

# Faculty of Education

## Qualifications to be Discontinued

The qualifications in the following table will be offered by the University of Canterbury in 2008, however they are not open to new admissions. Current students who wish to complete these qualifications, must do so by the date specified. Detailed regulations and course information for these programmes are not included in the 2008 UC Calendar, but can be obtained from the College of Education.

Christchurch College of Education (CCE) Qualifications	Discontinuation Date
Graduate Certificate in Teaching Studies (GradCertTS)	31 December 2009
Advanced Certificate in Autism and Severe Communication Disorders (AdvCertACD) <i>renamed to Certificate in Autism and Communication Disorders (CertACD)</i>	31 December 2008
Advanced Certificate in Community Services (Disabilities) (AdvCertCS (Disabilities)) <i>renamed Certificate in Community Services (Disabilities) (CertCS (Disabilities))</i>	31 December 2008
Advanced Diploma of Teaching (ADiPT)	31 December 2008
Certificate in Autism and Communication Disorders (CertACD)	31 December 2008
Certificate in Behaviour and Learning Support (CertBLS)	31 December 2008
Certificate in Community Services (Disabilities) (CertCS(Disabilities))	31 December 2008
Certificate in Supporting the Teaching of English to Speakers of Other Languages (CertTESOLSupport)	31 December 2008
New Zealand Qualifications Authority (NZQA) Qualifications	Discontinuation Date
New Zealand Diploma in Specialist Subjects (Secondary Teaching) (NZDipSpecSubs(Sec))	31 December 2010*

\*Subject to NZVCC CUAP approval due December 2007

## Bachelor of Education and Graduate Diploma in Teaching and Learning (Secondary) (BEd/GradDipTchLn(Secondary))

See also the General Course and Examination Regulations.

The Bachelor of Education and Graduate Diploma in Teaching and Learning (Secondary) is a four-year conjoint programme specialising in physical education or the performing arts. The BEd cannot be studied as a stand alone qualification.

### 1. Approval of Candidacy

Every candidate for the conjoint Degree of Bachelor of Education and Graduate Diploma in Teaching and Learning (Secondary) shall have been approved as a candidate by the Dean of Education, on the recommendation of a Selection Committee.

*Note: Selection will be based on academic attainment and such other criteria as the Selection Committee may determine, which may include an interview.*

### 2. Admission to the degree

Every candidate for the conjoint BEd/GradDipTchLn(Secondary), before enrolling in a course of study for the degree, shall have satisfied Admission Regulation A.

Notes:

1. Candidates are also required to be vetted by police in their country of residence.
2. Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0.

### 3. Requirements of the Degree Course

Every candidate for the conjoint Degree of Bachelor of Education and Graduate Diploma in Teaching and Learning (Secondary) shall follow a course of study as laid down in the Schedule to these Regulations consisting of not fewer than 4 EFTS.

#### 4. Structure of the Degree and Graduate Diploma

Students must undertake courses as specified in Group A and Group B in the Schedule to the Regulations for the degree and graduate diploma concurrently over four years of full-time study. To qualify for the degree and the graduate diploma a candidate must pass courses having a minimum total value of 480 points, comprising:

- (a) 324 points from courses in Group A of the Schedule to these Regulations. These must include:
  - i. at least 86 points for courses in the subject Education, of which at least 22 points must be at 200-level and at least 28 points at 300-level, and
  - ii. at least 238 points for courses in a subject or subjects other than Education, of which:
    - a. a maximum of 136 points may be for courses as per Regulation 5, including 44 points at 200-level and 56 points at 300-level,
    - b. at least 102 points must be for courses from subjects other than Education, of which at least 66 points must be at 200-level;
- (b) 156 points from courses in Group B of the Schedule to these Regulations, with satisfactory performance in such teaching practice as may be prescribed.

#### 5. Group A Courses

With the approval of the Dean of Education a candidate may substitute a prescribed programme of studies in one of the areas of specialisation for up to 136 points required by Regulation 4 (a) ii a. See the Schedule to the Regulations for the prescribed programme.

## Schedule to the Regulations for the Degree of Bachelor of Education and Graduate Diploma in Teaching and Learning (Secondary)

*Note: Prescriptions for these courses are given elsewhere in the Calendar.*

#### Non-credit requirements

Students specialising in physical education are required to attend the physical education camp each year, and a marae experience, and are also required to hold an approved, valid first aid certificate at the time of graduation.

#### 6. Group B courses

All courses as specified in the Schedule to the Regulations for the Graduate Diploma in Teaching and Learning (Secondary); and such other courses as may be approved by the Dean of Education.

#### 7. Approval of Course of Study

The personal course of study of every candidate shall be approved by the Dean of Education. In special cases the Academic Board may approve a course of study which does not conform to these or other relevant regulations. Such special cases will only be considered if an application is submitted in writing to the Dean of Education.

#### 8. Credit from Other Degrees

A candidate who has undertaken courses or qualified for another degree may, with the approval of the Academic Board, be credited for the purpose of Regulation 4 (a) with up to 120 points.

#### 9. Transitional Arrangements

- (a) Candidates for the degree of Bachelor of Education who first enrolled prior to 1999 may complete the degree under the 1998 Regulations provided that this transitional regulation shall lapse at the end of 2010.
- (b) Candidates for the degree of Bachelor of Education who first enrolled in or after 1999 shall complete the degree under these regulations.
- (c) Candidates who have enrolled in the Bachelor of Education prior to 2007 may complete courses selected from the Schedule to the Regulations to the degree in the year in which they first enrolled, where these are still available.

Students specialising in performing arts are required to attend a marae experience.

#### Group A

- (a) All courses in the Schedule to the Regulations for the Degree of Bachelor of Arts; the Schedule to the Regulations for the Degree of Bachelor of Science; the Schedule to the Regulations for the Degree of Bachelor of Commerce; the Schedule to the Regulations for the Degree of Bachelor

of Music; and such other courses as may be approved by the Academic Board subject to the pre-requisites, co-requisites and restrictions as specified in the relevant Regulations.

- (b) Substitution courses for specialisations under Regulation 4 (a) ii a.

### Physical Education specialisation

EDPE 111 Foundations of Exercise Science

EDPE 211 Physiology of Exercise and Motor Development

EDPE 212 Historical and Sociological Developments in Physical Education and Sport

EDPE 313 Applied Exercise Science

EDPE 326 Socio-cultural Aspects of Physical Education and Sport

### Performing Arts specialisation

*The Performing Arts specialisation is not open to new enrolments in 2008.*

EDPF 111 Introduction to Performing Arts

EDPF 211 History and Sociology of Theatre within the context of Schooling

EDPF 212 Performing Arts and Theatre Craft in Education

EDPF 311 Critical Approaches to Theatre

EDPF 312 Directing for Performance in Schools

### Information and Communication Technology specialisation

*The Information and Communication Technology specialisation is not offered in 2008.*

EDIC 111 Foundations of Information and Communication Technology

EDIC 211 Administration of Information and Communication Technology

EDIC 212 Communication Technologies in Education

EDIC 311 Multi-media Design and Development in Education

EDIC 312 Information and Communication Technology and Learning Theory

### Group B

#### Physical Education specialisation

The Physical Education specialisation consists of Professional Studies, Teaching Studies, Teaching Practice and Movement Studies courses in a range of physical education contexts. These courses comprise the Graduate Diploma in Teaching and Learning (Secondary).

Teaching Studies courses EDPE 161, 261, 361 and 362 are together equivalent to EDPE 302 in the one-year Graduate Diploma in Teaching and Learning (Secondary).

Professional Studies courses EDPS 101, 201, 301 and 306 are together equivalent to EDPS 305 in the one-year Graduate Diploma in Teaching and Learning (Secondary).

#### Year 1

EDPS 101 Professional Studies 1

EDTP 110 Teaching Practice 1

EDPE 161 Physical Education Teaching Study 1

EDPE 162 Physical Education Practical 1

EDPE 183 Athletics

EDIT 101 Computer Applications

#### Year 2

EDPS 201 Professional Studies 2

EDTP 203 Teaching Practice 2

EDPE 261 Physical Education Teaching Study 2

EDPE 262 Physical Education Practical 2

EDPE 279 Dance Education

#### Year 3

EDPS 301 Professional Studies 3

EDTP 302 Teaching Practice 3

EDPE 361 Physical Education Teaching Study 3

EDPE 368 Aquatics

#### Year 4

EDPS 306 Professional Studies 4

EDTP 330 Teaching Practice 4

EDTP 331 Teaching Practice 5

EDPE 362 Physical Education Teaching Study 4

EDPE 333 Te Reo Kori

#### Other Courses

Students must select at least two of the following additional Teaching Studies courses (24 points) from the Schedule to the Regulations for the Graduate Diploma in Teaching and Learning (Secondary):

- i. Specified EDOE additional Teaching Studies papers
- ii. Specified EDHL additional Teaching Studies papers
- iii. Any other Additional Teaching Studies course from the Schedule to these Regulations.

#### Optional Course

EDPE 319 Siedentop's Sport Education Model in Action

## Performing Arts specialisation

*Note: The Performing Arts specialisation is not open to new enrolments in 2008. Continuing students should refer to the Transitional Arrangements above.*

The Performing Arts specialisation consists of Professional Studies (EDPS), Teaching Studies (EDTS) and Teaching Practice (EDTP) at each year level in a range of performing arts/education contexts. These courses comprise the Graduate Diploma in Teaching and Learning (Secondary).

Teaching Studies courses EDPF 162, 262, 363 and 364 are together equivalent to EDEN 363, EDPF 363 and EDPF 333 in the one-year Graduate Diploma in Teaching and Learning (Secondary).

Professional Studies courses EDPS 101, 201, 301 and 306 are together equivalent to EDPS 305 in the one-year Graduate Diploma in Teaching and Learning (Secondary).

## Year 1, 2 and 3 (not offered in 2008)

### Year 4

EDPS 306 Professional Studies 4

EDTP 330 Teaching Practice 4

EDTP 331 Teaching Practice 5

EDPF 333 Theatre Movements in Aotearoa New Zealand

EDPF 363 Advanced Programmes in Performing Arts Additional Teaching Study (selected from the Graduate Diploma in Teaching and Learning (Secondary)).

# The Degree of Bachelor of Education in Science (BEdSc)

*See also the General Course and Examination Regulations.*

## 1. Approval of Candidacy

Every candidate for the Degree of Bachelor of Education in Science shall have been approved as a candidate by the Dean of Education.

Notes:

1. *Students who hold a recognised Graduate Diploma of Teaching from a College of Education or its equivalent, may also be approved as candidates for this degree.*
2. *Teachers and those in related fields will be given such credit for University work already completed as the Dean may allow.*

## 2. Requirements of the Degree Course

Every candidate for the Degree of Bachelor of Education in Science shall follow a course of study as laid down in these Regulations consisting of not fewer than 4 EFTS:

- (a) courses in Group A of the Schedule to these Regulations normally having a total value of 256 points. These courses must include:
  - i. at least 40 points for courses in the subject Education;
  - ii. at least 216 points for courses in a subject or subjects other than Education;
  - iii. at least 166 points for courses above the 100-level of which:

- a. 22 points are for courses in the subject Education,
- b. at least 56 points are for courses at the 300-level in a subject or subjects other than Education;

- (b) courses in Group B of the Schedule to these Regulations having a total value of 224 points and including satisfactory performance in such teaching practice as may be prescribed.

## 3. Substitution for Certain Group A Courses

With the approval of the Academic Board, a candidate may substitute a programme of studies from Group B in the Schedule to these Regulations for up to 100 of the points required by Regulation 2(a)(ii). The credit points for which the approved programme has been substituted may include 56 points at 300-level.

## 4. Substitution for Certain Group B Courses

With the approval of the Academic Board, a candidate may substitute a programme of studies from Group A in the Schedule to these Regulations for up to 56 of the points required by Regulation 2(b). The credit points for which the approved programme has been substituted may include 56 points at 300-level.

## 5. Approval of Course of Study

The personal course of study of every candidate shall be as approved by the Dean of Education. In special cases the Academic Board may approve a course of study which does not conform to these or other relevant regulations. Such special cases will only be considered if an application is submitted in writing to the Dean of Education.

## 6. Credit for Other Degrees

A candidate who has qualified for another degree may, with the approval of the Academic Board, be credited for the purposes of Regulation 2(a) with up to 120 points.

## 7. Transitional Arrangements

- (a) Candidates for the Degree of Bachelor of Education in Science who first enrolled prior to 1999 may complete the degree under the 1998 Regulations provided that this transitional Regulation shall lapse at the end of 2010.
- (b) Candidates for the degree of Bachelor of Education in Science who first enrolled in or after 1999 shall complete the degree under these Regulations.

# Schedule to the Regulations for the Degree of Bachelor of Education in Science

*Note: Prescriptions for these courses are given elsewhere in the Calendar.*

### Group A

All courses in: the subject of Education (Schedule to the Regulations for the Degree of Bachelor of Arts); the subjects of Antarctic Studies, Astronomy, Biology, Chemistry, Computer Science, Forestry, Geography, Geological Sciences, Mathematics, Physics, Plant and Microbial Sciences, Statistics, Zoology (Schedule to the Regulations for the Degree of Bachelor of Science); and such other courses as

may be approved by the Academic Board on the recommendation of the Dean of Education, subject to the prerequisites, co-requisites and restrictions as specified in the relevant Regulations.

### Group B

All undergraduate courses required for the completion of the Graduate Diploma in Teaching and Learning, or its equivalent, subject to prerequisites, co-requisites and restrictions as specified in the relevant Regulations.

# The Degree of Bachelor of Sport Coaching (BSpC)

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

## The Programme for this Degree

### 1. The Structure of the Programme

- (a) To qualify for the Bachelor of Sport Coaching a candidate must pass courses having a total value of at least 360 points.
- (b) Of the 360:
  - i. At least 276 points must be for courses above 100-level; and
  - ii. At least 120 points must be for courses at 300-level.

### 2. Duration of the Qualification

- (a) The minimum period of enrolment for a full-time candidate is three years. Part-time study may be undertaken.
- (b) The maximum period for satisfying the requirements for completion of the BSpC is 10 years. This period refers to the lapsed calendar year, starting from the year in which credit was first achieved in the programme.
- (c) On application a student may be granted an extension of the maximum period for completion where it has been determined that the student has an expectation of completing the qualification within a reasonable time period. The period of extension will be specified in each case and the student may be required to undertake additional work to comply with current course requirements.

## Admission to the programme

### 3. Standard of Entry and Approval Required for Admission to the Programme

Every candidate for the BSpC, before enrolling in a course of study for the degree, shall have:

- (a) satisfied Admission Regulation A, and
- (b) approval as a candidate by the Dean of Education on the recommendation of a Selection Committee.

Notes:

1. Selection will be based on academic attainment and such other criteria as the Selection Committee may determine, which may include an interview.
2. Candidates are required to be vetted by police in their country of residence.
3. Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0.

## Transfers of credit and exemptions

- (a) Any candidate who has been credited with a course or courses at another New Zealand tertiary educational institution may, with the approval of the Dean of Education, substitute these for such equivalent courses as the Dean may determine.
- (b) Applications for transfer of credit from the BEĐ (PE) to the BSpC will be considered on a case by case basis. With the approval of the Dean of Education, candidates may be exempted from such courses as the Dean may determine.
- (c) The total credit transferred towards the BSpC shall not exceed 120 points.

## Schedule to the Regulations for the Degree of Bachelor of Sport Coaching

### Non-credit requirements

Students are required to attend a mihi whakatau and marae experience as part of the Year 1 and 2 programmes. Students are required to hold a current First Aid certificate prior to undertaking coaching practicums.

