Master of Education

Course Descriptions

Semester 1

Level 9	Level 8
Course: Research Methods This course encourages students to think critically and converse as independent social science researchers within the discipline of education. Major educational research paradigms, philosophical assumptions and principles (including ethical considerations) are critically examined, as well as with their influence on theory, policy and practice. Research literature is critiqued and methodologies and methods for conducting qualitative, quantitative and mixed method research studies are investigated. The course content guides students to acquire a deeper understanding of how design can affect research practice and helps them to make sound choices when structuring and organising a research project.	**Course: Leading Teams** This course facilitates a critical examination of theories of mentoring and coaching to further enhance the knowledge, skills and dispositions required to effectively and ethically lead both individuals and teams. Taking account of bicultural contexts, the attributes of a transformative leader will be critically appraised as a key component of the course. Innovative approaches for motivating, inspiring and working collaboratively will be explored to enable students to apply them in their leadership context.
Course: Bicultural Teaching and Learning This course has three themes: (1) past (whakatōmuri); (2) present (wātea); and (3) future (whakamua). Each theme will run for six weeks and will encourage students to encounter alternative ways to think critically by examining Indigenous discourses and knowledge systems to becoming bicultural. Therefore, deeper understandings will arise as well as challenge students to reposition and conceptualise bicultural development through the three themes as a process (past—whakatōmuri), as a practice (present—wātea), and as the production of meaning (future—whakamua). The aim of this course is to prepare students' competency to work in bicultural ways with diverse others in contexts where educational outcomes are sought through a critical examination of discourses, theory, research and curricula–both Māori and 'other'.	**Course: Māori Leadership** This course draws upon kaupapa Māori understandings and research on leadership that will assist leaders in early childhood contexts. The course involves a critical examination of leadership theories and models grounded upon Māori notions of leadership and contextualises Māori early childhood education leadership within shifting socio-political, historical and educational discourses. It encourages critical analysis and reflection regarding the cultural underpinnings of leadership styles and how they are understood and practised in early childhood contexts
Course: Evaluation in Practice This course encourages students to critically investigate traditional and current evaluation theory and examine a range of evaluation frameworks, approaches and methods. Content includes Indigenous approaches to evaluation. Students will gain a broader understanding of evaluation as a tool to improve quality, equity and social justice within the bicultural context of their country. Students will investigate ethical considerations and stakeholder and evaluator interests in evaluation. Students will critically examine internal and external evaluation frameworks and utilise a framework for the purpose of improving learning outcomes for children. This course will be of interest to people working in the early childhood sector who want to examine their self-review/internal evaluation processes and practices.	**Course: The First Thousand Days** This course encourages students to engage with lines of inquiry that will shape, extend and challenge understandings of learning and development in the first 1,000 days of a child's life. Students develop a greater awareness of the significance of relationships and early experiences on the learning and development of infants and toddlers. Theoretical perspectives relevant to the first 1,000 days are highlighted. The importance of infant mental, physical, social and emotional health is examined through multiple lenses and across disciplines. Multidisciplinary early intervention and support agencies are critiqued with a view to enhancing the capability of individuals who work in services and agencies that support children and families in their first 1,000 days.

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Course Descriptions

Semester 1

Level 9	Level 8
Course: Inclusive Education This course promotes a critical awareness of the paradigmatic issues and contested pedagogies around inclusion in education. Students will examine the national and international social, historical, cultural and political contexts to become cognisant of how shifting perspectives shape attitudes, beliefs and practices. A critical understanding about the relationship between inclusion and meaningful participation in learning is fostered. Students will be encouraged to further their knowledge by developing a holistic view of diversity where education is based around concepts of equity and social justice and their application for inclusive practice.	**Course: Infant & Toddler Learning & Wellbeing** In this course students engage with current theory and research literature (national and international) to inform understanding of the importance of emotional intelligence for infants and toddlers and its implications for practice. Continuity of caregivers and transition experiences for infants and toddlers are argued as well as Indigenous perspectives and culturally responsive practices. Drawing on attachment and learning theories, responsive and intersubjective interactions are critiqued through medical, neuroscientific and educational lenses to underscore the impact of sensitive and attuned caregiving on social competence and learning development. Social and emotional health is viewed holistically within the context of Māori and other Indigenous models of wellbeing.
Course: Professional Learning and Inquiry The purpose of this course is to enable students to develop theoretical knowledge and understanding of an area of professional practice. The course addresses inquiry skills fundamental to inquiring into a problem of practice (PoP) where an issue Is identified and examined in a way that leads to improved understanding, experience, and outcomes. Students will plan and engage in a critical and systematic inquiry into a complex problem of practice either individually, or alongside a peer. Inquiry outcomes in the form of a sustained argument, proposition or professional decision will be communicated using a range of media and methods as the research inquiry concludes.	**Course: Dialogic Pedagogy** In this course infants and toddlers are viewed as learners in dialogue. The knowledge gained will inform a deeper understanding of dialogic pedagogy and self as implicated. Bakhtinian dialogic theory, its principles and concepts are examined. Students will critically analyse and reflect upon dialogue with infants and toddlers. Through challenge, critique and provocation, a deeper understanding will be achieved of the dialogic principles and their application in assessment, evaluation, research and practice.
Course: Philosophies that inform the Montessori curriculum In this course students will analyse the significance of social, cultural, and political influences on Montessori philosophy and education. Students will learn how these influences have shaped the intersection of the Montessori-prepared environment, the prepared adult, and the child. Students will critically investigate the core components of the prepared environment and how it evolved as Dr Montessori consolidated her understanding whilst she continued to observe children. A key component of this course is the critical exploration of the context and history of Montessori philosophy and pedagogy.	

