

## 2017 approved LITERACY Courses for Tertiary Fees Funding Support for Primary and Intermediate Teachers

### The University of Auckland

#### Language Courses for Teachers

The following Faculty of Education and Social Work courses can be credited to teachers completing a Bachelor of Education (Tchg- specialisation) or a Graduate Diploma of TESSOL (with the approval of the Programme Leader)

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| <b>Title</b>       | <b>EDCURRIC 345 Literacy in the Primary School</b>   |
| <b>Description</b> | 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. |
| <b>Delivery</b>    | The course begins with a full Saturday in March, followed by an April holiday 3 day block, then a final Saturday in May.   |
| <b>Contact</b>     | Marineke Goodwin <a href="mailto:m.goodwin@auckland.ac.nz">m.goodwin@auckland.ac.nz</a> ph: 09 623 8899 ext. 48395   |

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| <b>Title</b>       | <b>EDPROFST 226 Introduction to Bilingual Education</b>   |
| <b>Description</b> | 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. |
| <b>Delivery</b>    | The course begins with a four day block course in April and two Saturdays in May  |
| <b>Contact</b>     | Rae Si'ilata; <a href="mailto:r.siilata@auckland.ac.nz">r.siilata@auckland.ac.nz</a>  |

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| <b>Title</b>       | <b>EDPROFST 375 TESSOL: Assessment</b>  |
| <b>Description</b> | 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.<br>Prerequisite: EDPROFST 227 |
| <b>Delivery</b>    | The course begins with a three day block course in July and three Saturdays in August and September.  |
| <b>Contact</b>     | Maree Jeurissen; <a href="mailto:m.jeurissen@auckland.ac.nz">m.jeurissen@auckland.ac.nz</a>   |

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| <b>Title</b>       | <b>EDPROFST 377 Bilingual Education</b>   |
| <b>Description</b> | 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. |
| <b>Delivery</b>    | Block course in July school holidays  |
| <b>Contact</b>     | Rae Si'ilata; <a href="mailto:r.siilata@auckland.ac.nz">r.siilata@auckland.ac.nz</a>  |

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| <b>Title</b>       | <b>EDPROFST 378 TESSOL: Critical Approaches to Literacy</b>  |
| <b>Description</b> | 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.<br>Prerequisite: EDPROFST 227 |
| <b>Delivery</b>    | Block course in semester 2 – July school holidays  |
| <b>Contact</b>     | Helen Villers; <a href="mailto:h.villers@auckland.ac.nz">h.villers@auckland.ac.nz</a>  |

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| <b>Title</b>       | <b>EDPROFST 220 Introduction to Samoan Language for Teaching</b>  |
| <b>Description</b> | 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. |
| <b>Delivery</b>    | Semester 1  |
| <b>Contact</b>     | Maria Cooper <a href="mailto:m.cooper@auckland.ac.nz">m.cooper@auckland.ac.nz</a>   |

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| <b>Title</b>       | <b>EDCURRM 301 teaching and Te Reo Māori</b>   |
| <b>Description</b> | 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? |
| <b>Delivery</b>    | This face-to-face course is taught in the evenings in the first semester   |
| <b>Contact</b>     | Hemi Dale <a href="mailto:h.dale@auckland.ac.nz">h.dale@auckland.ac.nz</a>   |

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| <b>Title</b>                       | <b>EDPROFST 379 TESSOL: Materials Design</b>   |
| <b>Description</b>                 | Critique current resources for English language learning within the New Zealand curriculum using principles from second language learning in content areas. Students use the process of materials design to develop a language resource for a specified group of learners. The resource is presented in a way that can be disseminated to educational audiences. |
| <b>Delivery</b>                    | Semester 2   |
| <b>Contact</b>                     | Sue Gray <a href="mailto:s.gray@auckland.ac.nz">s.gray@auckland.ac.nz</a>  |
| <b>Justification for inclusion</b> | This course is a replacement for EDPROFST 380 and EDPROFST 381 (which were on the MoE list of approved courses in 2016). These courses are on a two-year rotation cycle. This course supports teachers to raise literacy achievement and engagement of a specific group of students  |