*Note: Not all courses may be offered in any one year.*

### Year 1

EDSP 101 Foundations of Sport Science  
 EDSP 102 Introduction to Kinesiology  
 EDSP 120 Growth and Development  
 EDSP 122 Communication  
 EDSP 123 Coaching and Learning 1  
 EDSP 130 Practicum 1  
 EDSP 180 Social History of Sport  
 EDSP 201 Sport Injuries  
 EDSP 280 Sport Psychology 1  
 EDSP 281 Participants in Sport

### Year 2

EDSP 202 Biomechanics  
 EDSP 203 Sport Nutrition  
 EDSP 204 Sport Physiology 1  
 EDSP 223 Sport Management  
 EDSP 224 Athlete-Centred Coaching  
 EDSP 225 Coaching and Learning 2  
 EDSP 230 Practicum 2  
 EDSP 282 Sociology of Sport 1  
 EDSP 283 Attitudes and Values in Sport  
 EDSP 284 Bicultural Issues in Sport  
 EDSP 285 Athletes with Disabilities

### Year 3

EDSP 304 Skill Analysis  
 EDSP 305 Exercise Prescription  
 EDSP 303 Sport Physiology 2  
 EDSP 310 Sport Psychology 2  
 EDSP 314 Sociology of Sport 2  
 EDSP 320 Leadership, Power and Culture  
 EDSP 322 Coaching for the Future  
 EDSP 323 Coaching and Learning 3  
 EDSP 331 Practicum 3  
 EDSP 340 Internship

# The Degree of Bachelor of Teaching and Learning (Early Childhood) (BTChLn(EarlyChildhood))

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

## 1. Structure of the Degree

To qualify for the degree of Bachelor of Teaching and Learning (Early Childhood) a candidate must pass courses having a minimum total value of 360 points, as specified in the Schedule to the Regulations for the Bachelor of Teaching and Learning (Early Childhood), of which:

- (a) At least 240 points must be for courses above 100-level.
- (b) At least 120 points must be for courses at 300-level.
- (c) At least 105 points must be from the strand 'Professional Education' as specified in the Schedule to the Regulations for the Bachelor of Teaching and Learning (Early Childhood).
- (d) At least 145 points must be from the strand 'Professional Studies and Practice' as specified in the Schedule to the Regulations for the Bachelor of Teaching and Learning (Early Childhood).
- (e) At least 110 points must be from the strand 'Curriculum Studies' as specified in the Schedule to the Regulations for the Bachelor of Teaching and Learning (Early Childhood).

## 2. Duration

The usual period of enrolment is three years of full-time equivalent study. The maximum period of enrolment is six years.

## 3. Admission to the programme

Every candidate for the BTChLn(EarlyChildhood), before enrolling in a course of study for the degree, shall have:

- (a) satisfied Admission Regulation A, and
- (b) been approved as a candidate by the Dean of Education, on the recommendation of a Selection Committee.

Notes:

1. Selection will be based on academic attainment and such other criteria as the Selection Committee may determine, which may include an interview.
2. Candidates are required to be vetted by police in their country of residence.

3. Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0.

## 4. Transfers of credit and exemptions

The Dean of Education may grant credit towards the degree from any tertiary or other qualification where the content and standard of such study are considered appropriate to the degree. Credit may be specified or unspecified, and will be at an appropriate level. Credit from a completed degree will not exceed a maximum of 120 points. Credit from an incomplete degree, diploma or other tertiary qualification will not exceed 240 points.

## 5. Arrangements for Enabling Holders of Existing Qualifications to Upgrade to the BTChLn(EarlyChildhood)

Students who hold a Diploma of Teaching (DipT), or equivalent, recognised by the New Zealand Teachers Council as leading to Early Childhood teacher registration, are eligible for entry into the BTChLn upgrade programme by undertaking courses selected from the Schedule to the Regulations for the BTChLn(EarlyChildhood) (via Upgrade). For this purpose the DipT will be deemed equivalent to at least 198 points towards a BTChLn(EarlyChildhood).

- (a) To meet the requirements of a BTChLn(EarlyChildhood), students who hold a DipT/DipTChLn or equivalent will be required to complete:
  - i. two compulsory courses EDTL 746 Investigating Issues in Curriculum, and EDTL 747 Studies in Teaching and Learning Theory, and
  - ii. three courses at Level 6 selected from the Schedule to the Regulations for the BTChLn(EarlyChildhood) (via Upgrade), and
  - iii. four courses at Level 7 selected from the Schedule to the Regulations for the BTChLn(EarlyChildhood) (via Upgrade).
- (b) To meet the requirements of a BTChLn(EarlyChildhood), students who have completed seven or more BTChLn(EarlyChildhood) (via Upgrade) or GradCertTS courses, of which at least three are Level 6 (Group B) and four are Level 7 (Group C) courses, will be required to complete the two compulsory courses EDTL 746 Investigating Issues in Curriculum, and EDTL 747 Studies in Teaching and Learning Theory.

- (c) Early Childhood Education students who have already had BTchLn(EarlyChildhood) (via Upgrade) or GradCertTS courses credited for equivalence towards the DipT cannot have these courses credited to a BTchLn(EarlyChildhood).
- (d) Students who hold the Diploma of Teaching (ECE) through the University of Canterbury Centre-Based programme, are required to complete four BTchLn(EarlyChildhood) (via Upgrade) courses to upgrade to a BTchLn(EarlyChildhood) degree. These must include one of the compulsory courses, EDTL 746 or EDTL 747, and at least two other courses at Level 7 selected from the Schedule.
- (e) Students who hold a Diploma of Teaching, recognised by the New Zealand Teachers Council as leading to Early Childhood teacher registration, from a teacher education provider other than the University of Canterbury or the Christchurch College of Education, are required to complete six BTchLn(EarlyChildhood) (via Upgrade) courses to upgrade to a BTchLn(EarlyChildhood) degree. These must include the two compulsory courses, EDTL 746 and EDTL 747, and at least two other courses from Level 7 selected from the Schedule.
- (f) Regulations 5(d) and 5(e) above apply to students who wish to upgrade to a BTchLn(EarlyChildhood) degree within five years of the start date of their Diploma of Teaching.
- Note: For each year in addition to the five, one Level 7 BTchLn(EarlyChildhood) (via Upgrade) course will be added to the course of study to a maximum of nine courses.*
- (g) Students who hold a Diploma of Teaching from a two year or 20 month course of study, who wish to upgrade to a BTchLn(EarlyChildhood) degree, will be considered on a case by case basis. Guiding criteria will include the need to ensure that at least 360 points in total are completed, at least 80 of which must be at level 7 on the National Qualifications Framework; and the relevance to teaching of the initial qualification that enabled entry to the shortened course of study.
- (h) For the Bachelor of Teaching and Learning gained via the upgrade programme, the endorsement shall denote the sector for which the student's entry qualification is recognised by the New Zealand Teachers Council.
- Note: Level 6 courses are also listed in Group B of the Schedule to the Regulations for the Graduate Certificate in Teaching Studies. Level 7 courses are also listed in Group C of the Schedule to the Regulations for the Graduate Certificate in Teaching Studies.*

## Schedule to the Regulations for the Degree of Bachelor of Teaching and Learning (Early Childhood)

### *Professional Education strand*

EDCS 154 Inter- and Intra-Personal Skills  
 EDM1 152 Cultural Studies  
 EDUC 151 Learning Processes  
 EDUC 152 Child Development  
 EDUC 156 Education and Society: New Zealand Perspectives  
 EDED 268 Child Development  
 EDUC 261 Teaching and Learning  
 EDUC 262 Educational Assessment  
 EDUC 267 Inclusive Education  
 EDED 371 Inclusive Education 2  
 EDED 378 The Competent Child  
 EDUC 380 Issues in Curriculum  
 EDUC 384 Perspectives on Educational Research

### *Professional Studies and Practice strand*

EDPS 154 Professional Studies 1  
 EDTP 156 Professional Practice 1  
 EDPS 264 Professional Studies 2  
 EDTP 263 Professional Practice 2  
 EDTP 264 Professional Practice 3  
 EDPS 376 Professional Studies 3  
 EDPS 377 Special Topic: Early Childhood: The Professional Context  
 EDTP 373 Professional Practice 4  
 EDTP 374 Professional Practice 5



### Curriculum Studies strand

- EDEC 150 Early Childhood Curriculum 1
- EDMI 145 Te Reo me nga Tikanga Maori 1
- EDEC 263 Early Childhood Curriculum 2
- EDMI 254 Te Reo me nga Tikanga Maori 2
- EDEC 265 Early Childhood Transitions
- EDEC 376 Early Childhood Curriculum 3
- EDEC 382 Special Topic: Comparative Early Childhood Education Philosophies
- EDEC 383 Special Topic: Education for Sustainability
- EDMI 363 Te Reo me nga Tikanga Maori 3

## Schedule to the Regulations for the Degree of Bachelor of Teaching and Learning (Early Childhood) (via Upgrade)

### Compulsory courses

- EDTL 746 Investigating Issues in Curriculum
- EDTL 747 Studies in Teaching and Learning Theory

### Optional courses

- EDTL 509 Living and Learning in an English Speaking Environment
- EDTL 510 An Introduction to Teaching English to New Immigrants
- EDTL 601 An Introduction to Second Language Teaching Methodology
- EDTL 638 Legal Issues in Early Childhood Education
- EDTL 641 Montessori Early Childhood Education: Core Curriculum
- EDTL 642 Montessori Early Childhood Education: Environmental Studies
- EDTL 645 Conflict Management: Negotiation/Mediation/Facilitation Skills for Educators
- EDTL 646 Early Childhood Professionals Working with Families/Whanau and the Community
- EDTL 650 Introduction to Montessori Early Childhood Education
- EDTL 657 Reclaiming Challenging Students: Beyond a Curriculum of Control
- EDTL 658 Early Childhood Programming and Curriculum
- EDTL 663 Music in the Classroom for the 'Non Musical Teacher'
- EDTL 667 Te Reo Rangatira me nga Tikanga Whakaaro Maori
- EDTL 668 Professional Development for Returning Primary School Teachers

- EDTL 678 Multicultural Awareness in Primary and Secondary Classrooms
- EDTL 701 Teaching Children with Literacy Difficulties
- EDTL 703 Social Studies Curriculum Leadership
- EDTL 706 Physical Education Specialist in the Primary School
- EDTL 707 Emotional Intelligence in the Classroom
- EDTL 708 Managing Challenging Children
- EDTL 709 Perceptual Motor Programmes for Children
- EDTL 711 Innovation in Teaching and Learning
- EDTL 713 Teacher as Skilled Helper
- EDTL 717 Classroom Based Research for Teachers
- EDTL 718 Foundations of Teaching and Learning Languages (including TESOL)
- EDTL 719 Curriculum-based Language Learning for Diverse Learners
- EDTL 720 An Introduction to Middle Management
- EDTL 722 Language & Communication in Early Childhood Education
- EDTL 725 Teaching Years 7-10 (Emerging Adolescents)
- EDTL 727 Leadership in Technology Education
- EDTL 732 An Introduction to Elements of English Linguistics, Grammar and Usage
- EDTL 739 Montessori Early Childhood Education, The Arts, Management, Research
- EDTL 740 Multiple Intelligences in the Classroom
- EDTL 741 Sport Education in the Primary School
- EDTL 742 Supervising Teachers and Student Teachers
- EDTL 743 Theatre in Schools Practicum
- EDTL 744 Health Education for Years 1-8
- EDTL 745 Transition to School from Early Childhood
- EDTL 751 Guiding Young Children's Behaviour: A positive approach

EDTL 752 Designing Environments for Children	EDTL 790 Riding the Storm: resolving discipline problems
EDTL 753 Operational Management in Early Childhood Education	EDTL 791 Motivating the Unmotivated: a cognitive approach
EDTL 754 Professional Guidance and Leadership in Early Childhood Education	EDTL 792 EQ: Fostering Social and Emotional Intelligence in Learning Environments
EDTL 756 Science Teaching for Interest and Understanding	EDTL 793 How Adults Learn: Implications for working with other teachers
EDTL 760 Issues in Mathematics Education	EDTL 794 Educating Boys
EDTL 762 Developing Thinking Skills in the Classroom	EDTL 795 Issues in the Education of the Gifted Learner
EDTL 765 Communication Assessment, Strategies and Systems	EDTL 796 Strategies for Teaching and Learning in Gifted Education
EDTL 766 Teaching Through Storytelling	EDTL 797 Using the Musical Intelligence to Teach the NZ Curriculum
EDTL 768 Academic Literacy for Tertiary Study	EDTL 798 Thinking Skills: The Next Stage
EDTL 770 Classroom Strategies for Managing Behaviour and Learning (I.E.Ps and Group Learning)	EDNZ 701 Approaches to Research in Education
EDTL 776 Autism Spectrum Disorders	EDNZ 702 Evaluating and Interpreting Research Reports in Education
EDTL 777 Developmental Disabilities	EDNZ 703 Ethics in Research Education
EDTL 778 Designing Programmes and Materials in Second Language Teaching	EDNZ 704 Research Project in Education
EDTL 781 Extending Visual Art Education Programmes (Levels 1-4)	Additional optional courses may be selected from the Schedules to the Regulations for the Diploma in Children's Literature or the Graduate Diploma in ICT in Education (note that GradDiplICTEd courses are 15 points and are usually taken in conjunction with three point bridging courses EDIC 797, 798 or 799 when credited towards the BTchLn(EarlyChildhood) (via Upgrade)).
EDTL 785 Extending Classroom Practice: A process approach	
EDTL 787 TESOL in the Secondary School	
EDTL 788 Teaching Drama and Dance in the Primary School	
EDTL 789 Music is Child's Play, 0 – 8 years	

## The Degree of Bachelor of Teaching and Learning (Primary) (BTchLn(Primary))

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

### 1. Structure of the Degree

To qualify for the degree of Bachelor of Teaching and Learning (Primary) a candidate must pass courses having a minimum total value of 360 points, as specified in the Schedule to the Regulations for the Bachelor of Teaching and Learning (Primary), of which

- (a) At least 336 points must be for Compulsory Courses as specified in the Schedule to the Regulations for the Bachelor of Teaching and Learning (Primary).
- (b) At least 24 points must be for Optional Courses as specified in the Schedule to the Regulations for the Bachelor of Teaching and Learning (Primary).
- (c) At least 112 points must be from the strand 'Professional Education' as specified in the Schedule to the Regulations for the Bachelor of Teaching and Learning (Primary).
- (d) At least 91 points must be from the strand 'Professional Practice' as specified in the Schedule to the Regulations for the Bachelor of Teaching and Learning (Primary).
- (e) At least 133 points must be from the strand 'Curriculum Studies' as specified in the Schedule to the Regulations for the Bachelor of Teaching and Learning (Primary).

## 2. Duration

The usual period of enrolment is three years of full-time equivalent study and the maximum period of enrolment is six years.

## 3. Admission to the programme

Every candidate for the BTChLn(Primary), before enrolling in a course of study for the degree, shall have:

- (a) satisfied Admission Regulation A, and
- (b) been approved as a candidate by the Dean of Education, on the recommendation of a Selection Committee.

Notes:

1. Selection will be based on academic attainment and such other criteria as the Selection Committee may determine, which may include an interview.
2. Candidates are required to be vetted by police in their country of residence.
3. Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0.