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Course Descriptions

Semester 1

Level 9

Course: Assessment in Primary Education Concepts and Trends

This course examines concepts of assessment and assessment practice in the context of primary education in Aotearoa New Zealand including consideration of a range of cultural perspectives. It explores current perspectives on effective assessment practice, with assessment of and for learning providing a focusing theme. The course is designed to equip participants to critically examine current assessment issues and trends in Aotearoa New Zealand primary education and critically evaluate approaches to assessment design, implementation and interpretation.

Course: Curriculum in Primary Education Context and Influences

This course critically examines contemporary curriculum issues and trends within Aotearoa New Zealand, with a focus on primary education. It explores curriculum and curriculum development as socially and politically constructed artefacts, drawing on historical and international perspectives to contextualise current debates. Students will engage with key concepts relating to curriculum design, implementation, and reform. The course is designed to strengthen students' ability to critically evaluate curriculum decisions and contribute to leadership and innovation in curriculum development within diverse educational settings.

Master of Education

Course Descriptions

Semester 2

Level 9	Level 8
Course: Research Methods This course encourages students to think critically and converse as independent social science researchers within the discipline of education. Major educational research paradigms, philosophical assumptions and principles (including ethical considerations) are critically examined, as well as with their influence on theory, policy and practice. Research literature is critiqued and methodologies and methods for conducting qualitative, quantitative and mixed method research studies are investigated. The course content guides students to acquire a deeper understanding of how design can affect research practice and helps them to make sound choices when structuring and organising a research project.	**Course: Leading Pedagogical Change** This course critically explores the art of pedagogical leadership in different ECE contexts in Aotearoa and beyond. It will assist pedagogical leaders to increase their capacity to lead effective curriculum change within a community of learners. Through an analysis of leadership theory, research and practice students will critically reflect on developing their identities as pedagogical leaders. Pedagogical leadership theories are considered alongside the perspectives of Indigenous peoples embedded within early childhood education curriculum.
Course: Mātauranga Māori This course has three themes; (1) kaupapa Māori history, philosophy and knowledge; (2) mātauranga Māori research and policy and (3) mātauranga Māori pedagogy. Each theme will run for six weeks and encourages you to encounter culturally responsive ways to think critically by examining Indigenous discourses. This course weaves three interconnected themes (kaupapa) for students to critically examine and gain a deeper understanding of mātauranga Māori and policy, while also exploring Western and other Indigenous frameworks that can be applied across a range of educational settings.	**Course: Organisational Leadership** This course enables students to deconstruct organisational leadership experience within the context of early childhood education. Aspects of strategy, organisational change, governance and organisational culture will be investigated, with critical attention given to a range of approaches for organisational leadership, management and governance. Students will be enabled to effect organisational change through the integration and synthesis of relevant leadership theory and managerial practice.
Course: Curriculum Studies in ECE This course encourages students to critically investigate the relationship between early childhood curriculum theory, documentation and assessment from a national and international perspective. The knowledge gained from this course will inform a deeper and broader understanding of early childhood curriculum. A range of traditional and contemporary curriculum issues and trends will be examined, including kaupapa Māori, Pasifika and Indigenous perspectives. Students will investigate and critically reflect on fundamental changes in how we conceptualise and approach documentation and assessment of learning in a sociocultural context.	**Course: Pasifika Leadership** This course involves a critical examination of leadership, theories, models and current research that draws from Pasifika and non-Pasifika scholarly works and contextualises Pasifika early childhood education leadership within shifting socio-political, historical and philosophical discourses. Pasifika values, symbols and belief systems are investigated to identify and evaluate the tensions that impact and influence professional leadership within bicultural and bilingual learning environments in Aotearoa/ New Zealand. This course encourages students to participate in a journey of self-discovery through reflective dialogue and planning so that their leadership knowledge and understanding enhances the quality of learning experiences for Pasifika children, families, aiga/whānau within early childhood education services.

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Course Descriptions

Semester 2

Level 9	Level 8
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Course: Integrating Montessori with indigenous knowledge The purpose of this course is to support students to understand Montessori concepts alongside mātauranga māori knowledge. It is not the intention of the course to argue that there is an alignment but to explore areas where Montessori key concepts might be similar to or differ from mātauranga māori. The insights gained will allow students to critique the coexistence of mātauranga māori/indigenous knowledge and Montessori values within an educational setting. Students will be able to formulate a mission or values statement that articulates their understanding of mātauranga māori/indigenous knowledge and Montessori philosophy.	**Course: Infant & Toddler Curriculum & Environments** This course enables students to engage in a critical examination of early childhood curricula through an infant and toddler lens. In particular, New Zealand's early childhood curriculum will be compared and contrasted to other curricula—across countries and across disciplines—and critiqued as a bicultural curriculum that speaks to infant and toddler learning and development. Understandings of curriculum will be deepened through critical investigation of a contemporary curriculum or policy issue of relevance to practitioners, families, and/or the wider society. Importance of place from an Indigenous perspective is highlighted. Alongside the known structural and process dimensions of quality, research and theory on infant and toddler environments (including their design) will be examined. The impact of environmental conditions and practices on the health and wellbeing of infants and toddlers will be examined and critiqued against internationally recognised standards.

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Course Descriptions

Semester 2

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	Course: Dialogic Pedagogy In this course infants and toddlers are viewed as learners in dialogue. The knowledge gained will inform a deeper understanding of dialogic pedagogy and self as implicated. Bakhtinian dialogic theory, its principles and concepts are examined. Students will critically analyse and reflect upon dialogue with infants and toddlers. Through challenge, critique and provocation, a deeper understanding will be achieved of the dialogic principles and their application in assessment, evaluation, research and practice.