#### Postgraduate courses

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| <b>Title</b>       | <b>EDPROFST 700 (A &amp; B) Literacy Education: Research and Practice 30 points</b>  |
| <b>Description</b> | 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. |
| <b>Delivery</b>    | 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.   |
| <b>Contact</b>     | Dr Aaron Wilson, <a href="mailto:aj.wilson@auckland.ac.nz">aj.wilson@auckland.ac.nz</a> ; ph 09 623 8899 ext 48574   |

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| <b>Title</b>       | <b>EDPROFST 701 Issues in Literacy Education</b>   |
| <b>Description</b> | 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. |
| <b>Delivery</b>    | 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.  |
| <b>Contact</b>     | Dr Aaron Wilson, <a href="mailto:aj.wilson@auckland.ac.nz">aj.wilson@auckland.ac.nz</a> ; ph 09 623 8899 ext 48574   |

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| <b>Title</b> | <b>EDPROFST 702 Challenges of Literacy Difficulties</b> |
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| <b>Description</b> | 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. |
| <b>Delivery</b>    | 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.  |
| <b>Contact</b>     | Professor Jan Gaffney, <a href="mailto:janet.gaffney@auckland.ac.nz">janet.gaffney@auckland.ac.nz</a> ; ph 09 623 8899 ext 48323   |

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| <b>Title</b>       | <b>EDPROFST 703 (A &amp; B) The Inquiring Teacher: Literacy Education</b>  |
| <b>Description</b> | 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. |
| <b>Delivery</b>    | 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.  |
| <b>Contact</b>     | Dr Aaron Wilson, <a href="mailto:aj.wilson@auckland.ac.nz">aj.wilson@auckland.ac.nz</a> ; ph 09 623 8899 ext 48574   |

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| <b>Title</b>       | <b>EDPROFST 705 Issues in Literacy Teaching and Learning</b>  |
| <b>Description</b> | 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. |
| <b>Delivery</b>    | This evening course is taught face to face in Semester 1 at the Manukau Campus of the University of Auckland.   |
| <b>Contact</b>     | Professor Judy Parr, <a href="mailto:jm.parr@auckland.ac.nz">jm.parr@auckland.ac.nz</a> ; ph 09 623 8899 ext 88998  |

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| <b>Title</b>       | <b>EDPROFST 707 Children's Literature in Education</b>   |
| <b>Description</b> | 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.<br>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 |
| <b>Delivery</b>    | 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.  |
| <b>Contact</b>     | Helen Villers; <a href="mailto:H.villers@auckland.ac.nz">H.villers@auckland.ac.nz</a> ; ph 09 623 8899 ext 48548   |

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| <b>Title</b>                       | <b>EDPROFM 702 Special Topic: Māori Language Teachers: Teaching Te Reo Māori</b>  |
| <b>Description</b>                 | Through an exploration of second language acquisition and pedagogical processes, including an analysis of the latest learning technologies, this course will enable critical reflection on current Te Reo Māori teaching practices, enhanced language development, and an opportunity to evaluate and strengthen the effectiveness of one's own Te Reo Māori teaching practice. This course will be taught in Te Reo Māori. <b>(30 Points)</b>  |
| <b>Delivery</b>                    | Mixed modes<br>Face to Face<br>On-line via Zoom   |
| <b>Contact</b>                     | Hemi Dale email <a href="mailto:h.dale@auckland.ac.nz">h.dale@auckland.ac.nz</a>  |
| <b>Justification for inclusion</b> | <p>This course has two major literacy foci-developing the personal literacy skills and knowledge of teachers in Māori-medium so that they can then teach te reo matatini (literacy) to their students. This includes understanding, using, reflecting on and engaging with texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society-both te ao Māori and te ao Whānui.' 'Students need to use their pānui, tuhutuhi and kōrero-ā-waha in order to engage with all learning areas of Marautanga o Aotearoa. This course also focuses on 2<sup>nd</sup> language acquisition pedagogy and provides opportunities for teachers to model best practice in their classroom and then reflect on outcomes. This course also provides opportunity to collect, analyse student achievement data using standardised and non-standardised tools and to make decisions about where to from here for the student in regard to te reo Matatini.</p> <p>In this way addressing the need to:</p> <ul style="list-style-type: none"> <li>• raise student achievement and engagement in years 5-8</li> <li>• address issues of equity related to outcomes for Māori</li> <li>• build teacher subject content knowledge in tandem with effective pedagogies for all learners</li> </ul> |