## 4. Transfers of credit and exemptions

The Dean of Education may grant credit towards the degree from any tertiary or other qualification where the content and standard of such study are considered appropriate to the degree. Credit may be specified or unspecified, and will be at an appropriate level. Credit from a completed degree will not exceed a maximum of 120 points. Credit from an incomplete degree, diploma or other tertiary qualification will not exceed 240 points.

## 5. Arrangements for Enabling Holders of Existing Qualifications to Upgrade to the BTChLn(Primary)

Students who hold a Diploma of Teaching (DipT), or equivalent, recognised by the New Zealand Teachers Council as leading to Primary teacher registration, are eligible for entry into the BTChLn upgrade programme by undertaking courses selected from the Schedule to the Regulations for the BTChLn(Primary) (via Upgrade). For this purpose the DipT will be deemed equivalent to at least 198 points towards a BTChLn(Primary).

- (a) To meet the requirements of a BTChLn(Primary), students who hold a DipT/DipTChLn or equivalent will be required to complete:
  - i. two compulsory courses EDTL 746 Investigating Issues in Curriculum, and EDTL 747 Studies in Teaching and Learning Theory, and
  - ii. three courses at Level 6 selected from

the Schedule to the Regulations for the BTChLn(Primary) (via Upgrade), and

- iii. four courses at Level 7 selected from the Schedule to the Regulations for the BTChLn(Primary) (via Upgrade).

- (b) To meet the requirements of a BTChLn(Primary), students who have completed seven or more BTChLn(Primary) (via Upgrade) or GradCertTS courses, of which at least three are Level 6 (Group B) and four are Level 7 (Group C) courses, will be required to complete the two compulsory courses EDTL 746 Investigating Issues in Curriculum, and EDTL 747 Studies in Teaching and Learning Theory.
- (c) Students who hold a Diploma of Teaching, recognised by the New Zealand Teachers Council as leading to Primary teacher registration, from a teacher education provider other than the University of Canterbury or the Christchurch College of Education and which was started within five years of enrolling for the BTChLn(Primary) (via Upgrade), are required to complete six BTChLn(Primary) (via Upgrade) courses to upgrade to a BTChLn(Primary) degree. These must include the two compulsory courses, EDTL 746 and EDTL 747, and at least two other courses at Level 7 selected from the Schedule.
 

*Note: For each year in addition to the five since beginning a Diploma of Teaching, one Level 7 BTChLn(Primary) (via Upgrade) course will be added to the course of study to a maximum of nine courses.*
- (d) Students who hold a Diploma of Teaching from a two year or 20 month course of study, who wish to upgrade to a BTChLn(Primary) degree, will be considered on a case by case basis. Guiding criteria will include the need to ensure that at least 360 points in total are completed, at least 80 of which must be at level 7 on the National Qualifications Framework; and the relevance to teaching of the initial qualification that enabled entry to the shortened course of study.
- (e) For the Bachelor of Teaching and Learning gained via the upgrade programme, the endorsement shall denote the sector for which the student's entry qualification is recognised by the New Zealand Teachers Council.

*Note: Level 6 courses are also listed in Group B of the Schedule to the Regulations for the Graduate Certificate in Teaching Studies. Level 7 courses are also listed in Group C of the Schedule to the Regulations for the Graduate Certificate in Teaching Studies.*

# Schedule to the Regulations for the Degree of Bachelor of Teaching and Learning (Primary)

## Compulsory courses

### Professional Education strand

EDCS 141 Professional Communication Writing

EDIT 152 Information and Communication  
Technology 1

EDML 151 Multicultural and Language Studies 1

EDPI 153 Inter and Intra Personal Skills

EDPS 151 Professional Studies 1A

EDPS 152 Professional Studies 1B

EDTW 141 Education and the Treaty of Waitangi

EDUC 151 Learning Processes

EDUC 152 Child Development

EDUC 156 Education and Society: New Zealand  
Perspectives

EDML 261 Multicultural and Language Studies 2

EDPS 261 Professional Studies 2A

EDPS 262 Professional Studies 2B

EDUC 261 Teaching and Learning

EDUC 262 Educational Assessment

EDUC 267 Inclusive Education

EDPS 371 Professional Studies 3A

EDPS 372 Professional Studies 3B

EDUC 380 Issues in Curriculum

EDUC 384 Perspectives on Educational Research

### Professional Practice strand

EDPP 153 Elements of Classroom Teaching

EDPP 263 Professional Skills and Knowledge

EDPP 264 Effective Student Learning

EDPP 371 Professional Practice: Increasing Teaching  
Independence

EDPP 372 Professional Practice: Learning and  
Teaching – Solo

### Curriculum Studies strand

EDAR 151 Visual Art Education 1

EDEN 151 Introduction to English Education

EDEN 152 Introduction to English: Reading

EDEN 153 Introduction to Visual Language and Drama

EDHL 151 Health Education 1

EDMI 144 Marautanga Maori – Te Reo me ona Tikanga

EDMS 152 Mathematics Education 1

EDMU 151 Curriculum Music 1

EDPE 151 Physical Education 1

EDSC 151 Science and Children

EDSS 151 Social Studies Education 1

EDTE 151 Introduction to Technology

EDAR 261 Visual Art Education 2

EDEN 263 Literacy Programmes Years 0–4

EDEN 264 Literacy Programmes, Years 5–8

EDHL 261 Health Education 2

EDMI 251 Marautanga Maori – Rua

EDMS 262 Mathematics Education and the Number  
Framework

EDMU 261 Curriculum Music 2

EDPE 264 Physical Education 2

EDSC 261 Science in the Classroom

EDSS 261 Social Studies Education 2

EDTE 261 Experiencing Technology

EDEN 371 Low Progress Readers and Writers

EDMI 361 Marautanga Maori – Toru

EDMS 371 Mathematics Education: Issues and  
Implications

## Optional courses

### Professional Education strand

EDIT 371 Using Information and Communications  
Technologies in the Classroom

EDIT 372 Using Telecommunications in the  
Classroom

EDIT 373 Problem-based Learning using ICT

EDML 371 Meeting the Needs of NESB Learners

EDML 374 Teaching and Learning Languages other  
than English

EDOE 371 Experiential Learning in the Outdoors

EDPI 371 Conflict Resolution

EDPI 372 Inter- and Intra-Personal Dynamics

EDPI 373 Exceptional Children in the Primary  
Classroom

EDPI 374 Classroom Methods for Reducing  
Inappropriate Behaviours

EDPI 377 Experiential, Cooperative & Developmental  
Learning

EDPI 378 Teaching Gifted Learners in the Primary  
Classroom

### Curriculum Studies strand

EDWH 151 Whiringa Maori – Tahī (Christchurch  
campus only)

EDSP 261 Te Reo Me Ona Tikanga-Waiariki (Rotorua  
campus only)

EDWH 261 Whiringa Maori – Rua (Christchurch campus only)  
 EDAR 371 Visual Art Education: Enriching Teaching and Learning  
 EDEN 372 Planning and Implementing English Programmes  
 EDEN 373 Literature Across the Curriculum  
 EDEN 374 Study Projects in English  
 EDEN 375 Using Drama in Classroom Programmes  
 EDHL 371 Health Issues  
 EDHL 372 Sexuality Education  
 EDM1 364 Nga Mahi Toi  
 EDM1 369 Rauemi Ako  
 EDM1 371 He Korero Purakau  
 EDMS 372 Implementing Mathematics Programmes in the Primary Classroom  
 EDMS 373 Problem Solving and Investigations  
 EDMU 372 Curriculum Music 3

EDMU 373 Choral Musicianship  
 EDMU 374 School Based Practical Music Making  
 EDPE 371 Physical Education Programmes in the Primary School  
 EDPE 375 Sports Studies for the Primary School  
 EDSC 373 Collaborative Science within the Community  
 EDSP 372 Te Reo Me Nga Tikanga Maori – Waiariki (Rotorua campus only)  
 EDSS 371 Contemporary Issues in Social Studies  
 EDSS 372 Developing Children's Concepts in Social Studies  
 EDSS 373 Integrating Environmental Education Across the Curriculum  
 EDTE 371 Developing a School Programme in Technology  
 EDTE 372 Technology in the Junior School (Years 1–4)  
 EDWH 371 Whiringa Maori – Toru (Christchurch campus only)

## Schedule to the Regulations for the Degree of Bachelor of Teaching and Learning (Primary) (via Upgrade)

### *Compulsory courses*

EDTL 746 Investigating Issues in Curriculum  
 EDTL 747 Studies in Teaching and Learning Theory

### *Optional courses*

EDTL 509 Living and Learning in an English Speaking Environment  
 EDTL 510 An Introduction to Teaching English to New Immigrants  
 EDTL 601 An Introduction to Second Language Teaching Methodology  
 EDTL 638 Legal Issues in Early Childhood Education  
 EDTL 641 Montessori Early Childhood Education: Core curriculum  
 EDTL 642 Montessori Early Childhood Education: Environmental studies  
 EDTL 645 Conflict Management: Negotiation/mediation/facilitation skills for educators  
 EDTL 646 Early Childhood Professionals Working with Families/Whanau and the Community  
 EDTL 650 Introduction to Montessori Early Childhood Education  
 EDTL 657 Reclaiming Challenging Students: Beyond a curriculum of control  
 EDTL 658 Early Childhood Programming and Curriculum  
 EDTL 663 Music in the Classroom for the 'Non Musical Teacher'

EDTL 667 Te Reo Rangatira me nga Tikanga Whakaaro Maori  
 EDTL 668 Professional Development for Returning Primary School Teachers  
 EDTL 678 Multicultural Awareness in Primary and Secondary Classrooms  
 EDTL 701 Teaching Children with Literacy Difficulties  
 EDTL 703 Social Studies Curriculum Leadership  
 EDTL 706 Physical Education Specialist in the Primary School  
 EDTL 707 Emotional Intelligence in the Classroom  
 EDTL 708 Managing Challenging Children  
 EDTL 709 Perceptual Motor Programmes for Children  
 EDTL 711 Innovation in Teaching and Learning  
 EDTL 713 Teacher as Skilled Helper  
 EDTL 717 Classroom Based Research for Teachers  
 EDTL 718 Foundations of Teaching and Learning Languages (including TESOL)  
 EDTL 719 Curriculum-based Language Learning for Diverse Learners  
 EDTL 720 An Introduction to Middle Management  
 EDTL 722 Language & Communication in Early Childhood Education  
 EDTL 725 Teaching Years 7-10 (Emerging Adolescents)  
 EDTL 727 Leadership in Technology Education

- EDTL 732 An Introduction to Elements of English Linguistics, Grammar and Usage
- EDTL 739 Montessori Early Childhood Education, The Arts, Management, Research
- EDTL 740 Multiple Intelligences in the Classroom
- EDTL 741 Sport Education in the Primary School
- EDTL 742 Supervising Teachers and Student Teachers
- EDTL 743 Theatre in Schools Practicum
- EDTL 744 Health Education for Years 1-8
- EDTL 745 Transition to School from Early Childhood
- EDTL 751 Guiding Young Children's Behaviour: A positive approach
- EDTL 752 Designing Environments for Children
- EDTL 753 Operational Management in Early Childhood Education
- EDTL 754 Professional Guidance and Leadership in Early Childhood Education
- EDTL 756 Science Teaching for Interest and Understanding
- EDTL 760 Issues in Mathematics Education
- EDTL 762 Developing Thinking Skills in the Classroom
- EDTL 765 Communication Assessment, Strategies and Systems
- EDTL 766 Teaching Through Storytelling
- EDTL 768 Academic Literacy for Tertiary Study
- EDTL 770 Classroom Strategies for Managing Behaviour and Learning (I.E.Ps and Group Learning)
- EDTL 776 Autism Spectrum Disorders
- EDTL 777 Developmental Disabilities
- EDTL 778 Designing Programmes and Materials in Second Language Teaching
- EDTL 781 Extending Visual Art Education Programmes (Levels 1-4)
- EDTL 785 Extending Classroom Practice: A process approach
- EDTL 787 TESOL in the Secondary School
- EDTL 788 Teaching Drama and Dance in the Primary School
- EDTL 789 Music is Child's Play, 0 – 8 years
- EDTL 790 Riding the Storm: Resolving discipline problems
- EDTL 791 Motivating the Unmotivated: a cognitive approach
- EDTL 792 EQ: Fostering Social and Emotional Intelligence in Learning Environments
- EDTL 793 How Adults Learn: Implications for working with other teachers
- EDTL 794 Educating Boys
- EDTL 795 Issues in the Education of the Gifted Learner
- EDTL 796 Strategies for Teaching and Learning in Gifted Education
- EDTL 797 Using the Musical Intelligence to Teach the NZ Curriculum
- EDTL 798 Thinking Skills: The next stage
- EDNZ 701 Approaches to Research in Education
- EDNZ 702 Evaluating and Interpreting Research Reports in Education
- EDNZ 703 Ethics in Research Education
- EDNZ 704 Research Project in Education
- Additional optional courses may be selected from the Schedules to the Regulations for the Diploma in Children's Literature or the Graduate Diploma in ICT in Education (note that GradDiplCTEd courses are 15 points and are usually taken in conjunction with three point bridging courses EDIC 797, 798 or 799 when credited towards the BTChLn(Primary) (via Upgrade)).

## Certificate in Children's Literature (CertChLit)

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

### *The Programme for this Certificate*

#### **1. Qualifications required to Enrol in the Certificate**

- (a) Candidates must satisfy the admission requirements of the University.

- (b) The programme of study for each candidate must be approved by the Dean of Education.

#### **2. The Structure of the Programme**

The CertChLit comprises a total of at least 70 points at level 7 on the Register of Quality Assured Qualifications. The course of study shall consist of:

- (a) compulsory courses as specified in Group A of the Schedule to the Regulations for the Certificate in Children's Literature; and
- (b) one optional course selected from Group B of the Schedule to the Regulations for the Certificate in Children's Literature.

### 3. Part-time Enrolment

The Certificate may be studied full-time or part-time.

### 4. Duration of the Course

Other than in exceptional circumstances approved by the Dean of Education the maximum elapsed time from first enrolment will be five years.

### 5. Repeating of Courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

### 6. Transfer of Earlier Credit

With the approval of the Dean of Education credit for courses from another New Zealand university up to the value of 18 points may be credited to the Certificate.

## Schedule to the Regulations for the Certificate in Children's Literature

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Group A (Compulsory courses)

EDCL 711 Image and Narrative

EDCL 712 Story and Meaning: A Study of Myth, Legend and Folktale

EDCL 713 Patterns of Language

### Group B (Optional courses)

Prerequisites for all optional courses are: EDCL 711, EDCL 712, EDCL 713.

EDCL 714 Research in Children's Literature

EDCL 721 The Victorian Period in Children's Literature

EDCL 722 Genre in Children's Literature: an Introduction

EDCL 723 Fantasy in Children's Literature

EDCL 724 Realistic Fiction: Social Realism in Contemporary Children's and Young Adult Fiction

EDCL 725 The Multicultural Experience of Children's Literature

EDCL 726 The New Zealand Experience: a study of contemporary New Zealand literature for children

EDCL 727 Young Adult Fiction

## Certificate in Learning Support (CertLS)

*Note: This qualification was formerly the Certificate in Supporting Children's Learning (CertSCL) and Certificate in Behaviour and Learning Support (CertBLS). The General Course and Examination Regulations of the university govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of regulations.*

### The Programme for this Certificate

#### 1. The Structure of the Programme

The Certificate in Learning Support may be awarded with two endorsements: Curriculum or Special Needs. The courses for each endorsement are listed in the Schedule to the Regulations for this award.

