and clarification of complex issues. Online activity will ensure all students can discuss, debate and reflect.
Contact	Susan Tull; susan.tull@canterbury.ac.nz

Application forms may be downloaded from:
<http://www.education.canterbury.ac.nz/postgrad/index.shtml>