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| <b>Title</b>                       | <b>EDUC 711 Gifted learners: Who are they?</b>   |
| <b>Description</b>                 | <p>An exploration of understandings relating to individual's gifts and talents. Cultural concepts of giftedness and strategies of identification will be addressed. Links will be made to own experience and practice.</p> <p>This course is designed for all teachers and newly qualified graduates interested in the increasingly popular area of gifted education.</p> <p>Prior knowledge of gifted education is not required as you will learn about different constructs of giftedness and talent and explore barriers that impact on the demonstration or realisation of gifts and talents in learners.</p> <p>This course draws on a range of national and international research on gifted and talented learners and will provide you with the knowledge and expertise to design a theoretically sound and responsive learning environment for all learners.</p>   |
| <b>Delivery</b>                    | <b>Semester 1</b>  |
| <b>Contact</b>                     | <ul style="list-style-type: none"> <li>• <b>Dr Catherine Rawlinson</b> email:<a href="mailto:c.rawlinson@auckland.ac.nz">c.rawlinson@auckland.ac.nz</a></li> </ul>   |
| <b>Justification for inclusion</b> | <p>EDUC 711 focuses directly on inclusive constructs of giftedness and talent, as recommended in Ministry documentation. Strategies to promote responsive learning environments for all learners is a key component of the course. Failure to develop and nurture potential in early childhood and primary years can lead to declines in student achievement, reduced engagement and result in negative outcomes in academic self-concept and self-efficacy for children at secondary school and beyond. There is much literature highlighting the underrepresentation of Maori and Pasifika students in gifted and talented programmes in our New Zealand schools. In EDUC 711 constructs of giftedness and talent from Maori and Pasifika perspectives are introduced and strategies to nurture the wide range of talents demonstrated by our Maori and Pasifika learners are explored. Teachers taking these courses have the option to select curriculum areas of focus for their in-depth topics of investigation. Mathematics and Literacy are encouraged as priority areas because academic confidence and enhanced self-efficacy in these two curriculum areas are integral to student's future success in many other areas. Teachers in this course will critically reflect on a wide range of literature and use evidence based research to support their professional position in relation to identification and provisions for gifted learners for situations that focuses on an area of gifted education.</p> |

