

2016 Approved LITERACY Courses for Tertiary Fees Funding Support for Primary and Intermediate Teachers

The University of Waikato

Title	ALED501-16A (NET): Literacy Education: Approaches and Perspectives
Description	This paper offers an introductory, critical examination of some theories, practice, policy and resources in literacy education in a range of settings. Students are expected to reflect on a range of approaches to literacy education and to draw on these reflections to investigate aspects of literacy of particular interest or concern to them. They are also expected to contribute regularly to class dialogue on literacy education.
Delivery for 2016	Fully online

Title	ALED504-16C (BLK): Reading Difficulties
Description	This paper provides a critical examination of theoretical models of the reading process and the utility of associated procedures designed to evaluate, diagnose, and remediate reading problems.
Delivery for 2016	On campus block (9-4 pm: dates TBC) and partially online

Title	ALED522-16B (NET): Best Practice in the Writing Classroom
Description	In this paper students explore writing discourses; analysing and critiquing a range of theoretical perspectives and teaching practices. Current pedagogical research in terms of effective teaching and assessment practices are discussed and teachers apply these understandings to a small research project
Delivery for 2016	Fully online
Contact	Dr Stephanie Dix, Email stephd@waikato.ac.nz

Title	ALED524-16A (BLK): Language Knowledge for Teachers and Learners
Description	This paper begins by rehearsing long-standing controversies over the place of grammatical knowledge in literacy education and in particular, the relationship between the overt or explicit linguistic knowledge of both educators and learners and the effectiveness of reading and writing instruction. The focus of this paper is the educators' language knowledge and how this relates to classroom practice. Students in this paper will gain experience in applying this language knowledge and will become familiar with research literature in these areas. Students in this paper will be required to focus on one area of language knowledge in depth and relate it to an application which is relevant to their literacy education practice or to a future research project.
Delivery for 2016	On campus block (8-4 pm: dates TBC,) and partially online.

Title	ALED523-16A (BLK) Approaches to Teaching Literature in the Primary and Secondary Classroom
Description	This paper offers participants a range of theoretical perspectives to critically examine the ways literacy texts are read and composed at both the primary and secondary levels of schooling. The course builds on undergraduate offerings in children's literature and explores a number of topics related to the use of literary texts in classrooms.
Delivery for 2016	Saturdays 8-3pm: dates TBC, and partially online.

Institution nominated 300 level bridging paper

Title	TEAL321: School Literacy Programmes
Description	A critical examination of school literacy programmes, including curriculum requirements, classroom processes, forms of assessment and partnership with parents.
Delivery for 2016	Online and Face-to-face (both options are available)

Massey University

POSTGRADUATE PAPERS (30 credits)

Postgraduate papers may be credited towards a PGCertificate Education, PGDiploma Education (Literacy Education) or (Unendorsed), and the Master of Education (Literacy Education) or (Unendorsed)

Title	258.720 Foundations of Literacy Education Double Semester (February –November), Distance
Description	This paper is an advanced study of how students acquire literacy skills and how knowledge of language structure and the cognitive processes involved in literacy learning can be translated into effective teaching practices in the classroom. It examines the relationship between the structure of spoken and written language and how students learn to read and write; presents an overview of the theory and research that underpins our understanding of literacy learning in students; and considers the implications of contemporary research on literacy learning for educational practice. http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?study_year=2016&paper_code=258.720
Delivery for 2016	By Distance and supported by Stream, the online learning environment. A one and a half day on-campus contact course, to be held 4-5 April 2016 in Palmerston North, will provide further elaboration, clarification, and explication of material in the assigned readings. However, no additional material is incorporated into the on-campus course. The contact course will provide you with the opportunity to attend lectures, participate in discussions, meet with other students in 258.720, use the Massey Library, and see the Paper Coordinator on an individual basis. Attendance is strongly recommended.
Contact	Dr Alison Arrow A.W.Arrow@massey.ac.nz

Title	258.722 The Nature, Prevention, and Remediation of Literacy Learning Difficulties Double Semester (February –November), Distance
Description	This paper is an advanced study of theory and research relating to why some students experience difficulties in learning to read and write, and what intervention procedures can be used to help these students overcome their literacy learning problems. The material from the required text for the course and the two books of required readings are divided into two sections. The first section is concerned with the nature of literacy learning difficulties in students. The second section focuses on theoretically-based intervention strategies and programmes that research has shown to be useful in helping students with reading and writing problems. There is an optional one and a half day contact course. http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?paper_code=258.722&study_year=2016
Delivery for 2016	By Distance and supported online by Stream, the online learning environment. A one and a half day on-campus contact course, to be held 5-6 April 2016 in Palmerston North, will provide

	further elaboration, clarification, and explication of material in the assigned readings. However, no additional material is incorporated into the on-campus course. The contact course will provide you with the opportunity to attend lectures, participate in discussions, meet with other students in 258.722 use the Massey Library, and see the Paper Coordinator on an individual basis. Attendance is strongly recommended.
Contact	Dr Alison Arrow A.W.Arrow@massey.ac.nz

