

## EDEM685 Culturally Inclusive Pedagogies: Motivating Diverse Learners

This course provides historical and advanced theoretical understandings of motivation and behaviour and their degree of relevance in diverse ecological settings. The course is premised on the belief that the most important issue underlying a culturally inclusive society is a willingness of people to be more aware, knowledgeable, and accepting of difference. The course is designed for students who wish to engage in promoting analyses and rigorous critique of socio-psychological theories and to apply strategies that emanate from those theories. Issues relating to Māori and indigenous ways of knowing and practising will be explored.

### Optional Courses

Students completing the MEd by coursework are required to include at least 45 points from the MEd Schedule B (level 9 courses). Students completing the PGDipEd are required to complete 30 points from the MEd Schedule A.

## Admission Criteria

Applicants must normally hold a Bachelor's degree in Education, Psychology or a related field or any other degree from a New Zealand university and a recognised professional teaching qualification, or equivalent. Students are normally expected to have a B average or better in their qualifying programme of study for the PGDipEd or a B+ for the MEd. Students who do not meet the above entry requirements but instead are able to demonstrate extensive, practical and professional or scholarly experience of an appropriate kind may also be eligible to apply. Please refer to the UC Calendar ([www.canterbury.ac.nz/regulations/](http://www.canterbury.ac.nz/regulations/)) for official University regulations and policies for this programme.

## Pathways

Students who have completed a PGDipEd (Inclusive and Special Education) are eligible to complete a 120 point Master of Education by thesis.

Students who have completed the MEd (Inclusive and Special Education) via the thesis pathway may apply for doctoral study. UC offers a Doctor of Philosophy (PhD) in Education and a Doctor of Education (EdD) programme.

## Duration

The MEd (Inclusive and Special Education) may be completed full-time over a maximum period of up to three years, or part-time over a maximum period of up to five years.

The PGDipEd (Inclusive and Special Education) may be completed over one year full-time or up to a maximum of four years part-time.

## Mode of Delivery

The MEd and PGDipEd (Inclusive and Special Education) can be completed entirely by distance or as a mix of on campus and distance delivery.

## Fees

Please refer to our website for up to date fees information [www.canterbury.ac.nz/get-started/fees](http://www.canterbury.ac.nz/get-started/fees).

## Scholarships

You may be eligible to apply for a scholarship or fee waiver. The criteria and forms can be found on the College of Education, Health and Human Development website <https://www.canterbury.ac.nz/education/scholarships-and-fee-waivers/>. Of particular interest to practising teachers are the Ministry of Education study awards.

## Enrolment

For information about enrolling in postgraduate programmes in Education at UC visit [www.canterbury.ac.nz/education/qualifications-and-courses/teacher-education/postgraduate-study/](http://www.canterbury.ac.nz/education/qualifications-and-courses/teacher-education/postgraduate-study/)

You will also need to Apply To Enrol in your chosen courses online <https://myuc.canterbury.ac.nz/>. Course enrolments open in October.

For general enrolment information visit [www.canterbury.ac.nz/enrol/](http://www.canterbury.ac.nz/enrol/)

## For further information contact:

### Inclusive and Special Education Endorsement Coordinator

**Dr Trish McMenamin**

Tel: +64 369 5572

Email: [trish.mcmenamin@canterbury.ac.nz](mailto:trish.mcmenamin@canterbury.ac.nz)

### College of Education, Health and Human Development

**Student Advisor**

Tel: +64 3 369 3333

Email: [educationadvice@canterbury.ac.nz](mailto:educationadvice@canterbury.ac.nz)

[www.canterbury.ac.nz/education](http://www.canterbury.ac.nz/education)

### University of Canterbury

Te Whare Wānanga o Waitaha

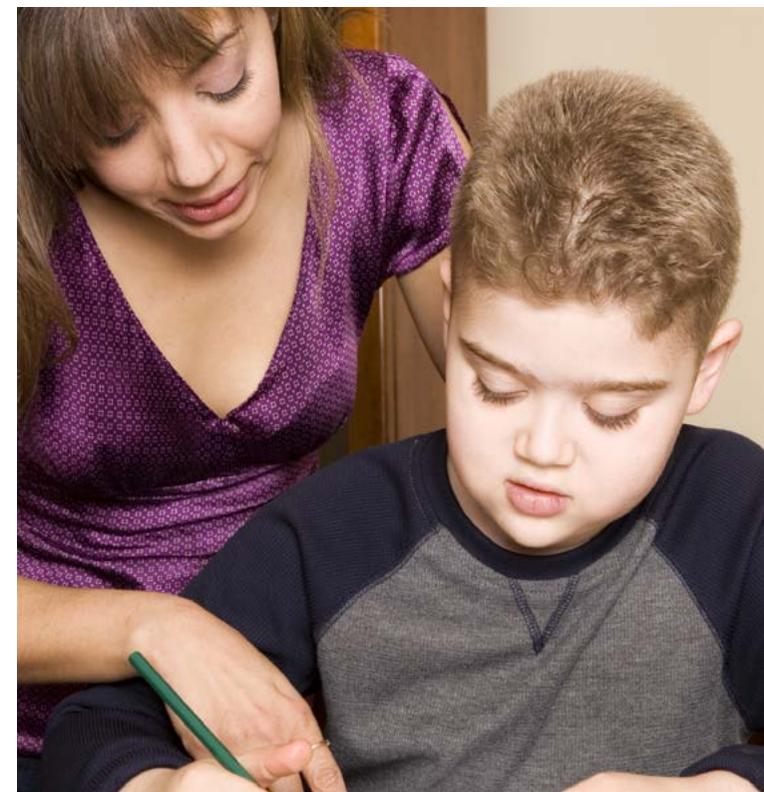
Private Bag 4800, Christchurch 8140, New Zealand