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| <b>Title</b>                       | <b>EDUC 738 Gifted learners: Meeting their needs</b>   |
| <b>Description</b>                 | <p>Covers a range of approaches to provide for the diverse needs of gifted learners in different sectors and interest groups. Acceleration and enrichment strategies will be considered in conjunction with social and emotional implications.</p> <p>This course is suitable for teachers who work with or support gifted and talented young people. Throughout this course you will gain the additional knowledge and skills to help you understand and cater for gifted students in your context of numeracy or literacy.</p> <p>You will have an opportunity to discuss topics that reflect New Zealand's distinctive contribution to the field of gifted education, as well as diverse international and intercultural perspectives, which will enable you to differentiate between myth and fact when supporting gifted learners. The course will focus on essential strategies that encourage highly gifted and talented learners to flourish</p>   |
| <b>Delivery</b>                    | <b>Blended semester 2</b>  |
| <b>Contact</b>                     | <b>Dr Janna Wardman    email: <a href="mailto:j.wardman@auckland.ac.nz">j.wardman@auckland.ac.nz</a></b>   |
| <b>Justification for inclusion</b> | <p>EDUC 738 is part of a suite of blended courses that offer support to teachers and others (e.g. parents) nationwide. Failure to provide our priority gifted and talented learners with the appropriate programmes has been shown to lead eventually to early exit from school. New Zealand based research reports gifted children as young as 5 years old are opting out of school as they are frustrated with the pace of learning on offer.</p> <p>Approximately 20% of those who have been identified as being above the 85th percentile eventually leave school with few or no qualifications. The tragedy of those who might become 'lost gifted' can be turned around with support from practitioners and whanau who have had PD in gifted. It does not take more money or resources to provide for our gifted learners, but it does require a willingness to accept and apply the evidence-based research, and not to rely on the myths that prevail in the area.</p> <p>Practitioners have long claimed that although they identify gifted learners in every classroom, they 'don't know what to do with them'. EDUC 738 provides the knowledge, understanding and support to individuals and Communities of Learning looking for answers.</p> <p>This course is designed to allow teachers to adapt content to student learning needs. Teachers receiving MOE fees subsidies would be expected to apply a numeracy or literacy focus to all course work and assignments</p> |

## University of Canterbury

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| <b>Title</b>             | <b><a href="#">EDEM 607: Contemporary Issues in Literacy Education</a></b>   |
| <b>Description</b>       | <p>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.</p> |
| <b>Delivery for 2016</b> | <p>Web-based distance delivery<br/>Whole year</p>  |

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| <b>Contact</b> | Dr. Jo Fletcher, <a href="mailto:jo.fletcher@canterbury.ac.nz">jo.fletcher@canterbury.ac.nz</a> ; +64 03 345 8284 |
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| <b>Title</b>             | <a href="#"><b>EDEM 616: Critical Literacy in Children's Literature and Media Texts</b></a>   |
| <b>Description</b>       | 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 <sup>st</sup> 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. |
| <b>Delivery for 2016</b> | Web-based distance delivery<br>Second semester  |
| <b>Contact</b>           | Prof Letitia Fickel Phone: +64 3 345 8460, <a href="mailto:letitia.fickel@canterbury.ac.nz">letitia.fickel@canterbury.ac.nz</a>   |

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| <b>Title</b>             | <a href="#"><b>EDEM 617: Enhancing Reading Development for Young Children at Risk</b></a>  |
| <b>Description</b>       | 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. |
| <b>Delivery for 2016</b> | Web-based distance delivery<br>First semester  |
| <b>Contact</b>           | Dr Brigid McNeill, Phone: +64 3 364 2987, <a href="mailto:brigid.mcneill@canterbury.ac.nz">brigid.mcneill@canterbury.ac.nz</a>   |

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| <b>Title</b>             | <a href="#"><b>EDEM618 Dyslexia: Identification and Intervention</b></a>  |
| <b>Description</b>       | 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. |
| <b>Delivery for 2016</b> | Campus-based face-to-face,<br>Second Semester   |
| <b>Contact</b>           | Prof. John Everatt, Phone: +64 3 364 2987, <a href="mailto:john.everatt@canterbury.ac.nz">john.everatt@canterbury.ac.nz</a>   |

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| <b>Title</b>             | <a href="#">EDEM631 Foundations of Language Acquisition and Learning</a>   |
| <b>Description</b>       | 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. |
| <b>Delivery for 2016</b> | Web-based distance delivery<br>Semester 2  |
| <b>Contact</b>           | Assoc. Prof. Una Cunningham, Phone: +64 3 364 2987,<br><a href="mailto:una.cunningham@canterbury.ac.nz">una.cunningham@canterbury.ac.nz</a>  |