The CertLS comprises a total of 60 points at Level 4 on the Register of Quality Assured Qualifications. The course of study for the Certificate shall consist of:

- (a) compulsory courses as specified in Group A of the Schedule to the Regulations for the Certificate in Learning Support, and

- (b) three courses selected from Group B or Group C of the Schedule to the Regulations for the Certificate in Learning Support. Where all courses are selected from Group B, the Certificate in Learning Support will be endorsed "Curriculum". Where all courses are selected from Group C, the Certificate in Learning Support will be endorsed "Special Needs". Where courses are selected from both Group B and Group C, the Certificate in Learning Support will not be endorsed.

#### 2. Duration

The usual period of enrolment for a full-time candidate is six months. The maximum period of enrolment is three years.

#### Admission to the programme

Every candidate for the Certificate in Learning Support, before enrolling in a course of study for the certificate, shall have:

- (a) satisfied the admission requirements of the University, and
- (b) been approved as a candidate for the certificate by the Dean of Education.

### Transfers of credit and exemptions

The Dean of Education may grant credit towards the certificate from any additional tertiary or other qualification where the content and standard of such

study are considered appropriate to the certificate. Credit may be specified or unspecified, and will be at level 4 on the New Zealand Qualifications Framework.

## Schedule to the Regulations for the Certificate in Learning Support

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Group A (Compulsory courses)

EDSL 401 Developing Children's Literacy  
EDSL 402 Developing Children's Numeracy  
EDSL 404 Working in the Learning Environment

### Group B (Curriculum endorsement)

EDSL 410 Marautanga Maori – Te Reo me ona Tikanga  
EDSL 411 Information and Communication Technology in the Learning Environment  
EDSL 412 Children's Literature and the Library

EDSL 413 Learning for Pasifika Children  
EDSL 414 Developing Personal Literacy  
EDSL 415 Developing Personal Numeracy  
EDSL 416 Extending Gifted Children  
EDSL 417 Supporting Perceptual Motor Programmes  
EDSL 418 Supporting Children's Musical Development  
EDSL 419 Health Issues for Children  
EDSL 420 Supporting New Learners of English

### Group C (Special Needs endorsement)

EDSL 430 Strategies for Positive Behaviour Support  
EDSL 431 Learning and Teaching in Special Needs  
EDSL 432 Supporting the Exceptional Learner  
EDSL 433 Learning Support Strategies

## Diploma in Children's Literature (DipChLit)

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

### The Programme for this Diploma

*Note: Students who have completed the requirements for the Certificate in Children's Literature may proceed to the Diploma in Children's Literature by completing an additional 54 points which must include the compulsory course EDCL 714.*

### 1. Qualifications Required to Enrol in the Diploma

- Candidates must satisfy the admission requirements of the University.
- The programme of study for each candidate must be approved by the Dean of Education.

### 2. The Structure of the Programme

The DipChLit comprises a total of at least 120 points at level 7 on the Register of Quality Assured Qualifications. The course of study shall consist of:

- compulsory courses as specified in Group A of the Schedule to the Regulations for the award of Diploma in Children's Literature; and

- two courses selected from Group B of the Schedule to the Regulations for the award of Diploma in Children's Literature; and
- one course selected from Group C of the Schedule to the Regulations for the award of Diploma in Children's Literature.

### 3. Part-time Enrolment

The Certificate may be studied full-time or part-time.

### 4. Duration of the Course

Other than in exceptional circumstances approved by the Dean of Education the maximum elapsed time from first enrolment will be seven years.

### 5. Repeating of Courses

Courses which have been failed may be repeated only with the approval of the Dean of Education.

### 6. Transfer of Earlier Credit

With the approval of the Dean of Education credit from courses from another New Zealand university up to the value of 36 points may be credited to the Diploma.



## Schedule to the Regulations for the Diploma in Children's Literature

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Group A (Compulsory courses)

EDCL 711 Image and Narrative

EDCL 712 Story and Meaning: A Study of Myth, Legend and Folktale

EDCL 713 Patterns of Language

EDCL 714 Research in Children's Literature

### Group B

All Group B courses – P: EDCL 711, EDCL 712, EDCL 713.

EDCL 721 The Victorian Period in Children's Literature

EDCL 722 Genre in Children's Literature: an Introduction

EDCL 723 Fantasy in Children's Literature

EDCL 724 Realistic Fiction: Social Realism in

Contemporary Children's and Young Adult Fiction

EDCL 725 The Multicultural Experience of Children's Literature

EDCL 726 The New Zealand Experience: a study of contemporary New Zealand literature for children

EDCL 727 Young Adult Fiction

### Group C

EDCL 731 Performance in Children's Literature

EDCL 732 Children's Literature and the Curriculum

EDCL 733 Early Childhood and Children's Responses to Children's Literature

EDCL 734 Book Selection in Children's Literature

EDCL 735 The Moving Image and Children's Literature

EDCL 736 Writing and Illustrating for Children

## Diploma in Teaching and Learning (Early Childhood) (DipTchLn(EarlyChildhood))

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

### The Programme for this Diploma

#### 1. The Structure of the Programme

To qualify for the Diploma in Teaching and Learning (Early Childhood) a candidate must pass courses having a total value of at least 365 points.

- (a) All 365 points must be as specified in the Schedule to the Regulations for the Diploma in Teaching and Learning (Early Childhood).
- (b) And of the 365:
  - i. At least 245 points must be for courses above 100-level.
  - ii. At least 125 points must be for courses at 300-level.
  - iii. At least 85 points must be from the strand 'Professional Education' as specified in the Schedule to the Regulations for the Diploma in Teaching and Learning (Early Childhood).
  - iv. At least 180 points must be from the strand 'Professional Studies and Practice' as specified in the Schedule to the Regulations

for the Diploma in Teaching and Learning (Early Childhood).

- v. At least 100 points must be from the strand 'Curriculum Studies' as specified in the Schedule to the Regulations for the Diploma in Teaching and Learning (Early Childhood)
- (c) Subject to the approval of the Dean of Education a candidate may substitute courses from the Schedule to the Regulations for the Bachelor of Teaching and Learning (Early Childhood).

#### 2. Duration

The usual period of enrolment for a full-time candidate is three years. The maximum period of enrolment is six years.

#### 3. Re-enrolling in Courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

#### Admission to the programme

Every candidate for the DipTchLn(EarlyChildhood), before enrolling in a course of study for the diploma, shall have:

- (a) satisfied Admission Regulation A, and

- (b) been approved as a candidate by the Dean of Education, on the recommendation of a Selection Committee.

Notes:

1. Selection will be based on academic attainment and such other criteria as the Selection Committee may determine, which may include an interview.
2. Candidates are required to be vetted by police in their country of residence.
3. Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0.

4. For the purposes of Admission Regulation A4, a candidate will be admitted if they hold a National Certificate in Early Childhood Education and Care (Level 5).

### Transfers of credit and exemptions

The Dean of Education may grant credit towards the diploma from any tertiary or other qualification where the content and standard of such study are considered appropriate to the diploma. Credit may be specified or unspecified, and will be at an appropriate level. Credit from a completed degree will not exceed a maximum of 120 points. Credit from an incomplete degree, diploma or other tertiary qualification will not exceed 240 points.

## Schedule to the Regulations for the Diploma in Teaching and Learning (Early Childhood)

### Professional Education

EDCS 151 Inter- and Intra-personal Skills  
 EDED 144 Development, Learning and Culture  
 EDM1 151 Cultural Studies  
 EDED 241 Child Development 2  
 EDEC 349 Assessment Models and Procedures in Aotearoa/New Zealand Early Childhood Settings  
 EDED 349 Research as a Practitioner  
 EDED 371 Inclusive Education 2  
 EDPS 363 Early Childhood: The Professional Context

### Professional Studies and Practice

EDPS 154 Professional Studies 1  
 EDTP 106 Centre-Based Practicum – Year 1  
 EDTP 107 Year 1 Teaching Practice 1  
 EDTP 108 Year 1 Teaching Practice 2  
 EDPS 264 Professional Studies 2

EDTP 212 Centre-Based Practicum – Year 2  
 EDTP 213 Year 2 Teaching Practice 1  
 EDTP 214 Year 2 Teaching Practice 2  
 EDPS 376 Professional Studies 3  
 EDTP 315 Year 3 Teaching Practice 1  
 EDTP 316 Centre-Based Practicum – Year 3  
 EDTP 317 Year 3 Teaching Practice 2

### Curriculum Studies

EDEC 150 Early Childhood Curriculum 1  
 EDM1 145 Te Reo me nga Tikanga Maori 1  
 EDEC 263 Early Childhood Curriculum 2  
 EDEC 265 Early Childhood Transitions  
 EDM1 254 Te Reo me nga Tikanga Maori 2  
 EDEC 383 Special Topic: Education for Sustainability  
 EDM1 363 Te Reo me nga Tikanga Maori 3

## Diploma in Teaching and Supporting People with Disabilities (DipTSD)

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

### The Programme for this Diploma

#### 1. Qualifications required to Enrol in the Diploma

- (a) Every candidate, before enrolling in a course of study for the Diploma, shall have:

- i. satisfied the admission requirements of the University, or been admitted ad eundem statum as entitled to enrol for the Diploma; and
  - ii. have a qualification in the field of disabilities equivalent to Level 6 on the Register of Quality Assured Qualifications, and experience working with people with special needs.
- (b) Every candidate for the Diploma shall have been approved as a candidate by the Dean of Education.

## 2. The Structure of the Programme

The DipTSD comprises at least 120 points at Level 7 on the Register of Quality Assured Qualifications. The course of study for the Diploma shall consist of:

- (a) compulsory courses as specified in Group A of the Schedule to the Regulations for this Diploma; and
- (b) two optional courses selected from Group B of the Schedule to the Regulations for this Diploma.

## 3. Prerequisites

Prerequisites may be waived at the discretion of the Dean of Education. However, no credit is given towards the Diploma for any such prior learning.

## 4. Part-time Enrolment

The Diploma may be completed on a full-time or part-time basis.

## 5. Duration of the Course

Other than in exceptional circumstances approved by the Dean of Education, the maximum time from first enrolment will be six years.

## 6. Repeating of Courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

# Schedule to the Regulations for the Diploma in Teaching and Supporting People with Disabilities

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Group A (Compulsory courses)

EDSN 752 Managing Challenging Behaviour

EDSN 753 Teaching Strategies for Diverse Learners

### Group B (Optional courses)

EDSN 725 Holistic Assessment for Youth at Risk

EDSN 755 Developmental Disabilities: Inclusive Practices for Educational and Community Settings

EDSN 758 Information and Communication Technology in Special Education

EDSN 759 Communication and Oral Language for Special Needs

P: EDSN 753

EDSN 763 Community Services: Issues, Development and Delivery

EDSN 766 Autism and Asperger's Syndrome

EDSN 775 Independent Study

P: EDSN 752 and EDSN 753. One other course from the DipTSD Schedule must be completed prior to, or concurrently with, this course.

# Graduate Certificate in Clinical Teaching (GradCertCT)

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

## The Programme for this Certificate

### 1. Qualifications required to Enrol in the Graduate Certificate

Every candidate for the Graduate Certificate in Clinical Teaching, before enrolling in a course of study for the certificate, shall have:

- (a) either
  - i. qualified for a degree in a New Zealand University which is of relevance to clinical teaching and the proposed course of study, or

- ii. qualified for an appropriate health professional qualification requiring at least three years full-time tertiary study at level 7, or
  - iii. been admitted ad eundem statum as entitled to enrol for the Graduate Certificate, or
  - iv. produced evidence to the satisfaction of the Academic Board of qualification for entry to the graduate certificate through extensive practical or professional experience of an appropriate kind, and
- (b) qualifications and experience that accord with membership of an approved health professional association, or be registered to practice within a health environment.

Every candidate for the Graduate Certificate shall have been approved as a candidate by the Dean of Education.

*Note: Clause 1. (a)iv. would normally only apply to a candidate who is currently practising as a Maori Health Worker with at least three years case-based experience in a Kaupapa Maori health environment, who has the endorsement of kaumatua/iwi and a supervising health professional.*

## 2. Structure of the Programme

The GradCertCT comprises a total of 60 points at level 7 on the Register of Quality Assured Qualifications. The course of study for the Graduate Certificate shall consist of:

- (a) compulsory courses as specified in Group A of the Schedule to the Regulations for this Graduate Certificate; and
- (b) two courses selected from Group B of the Schedule to the Regulations for this Graduate Certificate.

## 3. Approval of course of study

The course of study for every candidate for the Graduate Certificate is subject to the approval of the Dean of Education. As part of the approval

process the Dean will ensure that the candidate is employed in, or has access to, an approved clinical or educator role in which a recommended four hours per week contact with students or junior colleagues occurs during study (or some equivalent exposure to learners is arranged, e.g. field work students on block). Options are considered at the discretion of the Programme Co-ordinator.

## 4. Prerequisites

Prerequisites may be waived at the discretion of the Dean of Education.

## 5. Duration of the Course

It is expected that the certificate will be completed on a part-time basis, normally over two years. A candidate must complete the Graduate Certificate within four years of the date of their first enrolment.

## 6. Repeating of Courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

## Schedule to the Regulations for the Graduate Certificate in Clinical Teaching (GradCertCT)

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Group A (Compulsory courses)

EDCT 701 Learning in a Clinical Setting

EDCT 704 Clinical Education Experience Programme

P: EDCT 701 and one of EDCT 702, 703, 705.

### Group B

EDCT 702 Designing and Managing Learning in a Clinical Setting

P: EDCT 701

EDCT 703 Issues and Processes in a Clinical Settings

P: EDCT 701

EDCT 705 Practical Skills Teaching, Supervision and Assessment

P: EDCT 701

## Graduate Certificate in Gifted Education (GradCertGiftedEd)

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

### The Programme for this Certificate

#### 1. Qualifications required to Enrol in the Graduate Certificate

Every candidate for the Graduate Certificate in Gifted Education shall have:

- (a) either
  - i. qualified for any appropriate teaching degree in New Zealand; or
  - ii. a Diploma of Teaching or NZQA equivalent; and
  - iii. been admitted ad eundem staturum as entitled to enrol for the Graduate Certificate.
- (b) Every candidate for the Graduate Certificate shall have been approved as a candidate by the Dean of Education.

## 2. Structure of the Programme

To qualify for the Graduate Certificate a candidate must pass courses comprising at least 70 points at level 7 on the Register of Quality Assured Qualifications. The course of study for the Graduate Certificate shall consist of:

- compulsory courses as specified in Group A of the Schedule to the Regulations of this Graduate Certificate; and
- one optional course selected from Group B of the Schedule to the Regulations of this Graduate Certificate.

All courses of study shall be approved by the Dean of Education.

## 3. Part-time enrolment

The Graduate Certificate may be studied part-time, normally over a maximum of five years.

