

Study and assessment

The course readings and assignment work have been designed to help course members to reflect on their leadership philosophy and practices address burning leadership issues and develop strategies for enhancing the quality of teaching and learning in their workplaces. All assignments have application to the course members' workplaces.

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. Applicants based in school settings must also have 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.

Applicants are also normally required to have at least five years of relevant experience including senior or middle management experience. Refer to the UC Calendar (www.canterbury.ac.nz/regulations/) for official University regulations and policies for this programme

Pathways

Students who have completed a PGDipEd (Leadership) are eligible to complete the Master of Education by thesis.

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

Students who have completed a Postgraduate Diploma in Education with UC or another institution should seek the advice of a Student Advisor.

The courses can be used as single courses for the MEd, PGDipEd and PGCertEd programmes subject to the same entry criteria.

Duration

Most candidates take one course per semester as they work. They apply their study to real-life issues and opportunities. The MEd (Leadership) 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 (Leadership) may be completed over one year full-time or up to a maximum of four years part-time.

Fees

Please refer to our website for up to date fees information www.canterbury.ac.nz/get-started/fees/

Mode of delivery

All PGDipEd(Leadership) and MEd(Leadership) courses are offered exclusively by distance (online). Resources, support and engagement are provided through LEARN, our virtual learning environment.

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: www.canterbury.ac.nz/education/scholarships-and-fee-waivers/

Of particular interest to practising teachers are the Ministry of Education and Teach NZ study awards and the UC Associate Teacher Fee Waiver.

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/

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

For general enrolment information visit www.canterbury.ac.nz/enrol/

For further information contact:

Educational Leadership Endorsement Coordinator

Associate Professor Susan Lovett
College of Education, Health and Human Development
Email: susan.lovett@canterbury.ac.nz

Student Advisor

Telephone: +64 3 369 3333
Email: educationadvice@canterbury.ac.nz
www.canterbury.ac.nz/education

University of Canterbury

Te Whare Wānanga o Waitaha
Private Bag 4800, Christchurch 8140, New Zealand
www.canterbury.ac.nz

Check the *Guide to Enrolment* or www.canterbury.ac.nz for up-to-date information.

Master of Education Postgraduate Diploma in Education



Leadership.



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

Leadership

The College of Education, Health and Human Development welcomes leaders and teachers from all education sectors to the postgraduate courses in educational leadership. All courses are offered online with supporting readings, weblinks and materials.

Postgraduate Educational Leadership Programme

The Postgraduate Educational Leadership Programme provides educational leadership courses for those in the early childhood and schooling sector and in education and training more broadly. The programme is designed for those leading learning, leading teams or leading organisations.

The courses are designed to strengthen existing expertise in educational leadership and also to broaden skills and knowledge. They provide students with the theory, research and skills to deepen their professional practice, critically examine significant issues in educational leadership and management and undertake practitioner or action research in a workplace context.

Assignment work gives the opportunity to reflect on educational leadership philosophy and practice, establish theoretical frameworks, critically analyse approaches to leadership and apply theory to practice through research and action plans for individual workplaces.

Programme structure

Postgraduate Diploma in Education (Leadership)



■ Leadership Courses ■ Optional Courses

Each block represents a 30 point (0.25 EFTS) course.

The Postgraduate Diploma in Education (Leadership) consists of three compulsory Leadership courses choosing from EDEM637, EDEM638, EDEM641, EDEM668, EDEM669 and EDEM670 and a further 30 point course selected from the MEd schedule.

Master of Education (Leadership) Postgraduate Diploma in Education (Leadership)

Master of Education (Leadership)

Coursework option



Thesis option



■ Endorsement Courses ■ Optional Courses ■ Research Methods
■ Thesis

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

The MEd (Leadership) consists of 180 points and can be completed by coursework or a combination of courses and thesis. Those completing by coursework should select 90 points from EDEM637, EDEM638, EDEM641, EDEM668, EDEM669 or EDEM670 and 90 points from the Master of Education Schedule A. Those completing by thesis should select 60 points from EDEM637, EDEM638, EDEM641, EDEM668, EDEM669 or EDEM670, 30 points from Schedule C (research methods) and a 90 point thesis (EDEM690) in the area of Leadership.

Please note that students completing by coursework must include at least two courses from the Master of Education Schedule B).

Schedule of courses

EDEM637 Distributing Leadership through Coaching and Mentoring

Delivered via semester one occurrence: February-June. This course explores and applies the theoretical and practical bases of supporting others in developing their professional roles, responsibilities and expertise. It is suitable for those who have coaching and mentoring roles with new and existing members of staff and recognise the need to complement specialist knowledge with professional learning and development strategies.

EDEM638 Teachers as Leaders

Delivered via semester two occurrence July-November. This course is designed to encourage new and aspiring teacher leaders (within named roles or without) to explore and develop strategies for leading curriculum change. The course will involve critical reflection on teacher leadership models that create and sustain effective curriculum practices. The course will be presented in two sections: Leadership by teachers, and theories and approaches to leadership of change. The research component requires an analysis of a professional learning conversation to establish the current coaching and mentoring skillset.

EDEM641 Educational Leadership and the Law in New Zealand

Delivered via semester two occurrence: July–November. This course examines the intersection between education and the law in New Zealand. It combines legal theory with practical legal challenges that education professionals may confront. The course assumes no prior legal training and covers areas such as statutory interpretation, judicial review, employment law and privacy law, as well as issues relating to school discipline and child protection. There is scope for students to research in an area of education law that is of interest to them.

EDEM668 The Learning Leader

Delivered via semester one occurrence: February–June. Participants will critically examine leadership theories in the research literature in order to justify their own approaches to leadership practice including the key features of Māori and Pasifika leadership practice. The course includes strategies for identifying learning needs as a leader and how to help others see potential for engaging in leadership work.

EDEM669 Leading and Managing Decision-Making in Organisations

Delivered via semester one occurrence February–June. Participants will engage with current thinking and practice around decision-making in organisations and will develop skill in identifying, critically evaluating and using diverse decision-making models. In the second half of the course, participants will undertake an organisational culture audit to identify current strengths and areas for development. Drawing on theories of organisational psychology, culture and change management, participants will solve an organisational problem. This includes negotiating the dynamics of planned and unplanned change, and change resistance.

EDEM670 Leadership as Partnering: Moving Beyond Boundaries

Delivered via semester two occurrence July – November. This course begins by exploring national and global policy agendas on partnership in order to understand the role of leadership in creating and extending connections beyond the workplace. Opportunities and challenges for, and consequences of, collaborative practices will be examined through policy, research and scholarly lenses and applied to participants' work contexts. The dynamic between networking and learning will be foregrounded to support the potential of learning communities.