## Massey University

### Literacy Papers

#### POSTGRADUATE PAPERS (30 credits)

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

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| <b>Title</b>             | <b>258.720 Foundations of Literacy Education<br/>Double Semester (February –November), Distance</b>  |
| <b>Description</b>       | 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.<br><a href="http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?paper_code=258720&amp;paper_offering_id=1236132">http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?paper_code=258720&amp;paper_offering_id=1236132</a> |
| <b>Delivery for 2017</b> | By Distance and supported by Stream, the online learning environment. A one and a half day on-campus contact course, to be held 19-20 April 2017 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.  |
| <b>Contact</b>           | Dr Alison Arrow <a href="mailto:A.W.Arrow@massey.ac.nz">A.W.Arrow@massey.ac.nz</a>   |

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| <b>Title</b>       | <b>258.722 The Nature, Prevention, and Remediation of Literacy Learning Difficulties<br/>Double Semester (February –November), Distance</b>  |
| <b>Description</b> | 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 |

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|                          | <p>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.</p> <p><a href="http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?paper_code=258722&amp;paper_offering_id=1236133">http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?paper_code=258722&amp;paper_offering_id=1236133</a></p> |
| <b>Delivery for 2017</b> | <p>By Distance and supported online by Stream, the online learning environment. A one and a half day on-campus contact course, to be held 20-21 April 2017 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.</p>  |
| <b>Contact</b>           | <p>Dr Alison Arrow <a href="mailto:A.W.Arrow@massey.ac.nz">A.W.Arrow@massey.ac.nz</a></p>   |

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| <b>Title</b>             | <p><b>258.723 The Teaching of Writing</b><br/> <b>Double Semester (February –November), Distance</b></p>  |
| <b>Description</b>       | <p>This paper is an advanced study of the latest theories and research on the teaching of writing to students in educational settings. 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.</p> <p><a href="http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?paper_code=258723&amp;paper_offering_id=1236686">http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?paper_code=258723&amp;paper_offering_id=1236686</a></p> |
| <b>Delivery for 2017</b> | <p>By Distance and supported online using the Stream online learning environment. No contact course.</p>  |
| <b>Contact</b>           | <p>A/Pro Sally Hansen <a href="mailto:S.E.Hansen@massey.ac.nz">S.E.Hansen@massey.ac.nz</a></p>  |

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| <b>Title</b>       | <p><b>258.721. Teaching Students with Literacy Learning Difficulties</b><br/> <b>Second Semester (July –November), Distance OR Block Course</b></p>   |
| <b>Description</b> | <p>The paper builds on the theoretical orientations of early literacy development. It goes one step further however, in that many components in the assignments have a very practical base. This practical base allows the student to apply the theoretical orientations within their practice by completing assignments that require ‘hands-on’ tasks with students who have reading problems. Topics include: the cognitive foundations of learning to read; phonological awareness; teaching specific decoding strategies; literacy assessments; assessment and teaching of spelling; assessment and teaching of reading comprehension.</p> <p><a href="http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?paper_code=258.721">http://www.massey.ac.nz/massey/learning/programme-course-paper/paper.cfm?paper_code=258.721</a></p> |

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| <b>Delivery for 2017</b> | <p>There are two offerings for this course.</p> <p>By Distance. A one and a half day on-campus contact course to be held 15-16 August 2017 at Albany, will provide you with further elaboration, clarification and explication of the material and assignments. The contact course will provide you with the opportunity to attend lectures, participate in discussions, meet with other students in 258.721, use the Massey Library, and see the Paper Coordinator on an individual basis. Attendance is strongly recommended.</p> <p>Block Course. A two-week course running from 10-21 July 2017 based on the Albany campus. If you enroll in this option attendance at the Block course is Compulsory.</p> |
| <b>Contact</b>           | Prof Tom Nicholson <a href="mailto:T.Nicholson@massey.ac.nz">T.Nicholson@massey.ac.nz</a>  |

**ENROLMENT:** Enrol online at: <http://enrol.massey.ac.nz> or call 0800 Massey (0800 627 739) to get your enrolment started.

