skills to enhance the early reading development of young children at risk of literacy difficulty across a number of educational settings.

Course Coordinator/Lecturer: Dr Brigid McNeil

EDEM618 Dyslexia: Identification and intervention

The aim of this course is to provide 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.

Course Coordinator/Lecturer: Professor John Everatt

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 Faculty of Education section of the UC Calendar (www.canterbury.ac.nz/publications/calendar) for official University regulations and policies for this programme.

Pathways

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

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

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

The MEd (Literacy) may be completed fulltime over a maximum period of up to three years, or part-time over a maximum period of five years. The PGDipEd (Literacy) may be completed over one year full-time or up to a maximum of four years part-time.

Mode of Delivery

The PGDipEd (Literacy) and the MEd (Literacy) can be completed entirely by distance or as a mix of on campus and distance delivery [EDEM618 Dyslexia: Identification and Intervention is offered on campus only].

Fees

Please refer to our website for up to date fees information www.canterbury.ac.nz/future-students/fees-and-funding/. An additional student levy and administration fee may apply.

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 website: www.education.canterbury.ac.nz/scholarships/ Of particular interest to practising teachers are the Ministry of Education study awards.

Enrolment

Enrolment for 2016 opens on 6th October. Download and complete an Application form from www.education.canterbury.ac.nz/apply/postgrad.shtml and submit it with verified copies of your full academic transcript(s) to:

Application Administrator
University of Canterbury, College of Education
Private Bag 4800, Christchurch 8140, New Zealand

You will also need to Apply To Enrol in your chosen courses online via myUC https://myuc.canterbury.ac.nz.

Please also refer to the Guide to Enrolment Handbook for general enrolment information www.canterbury.ac.nz/enrol/.

For further information contact:

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Dr Ronnie Davey
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Phone: +64 3 345 4003

Student Advisor
Phone: +64 3 345 9606
Email: postgraduate@education.canterbury.ac.nz

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

Details correct as at July 2015 but may change. Check the Guide to Enrolment or www.canterbury.ac.nz for up-to-date information.
Contemporary definitions of literacy recognise its complex and embedded nature within education and our everyday lives. Success in literacy is essential for learners to engage appropriately in all areas of the curriculum. The multi-faceted nature of literacy learning demands skills and knowledge to create, comprehend and critique a variety of written, visual, aural and multimodal texts. This complexity makes teaching within this area a challenging task.

However, it is insufficient to have teachers who are knowledgeable about effective learning strategies who fail to recognise the impact of children's literature in literacy education. A reader may choose not to engage in literacy because their teacher is not knowledgeable about the range, quality and content of books for children. That is, the teacher cannot enthuse about particular literature types, a particular author or a special book because they simply do not know them. The ability to connect the child and the book cannot occur in a vacuum. Additionally, the teacher needs to be aware of the text as an ideological artifact that needs to be unlocked in the curriculum.

Current Ministry of Education initiatives as part of the National Literacy Strategy, acknowledge findings from research that ongoing teacher development is crucial to lift achievement in literacy. International research studies continue to report the widening gap between high and low literacy achievers in this country and elsewhere.

Course participants will have the opportunity to engage in current thinking on research supporting effective practice for a wide range of student needs. It is expected that teachers identified as literacy leaders in their schools will add to their expertise and develop critical analysis skills to inform and lead practice in their school contexts.

The MEd (Literacy)* consists of 180 points and can be completed by coursework or a combination of courses and thesis. Those completing by coursework should select EDEM607 as well as two of the restricted optional courses below and 30 points from the Master of Education Schedule A. Those completing by thesis should select EDEM607, one of the restricted optional courses below, 30 points from Schedule C (research methods) and a 90 point thesis (EDEM690) in the area of Literacy.

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 in Education (Literacy)

This course focuses on current instructional practices in both reading and writing at primary and secondary levels. The compulsory course has a strong emphasis on writing, particularly in relation to practice with older students. This first part provides a comprehensive review of literacy theories and research in relation to effective practice using the four resources of a literate person model provided by Luke and Freebody (1999). In the writing component, the works of Hayes, Kress, Syder, Liberman and Magorinski provide the theoretical framework for the content. In the second half of the course there is a strong focus on critical literacy theories including an examination of visual language and digital literacies. Issues pertaining to differences in literacy achievement based on gender, ethnicity and SES are also considered in depth.

Contact: Faye Parkhill, Dr Ronnie Davey

EDEM616 Critical Literacy in Children’s Literature and Media Texts

Central to the endorsement 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 21st 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.

Course Coordinator/Lecturer: John McKenzie

EDEM617 Enhancing Reading Development for Young Children at Risk

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. This course aims to give students the theoretical and practical