## 4. Repeating of Courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

# Schedule to the Regulations for the Graduate Certificate in Gifted Education

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Group A (Compulsory courses)

- EDTL 717 Classroom Based Research for Teachers
- EDTL 795 Issues in the Education of the Gifted Learner
- EDTL 796 Strategies for Teaching and Learning in Gifted Education

### Group B (Optional courses)

- EDCL 732 Children's Literature and the Curriculum
- EDHA 655 Musical Leadership in the Primary School
- EDHP 705 Mataranga Maori/Maori Knowledge Systems
- EDIC 701 Information and Communication Technology in the Teaching and Learning Process
- EDIC 721 Information and Communication Technology in Early Childhood: Supporting Learning and Development

- EDTL 637 Drama for Teachers
- EDTL 639 Language and Communication in ECE
- EDTL 703 Social Studies Curriculum Leadership
- EDTL 723 Curriculum Leadership
- EDTL 727 Leadership in Technology Education
- EDTL 735 Mathematics Resource Teacher in the Primary School
- EDTL 740 Multiple Intelligences in the Classroom
- EDTL 751 Guiding Young Children's Behaviour: A positive approach
- EDTL 752 Designing Environments for Children
- EDTL 762 Developing Thinking Skills in the Classroom
- EDTL 764 Becoming a Resource Teacher in Science
- EDTL 770 Classroom Strategies for Managing Behaviour and Learning (IEPs and Group Learning)
- EDTL 786 Resource Teacher of Physical Education in the Primary School
- EDTL 788 Teaching Drama and Dance in the Primary School
- EDTL 789 Music is Child's Play, 0-8 years

# Graduate Certificate in Management in Early Childhood Education (GradCertMgtECE)

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

## The Programme for this Certificate

### 1. Qualifications required to Enrol in the Graduate Certificate

Every candidate for the Graduate Certificate in Management in Early Childhood Education, before enrolling in a course of study for the Graduate Certificate, shall have:

- (a) either
- i. qualified for any appropriate teaching degree in New Zealand; or
  - ii. a Diploma of Teaching or NZQA equivalent; and
  - iii. been admitted ad eundem statum as entitled to enrol for the Graduate Certificate.
- (b) Every candidate for the Graduate Certificate shall have been approved as a candidate by the Dean of Education.

## 2. Structure

The GradCertMgtECE comprises a total of 70 points at levels 6 and 7 on the Register of Quality Assured

Qualifications. The course of study for the Graduate Certificate shall consist of the courses as specified in the Schedule to the Regulations for this Graduate Certificate.

## 3. Part-time enrolment

The Graduate Certificate may be studied part-time, normally over a maximum of five years.

## 4. Repeating of Courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

# Schedule to the Regulations for the Graduate Certificate in Management in Early Childhood Education

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

EDTL 638 Legal Issues in Early Childhood Education  
 EDTL 646 Early Childhood Professionals Working with Families/Whanau and the Community

EDTL 753 Operational Management in Early Childhood Education

EDTL 754 Professional Guidance and Leadership in Early Childhood Education

# Graduate Certificate in Online Teaching and Learning (GradCertOTL)

*See also the General Course and Examination Regulations.*

## 1. Qualifications required to Enrol in the Graduate Certificate

Every candidate for the GradCertOTL, before enrolling in a course of study for the Graduate Certificate, shall have:

- (a) either
- i. qualified for a degree in teaching; or
  - ii. been admitted ad eundem statum as entitled to enrol for the Graduate Certificate.
- (b) Every candidate for the Graduate Certificate shall have been approved as a candidate by the Dean of Education.

## 2. Structure of the Graduate Certificate

The GradCertOTL comprises a total of 60 points at Level 7 on the Register of Quality Assured Qualifications. The course of study for the Graduate Certificate shall consist of the courses as specified in the Schedule to the Regulations for this Graduate Certificate.

## 3. Full-time/Part-time Enrolment

A candidate may be enrolled either on a full-time or part-time basis.

## 4. Duration of the Course

The minimum period of enrolment for a full-time candidate is six months. A candidate must complete the GradCertOTL qualification within five years of the date of their first enrolment.

## 5. Re-enrolling in courses

A candidate who fails any course may re-enrol for that course only with the approval of the Dean of Education.

## Schedule to the Regulations for the Graduate Certificate in Online Teaching and Learning

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

EDIC 701/751 Information and Communication Technology in the Teaching and Learning Process

EDIC 712 Using and Creating Websites for Teaching and Learning

EDIC 714 Best Practices in Online Teaching and Learning

EDIC 716 Teaching Online: Course Development Project

## Graduate Certificate in Teaching English to Speakers of Other Languages (GradCertTESOL)

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

### 1. Qualifications required to Enrol in the Graduate Certificate

Every candidate for the GradCertTESOL, before enrolling in a course of study for the Graduate Certificate, shall have:

- (a) either
  - i. qualified for any appropriate teaching degree in New Zealand; or
  - ii. a Diploma of Teaching or equivalent TESOL teaching experience; and
  - iii. been admitted ad eundem statum as entitled to enrol for the Graduate Certificate.
- (b) Every candidate for the Graduate Certificate shall have been approved as a candidate by the Dean of Education.

### 2. Structure

The Graduate Certificate comprises a total of 70 points. The course of study for the Graduate Certificate shall consist of:

- (a) compulsory courses as specified in Group A of the Schedule to the Regulations for this Graduate Certificate; and
- (b) two optional courses selected from Group B of the Schedule to the Regulations for this Graduate Certificate.

All courses of study shall be approved by the Dean of Education.

### 3. Part-time enrolment

The Graduate Certificate may be studied part-time, normally over a maximum of five years.

### 4. Repeating of Courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

## Schedule to the Regulations for the Graduate Certificate in Teaching English to Speakers of Other Languages (GradCertTESOL)

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Group A (Compulsory courses)

EDTL 718 Foundations of Teaching and Learning Languages (including TESOL)

EDTL 732 An Introduction to Elements of English Linguistics, Grammar and Usage

### Group B (Optional courses)

EDTL 719 Curriculum-Based Language Learning for Diverse Learners

EDTL 778 Designing Programmes and Materials in Second Language Teaching

EDTL 787 TESOL in the Secondary School

# Graduate Diploma in the Education of Students with Special Teaching Needs (GradDipSTN)

*Note: The General Course and Examination Regulations of the university govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

## The Programme for this Diploma

### 1. Qualifications required to enrol in the Graduate Diploma

Every candidate, before enrolling in a course of study for the Graduate Diploma, shall have either:

- qualified for a degree in a New Zealand university which is of relevance to teaching/education and the proposed course of study; or
- qualified for a teaching or appropriate professional qualification requiring at least three years full-time tertiary study at level 7 on the Register of Quality Assured Qualifications; and
- been admitted ad eundem statum as entitled to enrol for the Graduate Diploma.

Every candidate for the Graduate Diploma shall have been approved as a candidate by the Dean of Education.

### 2. The Structure of the Programme

The GradDipSTN comprises a total of 120 points at level 7 on the Register of Quality Assured

Qualifications. The course of study for the Graduate Diploma shall consist of:

- compulsory courses as specified in Group A of the Schedule of Courses for the Graduate Diploma; and
- two courses selected from Group B of the Schedule of Courses for the Graduate Diploma.

### 3. Prerequisites

Prerequisites for any course may be waived at the discretion of the Dean of Education. However, no credit is given towards the Diploma for any such prior learning.

### 4. Part-time Enrolment

The Diploma may be completed on a full-time or part-time basis.

### 5. Duration of the Course

Other than in exceptional circumstances approved by the Dean of Education, the maximum time from first enrolment will be six years.

### 6. Repeating of Courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

## Schedule to the Regulations for the Graduate Diploma in the Education of Students with Special Teaching Needs

### Group A (Compulsory Courses)

EDSN 752 Managing Challenging Behaviour

EDSN 753 Teaching Strategies for Diverse Learners

### Group B

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

EDSN 725 Holistic Assessment for Youth at Risk

EDSN 751 Education of the Gifted Learner in New Zealand

EDSN 754 Inclusive Practices in Literacy and Numeracy (Pre-requisite EDSN 753)

EDSN 755 Developmental Disabilities: Inclusive Practices for Educational and Community Settings

EDSN 758 Information and Communication Technology in Special Education

EDSN 759 Communication and Oral Language for Special Needs

EDSN 763 Community Services: Issues, Development and Delivery

EDSN 764 Special Education Co-ordination

EDSN 766 Autism and Asperger's Syndrome

EDSN 775 Independent Study

P: EDSN 752 and EDSN 753. One other course from the GradDipSTN schedule of courses, must be completed prior to or concurrently with this course.



# Graduate Diploma in Information and Communication Technology in Education (GradDipICTEd)

See also the *General Course and Examination Regulations*.

## 1. Qualifications required to Enrol in the Graduate Diploma

Every candidate for the GradDipICTEd, before enrolling in a course of study for the Graduate Diploma, shall have:

- (a) qualified for a degree in teaching, or
- (b) been admitted ad eundem statum as entitled to enrol for the Graduate Diploma.

Every candidate for the Graduate Diploma shall have been approved as a candidate by the Dean of Education.

## 2. Structure of the Graduate Diploma

The GradDipICTEd comprises a total of at least 120 points at Level 7 on the Register of Quality Assured Qualifications. The course of study for the Graduate Diploma shall consist of:

- (a) three courses as specified in Group A of the Schedule to the Regulations for this Graduate Diploma; and
- (b) four courses selected from Group B of the Schedule to the Regulations for this Graduate Diploma.

Candidates who have completed the requirements for the Graduate Certificate in Online Teaching and Learning may proceed to the Graduate Diploma in

Information and Communication Technology in Education by completing an additional 60 points which must include the two compulsory courses EDIC702 and EDIC703.

## 3. Approval of course of study

The course of study for every candidate for the Graduate Diploma shall be approved by the Dean of Education.

## 4. Full-time/Part-time Enrolment

A candidate may be enrolled either on a full-time or part-time basis.

## 5. Duration of the Course

The minimum period of enrolment for a full-time candidate is one year. A candidate must complete the GradDipICTEd qualification within five years of the date of their first enrolment.

## 6. Re-enrolling in courses

A candidate who fails any course may re-enrol for that course only with the approval of the Dean of Education.

## 7. Courses from other Graduate programmes

A candidate may, with the approval of the Dean of Education, replace up to 45 points (from either Group A or Group B of the Schedule) at Level 7 or above on the Register of Quality Assured Qualifications with those from another qualification.

## Schedule to the Regulations for the Graduate Diploma in Information and Communication Technology in Education

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Group A (Compulsory courses)

- EDIC 701/751 Information and Communication Technology in the Teaching and Learning Process
- EDIC 702/752 Policy, Planning and Professional Development: Managing ICT in Education
- EDIC 703 Research Project in Information and Communication Technology in Education

### Group B

- EDIC 704 Tools for Thinking and Learning: Database and Spreadsheet Use in the Classroom
- EDIC 705 Network Management and Computer Operating Systems in Schools
- EDIC 706 The Global Classroom
- EDIC 707/757 Information Literacy through Inquiry Learning
- EDIC 708/758 Producing and Integrating Effective ICT Resources into the Classroom
- EDIC 711 Special Project in Information and Communication Technology in Education
- EDIC 712 Using and Creating Websites for Teaching and Learning

EDIC 714 Best Practices in Online Teaching and Learning

EDIC 716 Teaching Online: Course Development Project

EDIC 721 Information and Communication Technology in Early Childhood: Supporting Learning and Development

EDIC 722 Information and Communication Technology in Early Childhood: Connecting Children, Families/Whanau and Teachers

EDIC 723 Information and Communication Technology in Early Childhood: Professional Learning and Practice

EDTT 711 Understanding Online Communities

EDTL 727 Leadership in Technology Education

## Graduate Diploma in Teaching and Learning (Early Childhood) (GradDipTchLn(EarlyChildhood))

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

### The Programme for this Diploma

#### 1. The Structure of the Programme

To qualify for the Graduate Diploma in Teaching and Learning (Early Childhood) a candidate must pass courses having a total value of 150 points (Admission Route B) or 240 points (Admission Route A) as specified in the Schedule to the Regulations for the award.

#### 2. Duration

The usual period of enrolment for a full-time candidate admitted through Admission Route B is 15 months, with a maximum period of enrolment of three years. The usual period of enrolment for a full-time candidate admitted through Admission Route A is 20 months, with a maximum period of enrolment of four years.

#### 3. Re-enrolling in courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

#### Admission to the programme

There are two admission routes for the GradDipTchLn (EarlyChildhood). Every candidate for the GradDipTchLn(EarlyChildhood), before enrolling in a course of study for the Graduate Diploma, shall have either:

- qualified for a bachelors degree (Admission Route A), or
- a New Zealand Teachers Council recognised primary teacher qualification and New Zealand Teachers Council registration as a primary teacher (Admission Route B), and

- been admitted ad eundem staturum as entitled to enrol for the Graduate Diploma, and
- approval as a candidate by the Dean of Education, on the recommendation of a Selection Committee.

#### Notes:

- Applicants who have qualified for a bachelor's degree will follow the schedule for Admission Route A. Applicants who are registered Primary teachers will follow the schedule for Admission Route B. Applicants entering under either Admission Route may chose to study the graduate diploma by enrolling in courses from either the BTChLn(EarlyChildhood) or the DipTchLn(EarlyChildhood). Students opting to study at certain centres/campuses may only have access to one of these options.
- If the degree has been conferred by a non-New Zealand institution then New Zealand Qualifications Authority Assessment must be undertaken, at the candidate's expense.
- Selection will be based on academic attainment and such other criteria as the Selection Committee may determine, which may include an interview.
- Candidates are required to be vetted by police in their country of residence.
- Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0.

#### Transfers of credit and exemptions

The Dean of Education may grant credit towards the graduate diploma from any additional tertiary or other qualification where the content and standard of such study are considered appropriate to the graduate diploma. Credit may be specified or unspecified, and will be at an appropriate level. Credit from an additional qualification will not normally exceed a maximum of 30 points (Admission Route B) or 120 points (Admission Route A).

# Schedule to the Regulations for the Graduate Diploma in Teaching and Learning (Early Childhood)

## *Non-credit requirement*

To qualify for the Graduate Diploma in Teaching and Learning (Early Childhood) a candidate must submit an approved First Aid certificate valid for a minimum of three months following graduation.

## *DipTchLn Route*

### **Admission Route A**

EDEC 150 Early Childhood Curriculum 1  
EDEC 263 Early Childhood Curriculum 2  
EDED 241 Child Development 2  
EDMI 254 Te Reo me nga Tikanga Maori 2  
EDPS 264 Professional Studies 2  
EDTP 212 Centre-Based Practicum Year 2  
EDTP 213 Year 2 Teaching Practice 1  
EDTP 214 Year 2 Teaching Practice 2  
EDEC 349 Assessment Models for Learning in Aotearoa/New Zealand Early Childhood Settings  
EDEC 383 Special Topic: Education for Sustainability  
EDED 349 Research as a Practitioner  
EDED 371 Inclusive Education 2  
EDMI 363 Te Reo me nga Tikanga Maori 3  
EDPS 376 Professional Studies 3  
EDTP 315 Year 3 Teaching Practice 1  
EDTP 316 Centre-Based Practicum – Year 3  
EDTP 317 Year 3 Teaching Practice 2

### **Admission Route B**

EDMI 152 Cultural Studies  
EDEC 265 Early Childhood Transitions  
EDTP 214 Year 2 Teaching Practice 2  
EDEC 349 Assessment Models and Procedures in Aotearoa/New Zealand Early Childhood Settings  
EDEC 349 Research as a Practitioner  
EDED 371 Inclusive Education 2  
EDED 378 The Competent Child  
EDMI 363 Te Reo me nga Tikanga Maori 3  
EDPS 376 Professional Studies 3  
EDTP 315 Year 3 Teaching Practice 1  
EDTP 316 Centre-Based Practicum – Year 3  
EDTP 317 Year 3 Teaching Practice 2

## *BTchLn Route*

### **Admission Route A**

EDEC 150 Early Childhood Curriculum 1  
EDMI 152 Cultural Studies  
EDEC 263 Early Childhood Curriculum 2  
EDEC 265 Early Childhood Transitions  
EDUC 261 Teaching and Learning  
EDED 268 The Developing Child  
EDMI 254 Te Reo me nga Tikanga Maori 2  
EDPS 264 Professional Studies 2  
EDTP 263 Professional Practice 2  
EDTP 264 Professional Practice 3  
EDEC 349 Assessment Models & Procedures in Aotearoa/New Zealand Early Childhood Settings  
EDEC 376 Early Childhood Curriculum 3  
EDED 371 Inclusive Education 2  
EDUC 384 Perspectives on Educational Research  
EDMI 363 Te Reo me nga Tikanga Maori 3  
EDPS 376 Professional Studies 3  
EDTP 373 Professional Practice 4  
EDTP 374 Professional Practice 5

### **Admission Route B**

EDMI 152 Cultural Studies  
EDEC 265 Early Childhood Transitions  
EDED 268 The Developing Child  
EDTP 264 Professional Practice 3  
EDEC 349 Assessment Models & Procedures in Aotearoa/New Zealand Early Childhood Settings  
EDED 349 Research as a Practitioner  
EDED 371 Inclusive Education 2  
EDED 378 The Competent Child  
EDMI 363 Te Reo me nga Tikanga Maori 3  
EDPS 376 Professional Studies 3  
EDTP 373 Professional Practice 4  
EDTP 374 Professional Practice 5

# Graduate Diploma in Teaching and Learning (Primary) (GradDipTchLn(Primary))

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

## The Programme for this Diploma

### 1. The Structure of the Programme

The GradDipTchLn(Primary) is a qualification at Level 7 on the Register of Quality Assured Qualifications. To qualify for the Graduate Diploma a candidate must pass courses having a total value of at least 168 points. The course of study for the Graduate Diploma shall consist of the courses as specified in the Schedule to the Regulations for the award.