[www.canterbury.ac.nz](http://www.canterbury.ac.nz)

## Master of Education Postgraduate Diploma in Education



# Inclusive and Special Education.



**UC EDUCATION, HEALTH  
& HUMAN DEVELOPMENT**  
**Te Rāngai Ako me te Hauora**

# Inclusive and Special Education

The Master of Education (MEd) and Postgraduate Diploma in Education (PGDipEd) endorsed in Inclusive and Special Education are designed for teachers and other interested education professionals who wish to develop their knowledge and skills in relation to inclusion and diversity in education.

Developed by leading educators at the University of Canterbury, the programmes are designed to provide students with the theory, knowledge, and skills to develop their professional knowledge and practice and to enable them to critically examine significant issues related to inclusive and special education and diversity, and, for those enrolled in the MEd programme, undertake research in this field.

The courses and coursework specific to this endorsement cover a range of subjects including philosophy, history and theory in inclusive education; teaching strategies, assessment techniques, and curriculum adaptation and culturally inclusive pedagogy with a particular focus on supporting Māori students and those from a range of cultural backgrounds. Critical and current issues related to inclusive and special education more broadly are also examined.

# Master of Education (Inclusive and Special Education) Postgraduate Diploma in Education (Inclusive and Special Education)

## Programme structure

### Master of Education (Inclusive and Special Education)

Coursework option



Thesis option



■ Compulsory Course ■ Restricted Optional Course ■ Optional Course  
■ Research Methods ■ Thesis

Each block represents a 30 point (0.25EFTS) course except the thesis which is 90 points (0.75 EFTS).

The MEd (Inclusive and Special Education) consists of 180 points and can be completed by coursework or a combination of courses and thesis. Those completing by coursework should select EDEM620, 60 points from the restricted optional courses listed below and 90 points from the Master of Education Schedule A. Those completing by thesis should select EDEM620, 30 points from the restricted optional courses listed below, 30 points from Schedule C (research methods) and a 90 point thesis (EDEM690) in the area of inclusive and special education.

Please note that students completing by coursework must include at least 45 points from the Master of Education Schedule B (level 9 courses). Students are strongly advised to check their planned course of study with a student advisor prior to enrolment.

### Postgraduate Diploma (Inclusive and Special Education)



■ Compulsory Course ■ Restricted Optional Course ■ Optional Course  
Each block represents a 30 point (0.25EFTS) course.

The Postgraduate Diploma in Education (Inclusive and Special Education) consists of EDEM620, two restricted optional courses from the list below and 30 points in optional course(s) from the MEd Schedule A totalling 120 points.

## Schedule of Courses

### Compulsory Course

#### EDEM620 Inclusive and Special Education (level 8)

This course provides students with advanced knowledge and understanding of inclusive and special education history, philosophy, policy and practice. The course will examine the historical development of inclusive and special education at global, regional and local levels. Philosophies and theories underpinning inclusive and special education policies and practices will be investigated. Students will research and critically evaluate aspects pertaining to current and past practices, theories and debates in the field.

### Restricted Optional courses

#### EDEM618: Dyslexia: Identification and Intervention

The aim of this course is to provide the students with an understanding of dyslexia as it relates to educational practice. Identifying procedures will be covered, which will provide the student with an understanding of the main characteristics associated with dyslexia. This will also cover theories of causes of dyslexia and literacy problems, as well as ways of differentiating dyslexia from other learning difficulties. This background will be used to cover some of the methods that have been used to overcome some of the learning problems related to dyslexia.

#### EDEM622 Teaching and Learning in Inclusive Settings

This course examines the theoretical and practical aspects of teaching and learning in inclusive settings. Students will examine and critique current teaching and learning theory and practices as they pertain to inclusive and special education. Students will gain knowledge of and skills in a range of inclusive teaching and learning practices and processes within a framework of Universal Design for Learning.

#### EDEM624 Autism Spectrum Disorders

The aim of this course is to examine Autism Spectrum Disorders (ASD) with a particular emphasis on educational issues and implications. The course includes an exploration of the features and characteristics of ASD and a critical review of principles, practices, issues and research related to successful educational inclusion for children and young people with ASD.