EDEM632: Languages Learning: Context and Curriculum

This course is designed to engage practicing educators in the analysis and critique of current theory and research on language acquisition pedagogy that informs the design and implementation of learning contexts and curricula. The course will introduce participants to a range of approaches to teaching additional languages, curriculum and syllabus design, and evaluating and designing appropriate materials to meet the diverse language learning needs of students in a variety of learning environments. We consider the varied language needs of culturally and linguistically diverse learners in mainstream settings with particular reference to the Aotearoa/New Zealand context, and work with assessing learners’ productive and receptive language to identify language learning processes, stage of development and acquisition of communicative competence, and describe the next steps of continued learning. Students will carry out a limited study of language learning, teaching and/or development in their own teaching context. The course runs on Thursdays from 4:30–7:00 and distance students are encouraged to join the campus teaching via Skype.

Contact: Una Cunningham
una.cunningham@canterbury.ac.nz

EDEM650: Educational philosophy and policy

This course provides an overview of key issues and trends in philosophy of education and educational policy studies. Particular attention will be paid to the importance of epistemological, ethical and political questions in understanding education. Students will have the opportunity to address the work of selected thinkers in critical detail, and will be encouraged to apply philosophical skills to practical educational problems.

Course Coordinator: Peter Roberts
peter.roberts@canterbury.ac.nz

EDEM662: Child Development: Research, Contexts and Application

This course aims to provide an advanced understanding of child development by focusing on issues and concerns that may affect children and families across multiple developmental contexts. Students will gain knowledge and research skills by undertaking a focused literature review in an approved topic and applying contemporary developmental theory to a case study.

Course Co-ordinator: Myron Friesen
myron.friesen@canterbury.ac.nz

EDEM688: The Treaty in education today

This course will enable teachers and educators to gain a sound knowledge of the Treaty of Waitangi, its role in the history of New Zealand and its implications for theory and practice in learning communities today. In the course students will select a nominated area of study, which will enable them to align Māori and bicultural principles to current policies and practices. Students will critically analyse the context of their practice and prepare a strategic plan, which meets the needs of Māori and non-Māori in relation to the treaty partnership in their educational settings.

Course Coordinator: Richard Manning
richard.manning@canterbury.ac.nz

EDEM697: Qualitative research in education

Students will engage with theoretical tools and practical experience in the design and implementation of qualitative research. Students will learn how to describe, apply and critique strategies for qualitative data collection and data analysis. The course prepares students to write the methodology (and methods) section of a research proposal suitable for a thesis.

Course Coordinator: Missy Morton
missy.morton@canterbury.ac.nz

Leadership courses of interest for early years education:

EDEM634: Leadership of learning
EDEM635: Leadership of effective teaching
EDEM637: Distributing leadership for learning
EDEM638: Curriculum Leadership
EDEM639: Leadership for school and centre improvement

Contact: Susan Lovett
susan.lovett@canterbury.ac.nz

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Wanting further professional development and advanced knowledge in Early Childhood Education and the Early Years... then study at the University of Canterbury!

Courses specifically designed for early years education:

EDEM651: Re-examining early years education
This course introduces students to a critique of early years education using postmodern theories to analyse research, teaching practices, and New Zealand educational contexts for the very young child. This course is available both oncampus and FLO.

Course Coordinator: Judith Duncan judith.duncan@canterbury.ac.nz

EDEM687: Ecopeagogies in Early Years Education
The purpose of this course is to explore and critique pedagogies that are applied in environmental programmes; particularly in the early years but also schooling, community and tertiary education settings. The course is designed for all those with an interest in exploring their understandings of ecopeagogies and will give opportunities to enquire and analyse issues that impact on themselves, the children and their communities. Students will critically analyse and reflect on their practice and be required to investigate issues around ecojustice and sustainability that are relevant to their setting.

Course Coordinator: Glynnie Mackey glynnie.mackey@canterbury.ac.nz

Courses Designed to include Early Years Education

EDEM603: Research Project in Teaching, Learning and Curriculum
This course focuses on teaching, learning and curriculum issues in the primary and early childhood areas and enables students to examine and critique the theories and ideological principles which underpin the New Zealand Curriculum and Te Whāriki. As part of this course students will spend time in classrooms/centres during which they will conduct an teacher inquiry based research project which investigates and reflects on the relationships of curriculum planning, decision-making and implementation issues to their own philosophies and practices. This course is designed to provide students with an initial start to their postgraduate educational research career as they develop academic skills necessary to undertake postgraduate research.

This course specifically refers and uses Te Whāriki to help examine how curriculum is developed and implemented and the research projects are based on relevant issues to the student and the sector. It encourages a cross-pollination of ideas across the sectors and incorporates a practical element which helps to provide a clear rationale and focus for practitioner based research which is relevant to both the individual student and profession.

Course Co-ordinator: Fiona Gilmore fiona.gilmore@canterbury.ac.nz

EDEM627: e-Learning and pedagogy: Effective strategies for the classroom
The course focuses on developing a critical awareness of the pedagogical issues involved in the integration of ICTs to support learning in early childhood, school, and tertiary settings. Exemplars of curriculum based activities involving a variety of digital technologies will be related to theories of learning and relevant academic research. Participants will develop their digital skills as well as investigate, analyse and evaluate contemporary theories and predictions related to the effective use of technology in education.

Course Coordinator: Julie Mackey julie.mackey@canterbury.ac.nz

EDEM639: Leadership for School and Centre Improvement
This course relates the theory of educational leadership and management to school/centre improvement to seek better understandings of what leaders can and might do to ensure their schools/centres are effective in learning for students and teachers. The course includes themes of distributed leadership, teacher leadership and the building of leadership capacity.

Course Co-ordination: Susan Lovett susan.lovett@canterbury.ac.nz

Courses of relevance and interest for early years education:

EDEM614: Contemporary issues in curriculum and diversity
Recognising the diversity of learners and education sectors, topics covered will include discussion of and experience with socio-cultural theories of assessment; narrative assessment approaches; national exemplars in special education, early childhood, primary and secondary settings; assessment and reporting against national standards in literacy and numeracy; and national assessment tools. Class members develop and pursue an assessment topic of their own interest.

Course Coordinator: Missy Moront missy.morton@canterbury.ac.nz

EDEM620: Inclusive and special education
This course is designed to provide students with knowledge of the diversity and challenges in inclusive and special education. The course will develop students’ understanding of the history, philosophies, and policies relevant to inclusive and special education. Students will also study a range of assessment and teaching strategies appropriate for children with various types of special learning needs.

Course Coordinator: Trish McMenamin trish.mcmemamin@canterbury.ac.nz

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. EDEM624 would be suitable for any ECE student interested in ASD and the theory and practices related to educational support for those with ASD and their whānau. Course content is relevant across educational settings.

Course Coordinator: Trish McMenamin trish.mcmemamin@canterbury.ac.nz

EDEM631: Change with digital technologies in education
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. We consider current national and international issues, policies, and initiatives, including potential effects on practice, related to languages teaching and learning in Aotearoa/New Zealand, including bicultural/bilingual education; language immersion programmes; te reo Māori language revitalization initiatives; heritage language maintenance; ESOL/TESOL, and multilingualism. The course runs on Thursdays from 4:30-7:00 and distance students are encouraged to join the campus teaching via Skype.