### 2. Duration

The usual period of enrolment for a full-time candidate is 15 months. The maximum period of enrolment is three years.

### 3. Re-enrolling in courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

### Admission to the programme

Every candidate for the GradDipTchLn(Primary), before enrolling in a course of study for the Graduate Diploma, shall have:

- qualified for a bachelor's degree, or
- been admitted ad eundem statum as entitled to enrol for the Graduate Diploma, and
- approval as a candidate by the Dean of Education, on the recommendation of a Selection Committee.

#### Notes:

- If the degree has been conferred by a non-New Zealand institution then New Zealand Qualifications Authority Assessment must be undertaken, at the candidate's expense.*
- Selection will be based on academic attainment and such other criteria as the Selection Committee may determine, which may include an interview.*
- Candidates are required to be vetted by police in their country of residence.*
- Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0.*

### Transfers of credit and exemptions

The Dean of Education may grant credit towards the graduate diploma from any additional tertiary or other qualification where the content and standard of such study are considered appropriate to the graduate diploma. Credit may be specified or unspecified, and will be at an appropriate level. Credit will not normally exceed a maximum of 48 points.

## Schedule to the Regulations for the Graduate Diploma in Teaching and Learning (Primary)

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

EDAR 711 Visual Art Curriculum Studies  
 EDDD 511 Dance and Drama Curriculum Studies  
 EDHL 711 Health Curriculum Studies  
 EDIS 723 Investigations in Inquiry-based Learning  
 EDLE 711 Literacy Studies  
 EDMS 711 Mathematics Education  
 EDMU 711 Music Curriculum Studies  
 EDPE 711 Physical Education Curriculum Studies  
 EDPI 501 Professional Studies I: Introduction to Children and Learning

EDPI 601 Professional Studies II: Developing Effective Learners  
 EDPI 612 Communication Skills  
 EDPI 701 Professional Studies III: Integrating Learning and Teaching  
 EDPP 511 Professional Practice I: Children and Classroom Teaching  
 EDPP 611 Professional Practice II: Professional Knowledge and Development  
 EDPP 721 Professional Practice III: Learning and Teaching Independence  
 EDRT 411 Whakatipu Akonga  
 EDRT 711 Society, Culture and Communication  
 EDSC 711 Science Curriculum Studies  
 EDTE 711 Technology Curriculum Studies

# Graduate Diploma in Teaching and Learning (Secondary) (GradDipTchLn(Secondary))

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

## The Programme for this Diploma

### 1. The Structure of the Programme

- (a) To qualify for the Graduate Diploma in Teaching and Learning (Secondary) a candidate must pass courses having a total value of at least 120 points within the following categories:
- i. Professional Studies 20 points
  - Major Teaching Studies 24 points
  - Additional Teaching Studies 12 points
  - Education Studies 8 points
  - ICT Studies 4 points
  - Selected Studies\* 12 points
- \*Candidates may choose 12 points from any (or a combination) of Teaching Studies and/or Selected Studies (EDIT 401) courses.*
- ii. Teaching Practice (14 weeks) 40 points
- (b) Students who complete the Graduate Diploma in Teaching and Learning (Secondary) as part of the Bachelor of Education with specialisation in Performing Arts or Physical Education must pass such courses as specified in the Regulations to the Degree of Bachelor of Education.
- (c) The usual period of enrolment for a full-time candidate is one year. The Graduate Diploma may be completed on a full-time or part-time basis. The maximum period of enrolment is three years.

### 2. Re-enrolling in courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

## Admission to the programme

### 3. Standard of entry and approval required for admission to the programme

Every candidate for the GradDipTchLn(Secondary), before enrolling in a course of study for the Graduate Diploma, shall have:

- (a) qualified for a bachelor's degree, including study to at least 200 level or higher in subjects aligned to the New Zealand school curriculum, or
- (b) been admitted ad eundem statum as entitled to enrol for the Graduate Diploma, and
- (c) approval as a candidate by the Dean of Education, on the recommendation of a Selection Committee.

#### Notes:

1. *If the degree has been conferred by a non-New Zealand institution then New Zealand Qualifications Authority Assessment must be undertaken, at the candidate's expense.*
2. *Selection will be based on academic attainment and such other criteria as the Selection Committee may determine, which may include an interview.*
3. *Candidates are required to be vetted by police in their country of residence.*
4. *Candidates for whom English is a second language must provide evidence of IELTS (Academic) 7.0 with no individual score below 7.0.*

Every candidate's personal course of study shall be approved by the Dean of Education.

### Transfers of credit and exemptions

Any candidate who has been credited with a course or courses at another New Zealand tertiary educational institution may, with the approval of the Dean of Education, be exempted from such courses as the Dean of Education may determine. Any credit transfer or recognition of prior learning must be aligned to New Zealand Teachers Council requirements.

## Schedule to the Regulations for the Graduate Diploma in Teaching and Learning (Secondary)

Note: Not all courses may be offered in any one year.

### Professional Studies

EDPS 305 Professional Studies

### Teaching Studies

#### Art

EDAR 325 Art Years 7–10

EDAR 331 Teaching Photography Years 12–13

EDAR 332 Drawing: Year 13 Practical Art

EDAR 328 Art Years 11–13

#### Commerce

EDCO 358 Economics Years 9–11

EDCO 359 Economics Years 12–13

EDCO 362 Accounting Year 13

EDCO 363 Accounting Years 11–12

EDCO 364 Computing and ICT Years 9–11

EDCO 365 Computing and ICT Years 12–13

#### English Education

EDEN 307 Teaching English, Years 9–11

EDEN 311 Teaching English, Years 9–13

EDEN 355 Exploring Language

EDEN 359 Teaching Writing

EDEN 361 Teaching Drama

EDEN 362 Teaching Media

EDEN 363 Drama and the Performing Arts

#### Health Education

EDHL 302 Health Education Years 9–13

EDHL 303 Interpersonal Skills in Health Education

EDHL 310 Mental Health

EDHL 399 Sexuality Education

#### Information and Communication Technology

EDIT 400 Strategies for E-Learning

EDIT 401 Teaching and Learning through ICT

#### International Languages

EDIL 343 International Language Learning and Teaching Years 7–10

EDIL 347 International Language Learning and Teaching

#### Maori Education

EDMI 302 Nga Kakano – Te Reo Maori Years 9–10

EDMI 310 Te Tipuranga – Te Reo Maori Year 11

EDMI 304 Te Puawaitanga – Te Reo Maori Years 12–13

#### Mathematics Education

EDMS 307 Mathematics Teaching Years 7–10

EDMS 319 Mathematics Teaching Years 11–13

EDMS 378 Mathematics Alive Years 7–10

#### Music Education

EDMU 323 Music Education Years 7–13

EDMU 324 Music Education Years 7–10

#### Outdoor and Environmental Education

EDOE 300 Outdoor Education Yrs 11–13

EDOE 302 Education Outside the Classroom Years 7–10

EDOE 309 Risk Management

EDOE 311 Adventure Based Learning

EDOE 351 Environmental Education

EDOE 354 Kayaking

EDOE 356 Climbing

EDOE 364 Advanced Bushcraft

EDOE 401 Experiential Learning and Facilitation

#### Performing Arts

EDEN 361 Teaching Drama

EDEN 363 Drama and the Performing Arts

EDPF 333 Theatre Movements in Aotearoa New Zealand

EDPF 363 Advanced Programmes in Performing Arts

#### Physical Education

EDPE 302 Physical Education Years 7–13

EDPE 324 Siedentop's Sport Education Model in Action

EDPE 331 Interschool Sporting Events

EDPE 332 The Social Context of Physical Education

EDPE 385 Physical Education Practical 2

EDPE 400 Physical Education Years 7–10

#### Science Education

EDSC 308 Science Education Years 7–13

EDSC 357 Biology Curriculum Years 11–13

EDSC 367 Chemistry Curriculum Years 11–13

EDSC 377 Physics Curriculum Years 11–13

EDSC 398 Biotechnology Years 7–11

EDSC 399 Electronics

#### Social Science Education

EDSS 329 Senior Geography Years 11–13

EDSS 330 Senior History Years 11–13

EDSS 333 Classical Studies Years 11–13

EDSS 335 Social Studies Teaching Years 7–13

## Technology Education

EDTE 308 Technology Curriculum Studies

EDHE 350 Home Economics Years 7–10

EDHE 357 Home Economics Years 11–13

EDGT 347 Teaching Graphics Years 7–13

## Education Studies

EDED 402 Education Studies

## Teaching Practice

EDTP 306 Teaching Practice 1

EDTP 307 Teaching Practice 2

# Hoaka Pounamu: Graduate Diploma in Te Reo Maori Bilingual and Immersion Teaching (GradDipHP)

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

## The Programme for this Diploma

### 1. Qualifications required to Enrol in the Diploma

Every candidate for the GradDipHP, before enrolling in a course of study for the Graduate Diploma, shall:

- (a) be qualified for a relevant degree in New Zealand, or be a New Zealand registered teacher; and have been admitted ad eundem statum as entitled to enrol for the Graduate Diploma.
- (b) have an attested level of proficiency in Te Reo Maori.

*Note: Proficiency will be assessed by interview as part of the process for admission to the programme.*

Every candidate for the Graduate Diploma shall have been approved as a candidate by the Dean of Education.

### 2. The Structure of the Programme

The GradDipHP comprises a total of 120 points at level 7 on the Register of Quality Assured Qualifications. The course of study for the Graduate Diploma shall consist of the courses as specified in the Schedule to the Regulations for the Graduate Diploma.

### 3. Duration

The Graduate Diploma may be studied part-time, normally over a maximum of three years. The minimum period of enrolment for a full-time candidate is one year.

### 4. Repeating of Courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

## Schedule to the Regulations for the Hoaka Pounamu: Graduate Diploma in Te Reo Maori Bilingual and Immersion Teaching

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

EDHP 701 Tikanga Whakaako Reo/Language Teaching Methodologies

EDHP 702 Te Whakaora Reo/Language Revitalisation

EDHP 703 He Huarahi Whakahaere/Policy, Management and Leadership

EDHP 704 Marautanga/Curriculum Development

EDHP 705 Matauranga Maori/Maori Knowledge Systems

EDHP 706 Ka Korero o Nehe/Genres of the Classic Language

# The Degree of Bachelor of Teaching and Learning with Honours (BTChLn(Hons))

See also *General Course and Examination Regulations*.

## 1. Qualifications required to Enrol in the Degree

Every candidate for the Degree of Bachelor of Teaching and Learning with Honours, before enrolling in a course of study for the Degree, shall have:

- qualified for the Bachelor of Teaching and Learning degree with at least a B grade average at 200 and 300 level; and
- met the standard required for a passing grade in all Professional Studies and Professional Practice courses at 100, 200 and 300 level; or
- completed a programme of study approved by the Dean of Education; and
- been admitted ad eundem statum as entitled to enrol for the Degree.

## 2. Structure of the Degree

The BTChLn(Hons) comprises a total of 120 points at level 8 on the Register of Quality Assured Qualifications.

The course of study for the Degree shall consist of:

- one compulsory research methodology course (EDUC 659) which will include a research project;
- one compulsory teaching and learning course (EDTL 828) which will include a compulsory research practicum component;
- one course selected from the Schedule to the Regulations for the Degree of Master of Teaching and Learning (some restrictions apply);

- one course selected from the Schedule to the Regulations for the Degree of Master of Education (some restrictions apply).

Students, who have completed the requirements for the BTChLn(Hons), wishing to advance to the Master of Teaching and Learning must complete a further 120 points from the Master of Teaching and Learning Schedule, including an independent research component.

## 3. Approval of course of study

The course of study for every candidate is subject to the approval of the Dean of Education.

## 4. Time limits

This qualification may be completed on a full-time or part-time basis. The minimum period of enrolment for a full-time candidate is one year. A candidate must complete the BTChLn(Hons) within three years of the date of their first enrolment. For part-time students, the research methodology and teaching and learning courses must both be completed in the first year.

## 5. Re-enrolling in courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

## 6. Courses from other Masters or Honours degrees

A candidate may, with the approval of the Dean of Education, replace the two non-compulsory courses with other postgraduate courses in Education or a closely related field.

## Schedule to the Regulations for the Degree of Bachelor of Teaching and Learning with Honours

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

EDUC 659 Research Methods in Education

EDTL 828 Learning, Teaching and Curriculum

One course selected from the Schedule to the Regulations for the Degree of Master of Teaching and Learning (some restrictions apply);

One course selected from the Schedule to the Regulations for the Degree of Master of Education (some restrictions apply).



# The Degree of Master of Education (MEd)

See also *General Course and Examination Regulations*.

## 1. Qualifications Required to Enrol in the Degree

Every candidate for the Degree of Master of Education before enrolling in a course of study for the Degree shall have:

- (a) either
  - i. qualified for the Degree of Bachelor of Education; or
  - ii. qualified for any appropriate degree in New Zealand and either successfully completed a recognised teacher training course of not less than one year at a New Zealand College of Education or university;
    - a. or acquired experience as a teacher in a recognised educational institution or setting;
    - b. or acquired experience as a counsellor in a recognised counselling setting;
    - c. or been deemed suitable for training as a counsellor and for admission to EDUC 662 and 658;
    - d. or acquired appropriate experience as an educator in a work-place or community setting; or
  - iii. been admitted under the Regulations for admission ad eundem statum as entitled to enrol for the Degree of Master of Education; and
- (b) been approved as a candidate for the degree by the Dean of Education.

*Note: Students will also normally be expected to have B average in their previous 300-level courses.*

## 2. Structure of the Degree

The course of study for the degree shall comprise either

- (a) eight courses, or
- (b) seven courses and a research project, or
- (c) six courses and two research projects, or
- (d) six courses and a dissertation.