Title	258.723 The Teaching of Writing Double Semester (February –November), Distance
Description	This paper introduces practitioners to the latest theories and research on the teaching of writing to students. The three sections include: the theory of writing development; teaching of handwriting; teaching of spelling and punctuation and; the teaching of written composition. There are three assignments. http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?study_year=2016&paper_code=258723
Delivery for 2016	By Distance and supported online using the Stream online learning environment. No contact course.
Contact	Dr Tom Nicholson T.Nicholson@massey.ac.nz

The University of Auckland

Title	EDPROFST 700 (A & B) Literacy Education: Research and Practice 30 points
Description	Understandings of research tools needed for empirical study in literacy will be developed. Students will engage in critical analysis of the application of theory to literacy practices, critical analysis of how research questions are constructed. Students will situate and view educational issues and questions within major theoretical frameworks in literacy education and develop skills to plan and conduct a robust and ethical approach to literacy research.
Delivery	The course is lasts for two semesters. It is mainly taught online with a 2.5 day block course in January, which students are expected to attend.
Contact	Dr Rebecca Jesson, r.jesson@auckland.ac.nz ; ph 09 623 8899 ext 48162

Title	EDPROFST 701 Issues in Literacy Education
Description	Literacy in the broader context, from the standpoint of literacy leaders, will be examined. This will include an examination of the term literacy, factors that impact on students' literacy development, second language development; the practices and challenges of biculturalism and multiculturalism for literacy; the effects and challenges of technological change on literate practices; interventions for literacy; New Zealand's national literacy policies and strategies.
Delivery	The course is taught in semester 2. It is mainly taught online. It commences during the July school break with a 2.5 day block course, which students are expected to attend.
Contact	Dr Aaron Wilson, aj.wilson@auckland.ac.nz ; ph 09 623 8899 ext 48574

Title	EDPROFST 702 Challenges of Literacy Difficulties
Description	A practice-based approach to examining current research and practice in literacy education will be taken. Students' strengths and needs as well as specific intervention strategies and resources will be examined and evaluated in depth. Students will work closely in their own educational settings to support and overcome literacy difficulties experienced by diverse learners.
Delivery	The course is taught in semester 2. It is mainly taught online but commences during the July school break with a 2.5 day block course, which students are expected to attend.
Contact	Professor Jan Gaffney, janet.gaffney@auckland.ac.nz ; ph 09 623 8899 ext 48323

Title	EDPROFST 703 (A & B) The Inquiring Teacher: Literacy Education
Description	This course supports students to undertake systematic engagement in inquiry processes central to the teacher's role as a teacher of literacy. It requires analysis of literature relevant to the practice of literacy education and an engagement with a range of theoretical and pedagogical approaches for students experiencing literacy challenges. They will also undergo inquiry into their own practice for a student who is experiencing literacy difficulties. They will also conduct inquiry with a colleague, and contribute to online professional problem solving and knowledge building.
Delivery	The course runs for two semesters. It is mainly taught online but commences during the end of January with a 2.5 day contact course, which students are expected to attend.
Contact	Dr Aaron Wilson, aj.wilson@auckland.ac.nz ; ph 09 623 8899 ext 48574

Title	EDPROFST 705 Issues in Literacy Teaching and Learning
Description	An advanced analysis of the theoretical perspectives of social, cultural, political and psychological issues in relation to literacy education. Aspects of practice in literacy learning, including raising the achievement of Maori and Pasifika students and students from diverse language backgrounds, and the influence of diversity and technology on literacy, are analysed and evaluated.
Delivery	The course is taught face to face in Semester 1 at the Epsom Campus of the University of Auckland.
Contact	Professor Jan Gaffney, janet.gaffney@auckland.ac.nz ; ph 09 623 8899 ext 48323

Title	EDPROFST 707 Children's Literature in Education
Description	A critical examination of children's literature theory leading to the ability to enhance literacy and critical literacy pedagogy. There is a focus on developing teachers' knowledge of picture books and novels for children in 'engaging the learner' as a part of effective literacy practice. Assessment 1) A critical analysis of a picture book and its implications for use in the primary or intermediate classroom; 2) A critical analysis of a novel for children and/or adolescents and its implications for use in the upper primary/intermediate classroom
Delivery	The course is taught by Study Guide and online discussion using a Moodle platform in Semester 1. Students will engage regularly with colleagues and lecturers on line to discuss course content and access resources. Required readings are supplied through the Library online with students guided in the use of the Library catalogue and in accessing electronic data bases and other online resources.
Contact	Helen Villers; H.villers@auckland.ac.nz ; ph 09 623 8899 ext 48548

