New Master of Specialist Teaching (MSpecTchg) degree*

Are you nearing completion of the PGDipSpTch? With an additional 60 points of study you could graduate with a master’s degree!

Programme Details

The MSpecTchg programme provides the opportunity for students to continue their postgraduate studies with a focus on specialist teaching. This programme is relevant for educators working with children and learners who have special educational needs in early childhood, primary and secondary sectors.

The MSpecTchg consists of two parts. In Part I students complete one compulsory core theory and foundations course (30 points), and three compulsory courses (90 points) from one of the endorsement schedules. Each endorsement includes one specialist theory and foundations course, one professional practice course (including practical assignments) and one extended practicum course including experience in specialty practice settings. On satisfactory completion of Part I with a B grade average or higher, students will be eligible to progress to Part II.

Part II consists of two 30 point courses; either EDEM637 Distributing Leadership for Learning or EDEM638 Curriculum Leadership (both at Level 9), and one optional 30 point course. The degree will be endorsed in the area of specialism. Part II can be completed by distance study.

Completion of the Postgraduate Diploma in Specialist Teaching or equivalent can count as Part I.

The degree will be awarded unendorsed or endorsed in one of the following endorsement areas:

- Complex Educational Needs
- Deaf and Hearing Impairment
- Early Intervention
- Learning and Behaviour

*Subject to CUAP approval
MSpecTchg graduates will be:

- Critically competent in their core discipline possessing sound theoretical understanding; advanced research-based knowledge; and experience in integrating this knowledge through applied inquiry based research within New Zealand educational contexts.
- Work ready and innovative practitioners who are competent, culturally responsive and prepared to mentor others.
- Leaders of innovative, solution-focused approaches to improve the learning opportunities for children and learners who have special educational needs.
- Biculturally aware and respectful, and committed to developing and sustaining partnerships with family, whānau, hapū, iwi, aiga and community
- Engaged in the community by working collaboratively and in an interdisciplinary manner with other education and health professionals to design, implement and evaluate strategies to improve the learning and experiences of children and learners with special educational needs.
- Globally aware and connected through the interdisciplinary research community, and the collaborative networks of health and education professionals in their field of practice.

Further information

Prospective students are encouraged to make initial inquiries with the UC Education Postgraduate Office.

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