## 3. Exemption for Students Credited with EDUC 300-level Courses or Equivalent

Candidates who have been credited with 56 or more points in Education at 300-level or a course or courses of equivalent value as approved by the Dean of Education may be exempted from two of the courses required for the degree. Candidates who have been credited with 28 points in Education at

300-level or a course of equivalent value as approved by the Dean of Education may be exempted from one of the courses required for the degree. Application for exemption must be made to the Dean.

## 4. Approval of Course of Study

The course of study of every candidate is subject to the approval of the Head of the relevant School in the College of Education. Prior qualifications and experience of the candidate will be taken into account in approving the course of study.

## 5. Time Limits

The minimum period of enrolment for a full-time candidate is two years. A candidate must complete the qualifications for the degree within six years of the date of first enrolment.

## 6. Re-enrolling in Courses

A candidate for the degree must pass each course, project or dissertation in the approved course of study. Any candidate who fails EDUC 658, 661, 662 or 663 as required for the Certificate in Counselling may re-enrol in that course in only one subsequent year. Otherwise a candidate who fails any course for the MEd may not re-enrol in that course, but may substitute another course for it.

## 7. Courses from other Masters or Honours Degrees

A candidate may, with the approval of the Head of the relevant School in the College of Education and of the Head of the other Department/School concerned, replace one or two courses with one or two courses selected from a subject prescribed for another Masters degree, or at an equivalent level for an Honours degree.

## 8. MA in Education

A candidate who has qualified for the award of the Degree of Master of Arts in Education shall not be awarded the Degree of Master of Education.

## 9. Courses for the Degree and their Prerequisites

The courses for the degree and the prerequisites are listed in the Schedule to these Regulations.

*Note: Not all courses will be offered in any one year.*

## 10. Dissertation

Where the course of study includes a dissertation, the following conditions shall apply:

- (a) a candidate shall secure approval of the Head of the relevant School for the topic chosen and the proposed course of investigation;
- (b) a candidate shall not present a dissertation any part of which has been previously accepted for another degree or diploma;
- (c) the dissertation shall satisfy the conditions laid down in General Course and Examination Regulations Section L and shall be submitted in accordance with those Regulations;
- (d) if the dissertation at its first presentation is unsatisfactory the examiners may, with the approval of the Dean of Education, permit the candidate to revise the dissertation and re-submit it by a specified date.

## 11. Degree with Distinction

On the recommendation of Faculty of Education the degree may be awarded with Distinction.

*Note: Those candidates who successfully complete the requirements for EDUC 658 Group, Family and Systems Interventions, EDUC 661 Counselling Theory, EDUC 662 Counselling Skills, EDUC 663 Counselling Practicum (or both EDUC 664 Counselling Practicum Part A and EDUC 665 Counselling Practicum Part B) and a minimum of four other courses approved for the purpose by the Head of the School of Educational Studies and Human Development will receive, upon recommendation of the Head of School in addition to the Master of Education degree, a certificate to the effect that they have qualified in Counselling.*

## Schedule to the Regulations for the Degree of Master of Education

Course Code	Course Title	EFTS	08	P/C/R/PP/EQ
EDUC 602	Comparative Education (Social Class and Education)	0.25	W	P: Subject to approval of the Head of School.
EDUC 603	Policy Studies in Education	0.25	W	P: Subject to approval of the Head of School.
EDUC 609	Topics in Exceptionality	0.25	W	P: Subject to approval of the Head of School.
EDUC 612	Disorders of Childhood	0.25	W	P: Subject to approval of the Head of School.
EDUC 613	Genders and Sexualities in Education	0.25	W	P: Subject to approval of the Head of Department.
EDUC 616	Applied Developmental and Paediatric Psychology	0.25	W	P: Subject to approval of the Head of School.
EDUC 617	Education and Development in the Pacific	0.25	W	P: Subject to approval of the Head of School. R: PACS 405
EDUC 621	Introduction to Interventions	0.25	W	P: Subject to approval of the Head of School.
EDUC 623	Professional Development in Child and Family Psychology	0.25	W	P: (1) Selection will be based on academic record, personal suitability and an interview organised by the Head of School. Further information may be obtained from the Head of School. The closing date for applications is normally October 1 in the year prior to enrolment. (2) EDUC 412 or EDUC 612, EDUC 416 or EDUC 616, EDUC 421 or EDUC 621, EDUC 461 or EDUC 661
EDUC 624	Practicum: Child and Family Psychology	0.25	W	P: (1) Selection will be based on academic record, personal suitability and an interview organised by the Head of School. Further information may be obtained from the Head of School. The closing date for applications is normally October 1 in the year prior to enrolment. (2) EDUC 412 or EDUC 612, EDUC 416 or EDUC 616, EDUC 421 or EDUC 621, EDUC 461 or EDUC 661
EDUC 625	Critical Reflection of Tertiary Teaching	0.25	S1	P: Subject to approval of the Head of Department R: HEDN 501
EDUC 626	Learning Theory and Practice in Tertiary Teaching	0.25	S2	P: Subject to approval of the Head of Department R: HEDN 502
EDUC 627	Tertiary Teaching and Learning Inquiry Design	0.25	S1	P: (1) EDUC 626 or HEDN 502; (2) Subject to approval of the Head of Department R: HEDN 503
EDUC 628	Tertiary Teaching and Learning Inquiry Implementation	0.25	S2	P: (1) EDUC 627 or HEDN 503; (2) Subject to approval of the Head of Department. R: HEDN 504

EDUC 629	Participatory and Action Research in Adult and Community Education	0.25	W	P: Subject to the approval of Head of School
EDUC 631	Philosophy of Science	0.25	W	P: Subject to approval of the Head of School. R: PHIL 223
EDUC 632	History of Science	0.25	W	P: Subject to approval of the Head of School. R: PHIL 237
EDUC 641	Psychology of Reading	0.25	NO	P: Subject to approval of the Head of Department. R: EDUC 441
EDUC 646	Adult Learning and Education	0.25	W	P: Subject to approval of the Head of School.
EDUC 649	Career Development	0.25	NO	P: Subject to approval of the Head of School.
EDUC 650	Behaviour Management	0.25	NO	P: Subject to approval of the Head of Department.
EDUC 654	Measurement and Evaluation	0.25	W	P: Subject to approval of the Head of School.
EDUC 657	Cross Cultural Communication and Education in Aotearoa	0.25	W	P: Subject to approval of the Head of Department.
EDUC 658	Group, Family and Systems Interventions	0.25	W	P: Selection will be based on academic record, personal suitability and an interview organised by the Co-ordinator of Counsellor Education. The closing date for applications is normally October 1 in the year prior to enrolment. C: Must be completed concurrently with EDUC 662. These two courses require four hours of class time per week, plus placement experience of one half-day per week. Must be completed concurrently with or having completed EDUC 661.
EDUC 659	Research Methods	0.25	W	P: Subject to approval of the Head of School.
EDUC 660	Experimental Research Methods	0.25	W	P: Subject to approval of the Head of School.
EDUC 661	Counselling and Psychology: Theories and Skills	0.25	W	P: Subject to approval of the Head of School.
EDUC 662	Counselling Skills	0.25	W	P: Selection will be based on academic record, experience and an interview arranged by the Co-ordinator of Counsellor Education. The closing date for applications is normally 1 October in the year prior to enrolment. C: Must be completed concurrently with EDUC 658. These two courses require four hours of class time per week, plus placement experience of one half-day per week. Must be completed concurrently with or after having completed EDUC 661.
EDUC 663	Counselling Practicum (FT)	0.25	W	P: EDUC 658, EDUC 661, EDUC 662,
EDUC 664	Counselling Practicum (Part A) (PT)	0.125	W	P: EDUC 658, EDUC 661, EDUC 662
EDUC 665	Counselling Practicum (Part B) (PT)	0.125	W	P: EDUC 658, EDUC 661, EDUC 662, EDUC 664
EDUC 666	Professional Studies A	0.25	W	P: Subject to approval of the Co-ordinator of Counsellor Education.
EDUC 667	Professional Studies B	0.25	W	P: Subject to approval of the Co-ordinator of Counsellor Education.
EDUC 668	Instructional Design and Technology for Tertiary Teaching	0.25	NO	P: Subject to approval of the Head of School.
EDUC 670	Popular and Community Education	0.25	NO	P: Subject to approval of the Head of School.
EDUC 674	Independent Study	0.25	W	P: Subject to approval of the Head of School.
EDUC 677	Work-based Learning, Education and Training	0.25	NO	P: Subject to approval of the Head of School.
EDUC 685	Research Project	0.25	W	P: Subject to approval of the Head of School.
EDUC 686	Research Project	0.25	W	P: Subject to approval of the Head of School.
EDUC 695	MEd Dissertation	0.5	A	P: Subject to approval of the Head of School.

# The Endorsed Degree of Master of Education in Child and Family Psychology (MED(ChFamPsync))

See also the General Course and Examination Regulations.

## 1. Qualifications Required to Enrol in the Degree

Every candidate for the Endorsed Degree of Master of Education in Child and Family Psychology before enrolling in a course of study for the degree shall have:

- qualified to enrol in a BA(Hons) in Education, or the Master of Education, or the Master of Science Education;
- at least 44 points in Psychology at 200-level, and/or 56 points at 300-level;
- completed EDUC 412/612, 416/616, 421/621 and 461/661 or equivalent to a satisfactory level (usually B+ average or higher);
- been approved for enrolment in EDUC 623 and 624 (see the Limitation of Entry Schedule).

## 2. Structure of the Degree

The course of study for the degree shall comprise six courses and a dissertation.

*Note: Normally candidates must successfully complete the requirements for EDUC 412/612, 416/616, 421/621, 461/661, 623, 624 and a two paper dissertation, EDUC 695.*

## 3. Exemption for Students Credited with EDUC 300-level Courses or Equivalent

Such exemptions do not apply to candidates enrolled in this degree.

## 4. Approval of Course of Study

The course of study of every candidate is subject to the approval of the Head of the School of Educational Studies and Human Development. Prior qualifications and experience of the candidate will be taken into account in approving the course of study.

## 5. Time Limits

The minimum period of enrolment for a full-time candidate is two years. A candidate must complete the qualifications for the degree within six years of the date of first enrolment.

## 6. Re-enrolling in Courses

A candidate for this degree must pass each course and the dissertation in the course of study. Any student who fails EDUC 623 or 624 may re-enrol in that course in only one subsequent year.

## 7. Courses From other Masters or Honours Degrees

A candidate may, with the approval of the Head of the School of Educational Studies and Human Development, or the Degree Co-ordinator, replace one or two courses with one or two courses selected from another Masters degree or at an equivalent level for an Honours degree.

## 8. Courses for the Degree and their Prerequisites

The courses for the degree and their prerequisites are listed in the Schedule to the Regulations for the Master of Education.

## 9. Dissertation

The course of study shall normally include a dissertation. In some circumstances an alternative research component equivalent to two papers may be accepted. Conditions for the Dissertation are the same as those for the Degree of Master of Education.

## 10. Award of Degree with Distinction

On the recommendation of the Faculty of Education, the degree may be awarded with Distinction.

# The Degree of Master of Science Education (MScEd)

See also the General Course and Examination Regulations.

## 1. Qualifications Required to Enrol in the Degree

Every candidate for the Degree of Master of Science Education before enrolling in a course of study for the Degree shall have:

- (a) qualified for any appropriate degree in New Zealand, and:
  - i. either successfully completed a recognised teacher training course of not less than one year at a New Zealand College of Education or university;
  - ii. or acquired experience as a teacher in a recognised educational institution or setting; or
  - iii. been admitted under the Regulations for admission ad eundem statum as entitled to enrol for the Degree of Master of Science Education; and
- (b) been approved as a candidate for the degree by the Dean of Education.

*Note: Students will also normally be expected to have a B average in their previous 300-level courses.*

## 2. Structure of the Degree

The course of study for the degree shall comprise either six courses and two research projects, or six courses and a dissertation.

## 3. Exemptions for Candidates with Science, Engineering or Technology Honours or Masters Degrees

Candidates who have qualified for a science, engineering or technology honours or masters degree may be exempted from one or two of the courses required for the degree. Application for exemption must be made to the Dean.

## 4. Approval of Course of Study

The course of study of every candidate is subject to the approval of the Head of the relevant School in the College of Education and the Dean of Science. Prior qualifications and experience of the candidate will be taken into account in approving the course of study.

## 5. Time Limits

The minimum period of enrolment for a full-time candidate is two years. A candidate must complete the qualifications for the degree within six years of the date of first enrolment.

## 6. Repeating of Courses

A candidate for the degree must pass each course, project or dissertation in the approved course of study. A candidate who fails any course for the MScEd may not re-enrol in that course, but may substitute another course for it.

## 7. Courses from other Degrees

A candidate may, with the approval of the Head of the relevant School in the College of Education, the Dean of Science, and the Head of the other Department/School concerned, replace one or two courses with one or two courses selected from a subject prescribed for another Masters degree, or at an equivalent level for an Honours degree.

## 8. Courses for the Degree and their Prerequisites

The courses for the degree and the prerequisites are listed in the Schedule to these Regulations.

*Note: Not all courses will be offered in any one year.*

## 9. Dissertation

Where the course of study includes a dissertation, the following conditions shall apply:

- (a) the candidate shall secure approval of the Head of the relevant School for the topic chosen and the proposed course of investigation;
- (b) a candidate shall not present a dissertation any part of which has been previously accepted for another degree or diploma;
- (c) the dissertation shall satisfy the conditions laid down in General Course and Examination Regulations Section L and shall be submitted in accordance with those Regulations;
- (d) if the dissertation at its first presentation is unsatisfactory the examiners may, with the approval of the Dean of Education, permit the candidate to revise the dissertation and re-submit it by a specified date.

## 10. Degree with Distinction

On the recommendation of the Faculty of Education the degree may be awarded with Distinction.

## Schedule to the Regulations for the Degree of Master of Science Education

Course Code	Course Title	EFTS	o8	P/C/R/RP/E
EDUC 631	Philosophy of Science	0.25	W	P: Subject to approval of the Head of School. R: PHIL 223
EDUC 632	History of Science	0.25	W	P: Subject to approval of the Head of School. R: PHIL 237
EDUC 654	Measurement and Evaluation	0.25	W	P: Subject to approval of the Head of School.
EDUC 659	Research Methods	0.25	W	P: Subject to approval of the Head of School.
EDUC 674	Independent Study	0.25	W	P: Subject to approval of the Head of School.
EDUC 685	Research Project	0.25	W	P: Subject to approval of the Head of School.
EDUC 686	Research Project	0.25	W	P: Subject to approval of the Head of School.
EDUC 696	MScEd Dissertation	0.5	A	P: Subject to approval of the Head of School.

## The Degree of Master of Teaching and Learning (MTchLn)

See also the General Course and Examination Regulations.

### 1. Qualifications required to Enrol in the Degree

Every candidate for the Degree of Master of Teaching and Learning, before enrolling in a course of study for the Degree, shall have:

- (a) Either
  - i. qualified for a bachelor's degree; and
  - ii. a teaching qualification equivalent to a NZ Diploma of Teaching; or
  - iii. been admitted ad eundem statum as entitled to enrol for the Degree.
- (b) Every candidate for the Degree shall have been approved as a candidate by the Dean of Education.

### 2. Structure of the Degree

The MTchLn comprises a total of 240 points at level 8 or above on the Register of Quality Assured Qualifications. The course of study for the degree shall consist of:

- (a) One compulsory Research Methodology course (completed within the first two years of study); and
- (b) Three courses and a thesis; or
- (c) Four courses and a dissertation; or
- (d) Five courses and two research projects; or
- (e) Six courses and a research project.

An approved course of study may not include more than two Special Topics or Independent Studies.