Title	EDCURRIC 345 Literacy in the Primary School
Description	This course is an exploration of literacy processes, approaches, strategies and resources relevant to literacy teaching and learning in the New Zealand primary school curriculum. An emphasis is placed on reading and its relationship to oral, written and visual language. A range of theoretical perspectives on literacy is examined, and current literacy resources for teaching diverse learners are critically appraised. Course members examine the changing nature of literacy, review current models of literacy learning in relation to classroom practice, and apply knowledge of literacy strategies and approaches that aim to engage learners with texts. As the course contributes also to the Graduate Diploma of TESSOL, an emphasis is placed on literacy strategies for English language learners.
Delivery	The course begins with a full Saturday in early March, and is followed by a 4-day block course in April. Required readings are available through the library on-line, and teachers are expected to source additional material independently.
Contact	Marineke Goodwin m.goodwin@auckland.ac.nz ph: 09 623 8899 ext. 48395

Title	EDPROFST 226 Introduction to Bilingual Education
Description	An introduction to bilingualism and bilingual education. Examines key principles of programme development and strategies for academic learning of bilingual students in formal and informal settings including immersion and mainstream, early childhood and secondary.
Delivery	The course begins with a four day block course in April and two Saturdays in May
Contact	Rae Si'ilata; r.siilata@auckland.ac.nz

Title	EDPROFST 375 TESSOL: Assessment
Description	Students analyse the personal and contextual factors that may affect linguistic performance in the New Zealand curriculum and critique current assessment procedures used in NZ schools. Focuses on recording and reporting and developing school policies for the assessment of students from diverse linguistic and cultural backgrounds. Prerequisite: EDPROFST 227
Delivery	The course begins with a three day block course in July and three Saturdays in August and September.
Contact	Maree Jeurissen; m.jeurissen@auckland.ac.nz

Title	EDPROFST 377 Bilingual Education
Description	Examines key principles and processes for curriculum development and resource provision for bilingual learners in mainstream or bilingual educational contexts. Students critique an aspect of programme planning and pedagogy in order to develop curriculum and assessment measures suitable for bilingual learners in a particular school or centre.
Delivery	The course begins with one Saturday in September, 4-day block course in September and one Saturday in October
Contact	Rae Si'ilata; r.siilata@auckland.ac.nz

Title	EDPROFST 378 TESSOL: Critical Approaches to Literacy
Description	An exploration of the issues, theory, research and burgeoning body of literature on literacy in multi-ethnic settings including the development of effective multicultural environments for literacy learning. Prerequisite: EDPROFST 227
Delivery	The course begins with a Saturday in April followed by a 4-day block course also in April and a Saturday in May
Contact	Helen Villers; h.villers@auckland.ac.nz

Title	EDPROFST 380 TESSOL: Teacher Research Design
Description	A range of research methodologies and methods appropriate for investigating an aspect of language learning through the curriculum is introduced and critiqued. Students conduct a critical review of relevant SLA literature and prepare a research proposal. Prerequisite: EDPROFST 227, 372, 373, 374
Delivery	This face-to-face course begins with a Saturday in February followed by selected Monday evening sessions 4.30 – 7pm through semester 1
Contact	Maree Jeurissen; m.jeurissen@auckland.ac.nz

Title	EDPROFST 381 TESSOL: Teacher Research Design
Description	The students implement a school-based teacher research study. The focus of this study informs decision making into an aspect of the effectiveness of second language acquisition in the context of a primary or secondary school classroom. Findings of the study are reported in a way that can be disseminated to educational audiences. Prerequisite: EDPROFST 227, 372, 373, 374 and 380
Delivery	This face-to-face course is taught on selected Mondays 4.30 – 7pm through semester 2
Contact	Margaret Kitchen; m.kitchen@auckland.ac.nz

Language Courses for Teachers

Title	EDPROFST 220 Introduction to Samoan Language for Teaching
Description	Focus will be on acquisition of basic Samoan to develop skills in listening, speaking, reading and writing. How this knowledge can be applied in educational settings will also be examined. Aimed at learners with little or no prior experience of Samoan language.
Delivery	This six day face-to-face course is taught over the summer break in January
Contact	Patisepa Tuafuti p.tuafuti@auckland.ac.nz

Title	EDCURRM 301 teaching and Te Reo Māori
Description	Integrates curriculum content with approaches to planning, teaching and assessing Te Reo Māori up to year 10. Addresses such questions as: why is it important to learn Te Reo Māori? What do teachers need to know to teach Te Reo Māori effectively? What strategies, approaches and resources maximize student motivation and language acquisition in Te Reo Māori?
Delivery	This face-to-face course is taught over the first semester
Contact	TBA