Students wishing to complete the Master of Teaching and Learning, who have completed the requirements for the Postgraduate Diploma in Teaching and Learning, Postgraduate Diploma in Educational Leadership or the Bachelor of Teaching and Learning (Honours) may receive credit for up to 120 points from the MTchLn Schedule.

### 3. Approval of course of study

The course of study for every candidate is subject to the approval of the Head of the relevant School.

### 4. Time limits

This qualification may be completed on a full-time or part-time basis. The minimum period of enrolment for a full-time candidate is two years. A candidate must complete the MTchLn qualification within eight years of the date of their first enrolment. A candidate who enters with a postgraduate diploma or honours degree may complete the remaining courses in one year. A part-time candidate enrolling for EDTL 904 or EDTL 905 may have up to 12 months in which to register their thesis proposal (*will be reviewed in 2008*).

### 5. Re-enrolling in courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

## 6. Courses from other Master's or Honours degrees

A candidate may, with the approval of the Dean of Education, replace three courses with other postgraduate courses in Education or a closely related field.

## 7. Transfer of Credit

With the approval of the Dean of Education a candidate may transfer up to 90 points at level 8 from other postgraduate courses in Education or closely related fields.

## 8. Courses for the Degree and their Prerequisites

The courses for the MTchLn and their prerequisites are listed in the Schedule to these Regulations. Except where exempted by the Dean of Education, a student must pass a research methodology course within the first two years of study and before beginning the research component of the degree.

## 9. Research Project/Dissertation/Thesis

Every candidate's programme of study shall include a research project, dissertation or thesis and the following conditions shall apply:

- (a) The candidate shall secure the approval of the relevant Head of School for the topic chosen and the proposed course of investigation;
- (b) The candidate shall not present a project/dissertation/thesis any part of which has been previously accepted for another qualification;
- (c) The research project/dissertation/thesis shall satisfy the conditions laid down in General Course and Examination Regulation L: Theses and shall be submitted in accordance with those Regulations;
- (d) If the research project/dissertation/thesis at its first presentation is unsatisfactory, the examiners may, with the approval of the Dean of Education, permit the candidate to revise the project/dissertation/thesis and re-submit it by a specified date.

## 10. Degree with Distinction

On the recommendation of the Dean of Education the degree may be awarded with Distinction.

# Schedule to the Regulations for the Degree of Master of Teaching and Learning

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Compulsory course

EDTL 801 Researching Teaching and Learning: Putting Methodological Theory into Practice

### Other courses

EDTL 802 Research Project

EDTL 803 Research Project

EDTL 811 Critical Reflection on Theories and Practices of Teaching and Learning

EDTL 814 Re/visioning Assessment

EDTL 815 Turning Pedagogical Theory into Classroom Practice

EDTL 816 Experiential Learning in Environmental Education

EDTL 821 Teachers Sharing Expertise

EDTL 822 Developing the Professional Role

EDTL 824 Gender Issues in Education: Gender, Difference and Social Justice in Educational Settings

EDTL 825 Holistic Assessment for Youth at Risk

EDTL 826 The Treaty in Education Today

EDTL 831 Physical Education Curriculum Pedagogy

EDTL 832 Reflecting on Social Studies Teaching and Learning

EDTL 833 Issues in School Health Education

EDTL 834 Issues in Literacy Education: The Written Strand

EDTL 835 Issues in Numeracy

EDTL 836 Teaching the Arts Curriculum

EDTL 840 Curriculum Theory and Practice

EDTL 841 Curriculum Leadership

EDTL 851 Education of the Gifted Learner: Issues and Strategies for New Zealand Education

EDTL 852 Challenging Behaviours: Positive and Effective Management

EDTL 853 Teaching Strategies for Diverse Learners

EDTL 854 Inclusive Practices in Literacy and Numeracy

EDTL 855 Developmental Disabilities: Inclusive Practices for Educational and Community Settings

EDTL 859 Communication and Oral Language for Students with Special Needs

EDTL 863 Leadership for School and Centre Improvement

EDTL 864 Human Resources Management: A Personal Reflective Approach

EDTL 866 Autism and Asperger's Syndrome

EDTL 872 Special Topic

EDTL 874 Special Topic: Children's Literature Specialisation: The Postmodern Picture Book

EDTL 875 Independent Study

EDTL 876 Independent Study

EDTL 890 Educational Change and the 21st Century

EDTL 891 Information and Communication Technology in the Teaching and Learning Process

EDTL 892 Policy, Planning and Professional Development: Managing ICT in Education

EDTL 894 Best Practice in Online Teaching and Learning

EDTT 801 Teaching Meets Technology – Reading Research

EDTT 802 Teaching Meets Technology – Planning Research

EDTT 811 Practice-based Research in Online Communities

EDTL 904 Dissertation

EDTL 905 Thesis

## Postgraduate Certificate in Clinical Teaching (PGCertCT)

*Note: The General Course and Examination Regulations of the University govern all awards and all students. They cover many issues including Admission, Limitation of Entry, Excessive Course Load and the Waiving of Regulations.*

### *The Programme for this Award*

#### **1. Qualifications required to Enrol in the Postgraduate Certificate**

Every candidate for the Postgraduate Certificate in Clinical Teaching, before enrolling in a course of study for the postgraduate certificate, shall have:

- (a) either
  - i. qualified for a degree in a New Zealand University which is of relevance to clinical teaching and the proposed course of study, or
  - ii. qualified for an appropriate health professional qualification requiring at least three years full-time tertiary study at level 7, and
  - iii. been admitted ad eundem statum as entitled to enrol for the Postgraduate Certificate, and
- (b) qualifications and experience that accord with membership of an approved health professional association, or be registered to practice within a health environment.

Every candidate for the Postgraduate Certificate shall have been approved as a candidate by the Dean of Education.

#### **2. Structure**

The PGCertCT comprises a total of 60 points at level 7 or above on the Register of Quality Assured Qualifications. The course of study for the Postgraduate Certificate shall consist of:

- (a) compulsory courses as specified in Group A of the Schedule to the Regulations for this Postgraduate Certificate; and
- (b) two courses selected from Group B of the Schedule to the Regulations for this Postgraduate Certificate.

#### **3. Approval of course of study**

The course of study for every candidate for the Postgraduate Certificate is subject to the approval of the Dean of Education.

#### **4. Duration of the Course**

It is expected that the certificate will be completed on a part-time basis, normally over two years. A candidate must complete the Postgraduate Certificate within four years of the date of their first enrolment.

#### **5. Repeating of Courses**

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.



## Schedule to the Regulations for the Postgraduate Certificate in Clinical Teaching (PGCertCT)

Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.

### Group A (Compulsory courses)

EDCT 701 Learning in a Clinical Setting  
 EDCT 804 Clinical Education Research Project  
 P: EDCT 701 and one of EDCT 802, EDCT 803 or EDCT 805

### Group B

EDCT 802 Designing and Managing Learning in a Clinical Setting  
 P: EDCT 701  
 EDCT 803 Issues and Processes in a Clinical Setting  
 P: EDCT 701  
 EDCT 805 Practical Skills Teaching, Supervision and Assessment  
 P: EDCT 701

## Postgraduate Diploma in Child and Family Psychology (PGDipChFamPsyc)

See also the General Course and Examination Regulations.

### 1. Qualifications Required to Enrol in the Diploma

Every candidate for the Postgraduate Diploma in Child and Family Psychology shall have:

- (a) fulfilled the requirements for the Endorsed Degree of Master of Education in Child and Family Psychology; or
- (b) completed a Masters degree or PhD approved by the Academic Board and have completed EDUC 623 and 624.

### 2. The Structure of the Diploma

The course of study for the Diploma shall comprise:

- (a) supervised full-time practical work in one or more institutions approved of by the Head of the School of Educational Studies and Human Development. Such practical work will normally be the equivalent of one calendar year. Under some circumstances application to carry out this practical work over two or more years will be approved;
- (b) three courses: EDUC 501, 502, 503. Preparation for EDUC 502 and 503 will be carried out during the course of the practical experience.

### 3. Re-enrolling in Courses

A candidate for this diploma must pass each course in the programme of study. Any student who fails EDUC 501, 502 or 503 may re-enrol in that course in only one subsequent year.

## Schedule to the Regulations for the Postgraduate Diploma in Child and Family Psychology

Course Code	Course Title	Pts	'07	P/C/R/RR/EQ
EDUC 501	Advanced Academic Development	0.25	W	P: (1) EDUC623, EDUC624; (2) Subject to approval of the Head of School.
EDUC 502	Advanced Professional Practice in Child and Family Psychology	0.5	W	P: (1) EDUC623, EDUC624; (2) Subject to approval of the Head of School.
EDUC 503	Structuring and Examining Professional Practice	0.25	W	P: (1) EDUC623, EDUC624; (2) Subject to approval of the Head of School.

# Postgraduate Diploma in Educational Leadership (PGDipEdLead)

See also the *General Course and Examination Regulations*.

## 1. Qualifications required to Enrol in the Postgraduate Diploma

Every candidate, before enrolling for the Postgraduate Diploma, shall have:

- (a) either
  - i. qualified for a bachelor's degree; or
  - ii. been admitted ad eundem status as entitled to enrol for the postgraduate diploma; and
  - iii. a teaching qualification equivalent to a Diploma of Teaching; and
  - iv. completed five years teaching service, and
  - v. a position with leadership responsibility.
- (b) been approved as a candidate by the Dean of Education.

## 2. Structure of the Diploma

The PGDipEdLead comprises a total of 120 points at level 8 on the Register of Quality Assured Qualifications. The course of study for the Postgraduate Diploma shall consist of:

- (a) compulsory courses as specified in Group A of the Schedule to the Regulations for the Postgraduate Diploma in Educational Leadership; and
- (b) one course selected from Group B of the Schedule to the Regulations for the Degree of Master of Teaching and Learning.

With the approval of the Dean of Education, a candidate may receive a transfer of credit for a maximum of 30 points at Level 7 or above in educational leadership or closely related fields.

Students wishing to complete the Master of Teaching and Learning who have completed the requirements for the Postgraduate Diploma in Educational Leadership may receive credit for up to 120 points from the MTChLn Schedule.

## 3. Transitional arrangements for transfer from DipEdMan to PGDipEdLead

There is no provision for graduates of the Diploma in Educational Management to upgrade their completed qualification to the PGDipEdLead. However, a candidate who has not completed the DipEdMan may elect to have up to 30 points from the DipEdMan transferred to the PGDipEdLead if

the courses passed for the DipEdMan also satisfy the requirements for the PGDipEdLead, subject to Admission Regulations and with the approval of the Dean of Education.

## 4. Approval of course of study

The course of study for every candidate is subject to the approval of the Dean of Education.

## 5. Time limits

The minimum period of enrolment for a full-time candidate is one year. A candidate shall normally follow a part-time programme of study of not less than two years and no more than eight years duration. A candidate must complete the PGDipEdLead qualification within eight years of the date of their first enrolment.

## 6. Re-enrolling in courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

## 7. Research project

For the compulsory research project the following conditions shall apply:

- (a) The candidate shall secure the approval of the Head of the relevant School for the topic chosen and the proposed course of investigation;
- (b) The candidate shall not present a project any part of which has been previously accepted for another qualification;
- (c) The research project shall satisfy the conditions laid down in General Course and Examination Regulation L: Theses and shall be submitted in accordance with those Regulations;
- (d) If the research project at its first presentation is unsatisfactory, the examiners may, with the approval of the Dean of Education, permit the candidate to revise the project and re-submit it by a specified date.

## 8. Postgraduate Diploma with Distinction

On the recommendation of the Dean of Education the Postgraduate Diploma may be awarded with Distinction.

## Schedule to the Regulations for the Postgraduate Diploma in Educational Leadership (PGDipEdLead)

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Group A (Compulsory courses)

- EDEL 801 The Learning Leader
- EDEL 802 The Self as Leader
- EDEL 803 Leading the Learners
- EDEL 804 Inquiry-based Teaching
- EDEL 805 Qualitative Research Methodology

### Group B

- EDTL 801 Researching Teaching and Learning: Putting Methodological Theory into Practice
- EDTL 821 Teachers Sharing Expertise
- EDTL 841 Curriculum Leadership
- EDTL 863 Leadership for School/Centre Improvement
- EDTL 864 Human Resource Management: A Personal Reflective Approach

## Postgraduate Diploma in Teaching and Learning (PGDipTchLn)

*See also the General Course and Examination Regulations.*

### 1. Qualifications required to Enrol in the Postgraduate Diploma

Every candidate, before enrolling in a course of study for the Postgraduate Diploma, shall have:

- (a) Either
  - i. qualified for a bachelor's degree; and
  - ii. a Diploma of Teaching or a teaching qualification equivalent to a NZ Diploma of Teaching; or
  - iii. been admitted ad eundem statum as entitled to enrol for the Postgraduate Diploma.
- (b) Every candidate for the Postgraduate Diploma shall have been approved as a candidate by the Dean of Education.

### 2. Structure of the Postgraduate Diploma

The PGDipTchLn comprises a total of 120 points at Level 8 on the Register of Quality Assured Qualifications. The course of study for the Postgraduate Diploma shall consist of:

- (a) compulsory courses as specified in Group A of the Schedule to the Regulations for this Postgraduate Diploma; and
- (b) two courses selected from Group B of the Schedule to the Regulations for this Postgraduate Diploma.

An approved programme of study may not include more than one Special Topic or Independent Study.

Students wishing to complete the Master of Teaching and Learning, who have completed the requirements for the Postgraduate Diploma in Teaching and Learning, may receive credit for up to 120 points from the MTchLn schedule.

### 3. Approval of course of study

The course of study for every candidate is subject to the approval of the Dean of Education.

### 4. Time limits

This qualification may be completed on a full-time or part-time basis. The minimum period of enrolment for a full-time candidate is one year. A candidate must complete the PGDipTchLn qualification within five years of the date of their first enrolment. In the case of part-time students, a student must pass a research methodology course within their first two years of study.

### 5. Re-enrolling in courses

Should a candidate fail any course, the candidate may re-enrol in that course only with the approval of the Dean of Education.

### 6. Courses from other Postgraduate programmes

A candidate may, with the approval of the Dean of Education, replace one course with another postgraduate course in Education or in a closely related field.

## 7. Prerequisites

Except where exempted by the Dean of Education, a student must have already completed an approved research methodology course or be concurrently enrolled in EDTL 801 or EDUC 659 before they begin EDTL 802.

## 8. Research Project

The following conditions shall apply:

- (a) The candidate shall secure approval of the Head of the relevant of School for the topic chosen and the proposed course of investigation;
- (b) The candidate shall not present a project any part of which has been previously accepted for another qualification;

- (c) The research project shall satisfy the conditions laid down in General Course and Examination Regulation L: Theses and shall be submitted in accordance with those Regulations;
- (d) If the research project at its first presentation is unsatisfactory, the examiners may, with the approval of the Dean of Education, permit the candidate to revise the project and re-submit it by a specified date.

## 9. Postgraduate Diploma with Distinction

On the recommendation of the Dean of Education the Postgraduate Diploma may be awarded with Distinction.

# Schedule to the Regulations for the Postgraduate Diploma in Teaching and Learning

*Note: Not all courses will necessarily be offered in any one year. The course codes listed currently reflect NZQA Register level conventions. These codes are provisional and are subject to change.*

### Group A (Compulsory courses)

EDTL 801 Researching Teaching and Learning: Putting Methodological Theory into Practice  
EDTL 802 Research Project

### Group B

Two courses from the MTchLn schedule, excluding EDTL 803, 904, 905, 854, 876.