Victoria University

Title	EDUC 575: Literacy and literacy acquisition 30 Points
Description	A critical examination of current philosophies and constructs of literacy, and current curriculum contexts for literacy acquisition.
Delivery	Trimester 1, taught online

Title	EDUC 516: The Language of the Classroom
Description	An investigation into the form and function of language and its contribution to learning, student engagement and achievement in the classroom. Participants will make informed decisions about how to facilitate the language development of their learners.
Delivery	Trimester 2, taught online

Contact:

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

University of Canterbury

Title	EDEM 607: Contemporary Issues in Literacy Education
Description	This paper explores different theoretical perspectives on literacy education and how they relate to contemporary practice and research. The debates about theory, process, teaching approaches and assessment and appropriate resources continue. This course will offer students an opportunity to evaluate issues relevant to the debates around the teaching of literacy. In order to inform theoretical understandings and practices, this analysis will take place within the context of the new curriculum document and national standards.
Delivery for 2016	Web-based distance delivery Whole year
Contact	Faye Parkhill, Phone: +64 3 364 2987, faye.parkhill@canterbury.ac.nz Dr Ronnie Davey, Phone: +64 3 364 8272, ronnie.davey@canterbury.ac.nz

Title	EDEM 616: Critical Literacy in Children's Literature and Media Texts
Description	Central to any literacy endorsement at postgraduate level is the requirement that graduates are able to critique story and meaning from a range of perspectives that inform understandings that are central to living in the 21 st century. For example, eco-criticism is an emerging theoretical stance that examines the notion that children and young people are positioned to read Nature as much as nurture in visual (film and picture books) and verbal texts and the nature of this positioning needs explication and critique. This course utilises this theoretical critique as one of

	many that speaks to a very broad notion of what text is, contextualised by genre, intertextuality, and socio-cultural issues. Furthermore, the centrality of reader/audience as active agents in the construction of meaning is explored both in theory and in practice.
Delivery for 2016	Face-to-face/ Web-enhanced delivery Second semester
Contact	John McKenzie, Phone: +64 3 364 2987, john.mckenzie@canterbury.ac.nz

Title	<u>EDEM 617: Enhancing Reading Development for Young Children at Risk</u>
Description	This course will focus on teaching students methods to enhance reading development in young children at risk of literacy difficulty. A major element of the course will examine the provision of effective phonological awareness intervention in individual, small-group and classroom settings. Practical sessions will be used to demonstrate the effective teaching strategies covered in the course content. This course would be suitable for teachers, early childhood educators, literacy specialists and speech-language therapists looking to promote early literacy success for all children. It aims to students the theoretical and practical skills to enhance the early reading development of young children at risk of literacy difficulty.
Delivery for 2016	Web-based distance delivery First semester
Contact	Dr Brigid McNeill, Phone: +64 3 364 2987, brigid.mcneill@canterbury.ac.nz

Title	<u>EDEM618 Dyslexia: Identification and Intervention</u>
Description	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.
Delivery for 2016	Semester 2, 2016
Contact	Prof. John Everatt, Phone: +64 3 364 2987, john.everatt@canterbury.ac.nz

Title	<u>EDEM631 Foundations of Language Acquisition and Learning</u>
Description	This course extends the professional knowledge-base of educational professionals through the examination of the main theories of first and second language acquisition, examining the linguistic, psychological and social processes that underlie language(s) learning and use.
Delivery for 2016	Web-based distance delivery Semester 2
Contact	Assoc. Prof. Una Cunningham, Phone: +64 3 364 2987, una.cunningham@canterbury.ac.nz

University of Otago

Title	EDUC 308: The Reading Process
Description	Contemporary reading theory, policy and practice, and implications for primary, secondary and tertiary settings. What does it mean to be literate in the 21 st century? This paper examines future-focused literacy practices within New Zealand and internationally. This paper will appeal to teachers and education studies students alike.
Points	18 points
Teaching Period	Semester one
Prerequisite	One 200 level EDUC or PSYC paper
Location	Dunedin
Teaching Method	This paper is taught on campus
Contact	Dr Susan Sandretto ; susan.sandretto@otago.ac.nz Dr Jane Tilson ; jane.tilson@otago.ac.nz

Title	EDUC 463: Issues in Literacy Education
Description	Current research-based knowledge about literacy, including understanding literacy in New Zealand.
Points	20 points
Teaching Period	Full Year
Prerequisite	54 300-level EDUC or EDUX points
Location	Dunedin
Teaching Method	This paper is taught on campus
Contact	Dr Keryn Pratt - keryn.pratt@otago.ac.nz