## The University of Waikato

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| <b>Title</b>             | <b>ALED501-17A (NET): Literacy Education: Approaches and Perspectives</b>   |
| <b>Description</b>       | This paper offers an introductory, critical examination of some theories, research, 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. |
| <b>Delivery for 2017</b> | Fully online<br>Contact Professor Terry Locke <a href="mailto:locket@waikato.ac.nz">locket@waikato.ac.nz</a> or Dr Judy Hunter <a href="mailto:jmhunter@waikato.ac.nz">jmhunter@waikato.ac.nz</a>   |

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| <b>Title</b>             | <b>ALED502-17B (NET): Critical Literacy in Curriculum</b>  |
| <b>Description</b>       | This paper offers participants the opportunity to develop a set of critical lenses through which to view: their own and others' literacy practices, teaching and learning practices in relation to literacy and the way in which literacy is underpinned by ideology in various policy and official documents. |
| <b>Delivery for 2017</b> | Fully online<br>Contact Professor Terry Locke <a href="mailto:locket@waikato.ac.nz">locket@waikato.ac.nz</a>   |

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| <b>Title</b>             | <b>ALED504-17C (BLK): Reading Difficulties</b>   |
| <b>Description</b>       | 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. |
| <b>Delivery for 2017</b> | On campus block (9-4 pm: dates TBC) and partially online<br>Contact Dr Sue Dymock <a href="mailto:sdymock@waikato.ac.nz">sdymock@waikato.ac.nz</a>   |

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| <b>Title</b>       | <b>ALED522-17B (NET): Best Practice in the Writing Classroom</b>   |
| <b>Description</b> | In this paper students explore writing discourses; analysing and critiquing a range of theoretical perspectives and teaching practices. Participants are required to reflect |

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|                          | on their own discursive practices and how these position them as teachers of writing. Current pedagogical research in terms of effective teaching and assessment practices are discussed and teachers apply these understandings to a small research project in a practical teaching situation. |
| <b>Delivery for 2017</b> | Fully online  |

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| <b>Title</b>             | <b>ALED523-17A (BLK) Using literature in the primary and secondary classroom</b>  |
| <b>Description</b>       | 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. |
| <b>Delivery for 2017</b> | Saturdays 8-3pm: dates TBC, and partially online.<br>Contact Professor Terry Locke <a href="mailto:locket@waikato.ac.nz">locket@waikato.ac.nz</a> or Dr Nicola Daly <a href="mailto:nicolad@waikato.ac.nz">nicolad@waikato.ac.nz</a>  |

#### **Institution nominated 300 level bridging paper**

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| <b>Title</b>             | <b>TEAL321: School Literacy Programmes</b>  |
| <b>Description</b>       | A critical examination of school literacy programmes, including curriculum requirements, classroom processes, forms of assessment and partnership with parents. |
| <b>Delivery for 2017</b> | Online and Face-to-face (both options are available)<br>Contact Wendy Carss <a href="mailto:wcarss@waikato.ac.nz">wcarss@waikato.ac.nz</a>                      |

## **Victoria University**

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| <b>Title</b>        | <b>EDUC 575: Literacy and literacy acquisition</b>  |
| <b>Description</b>  | A critical examination of current philosophies and constructs of literacy, and current curriculum contexts for literacy acquisition.<br><a href="http://www.victoria.ac.nz/courses/educ/575/2017">http://www.victoria.ac.nz/courses/educ/575/2017</a> |
| <b>Delivery</b>     | Trimester 2, taught online  |
| <b>Co-ordinator</b> | To be advised   |

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| <b>Title</b>        | <b>EDUC 516: The Language of the Classroom</b>  |
| <b>Description</b>  | 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.<br><a href="http://www.victoria.ac.nz/courses/educ/516/2017">http://www.victoria.ac.nz/courses/educ/516/2017</a> |
| <b>Delivery</b>     | Trimester 2, taught online  |
| <b>Co-ordinator</b> | To be advised   |

**Contact:** Student and Academic Services Office, Faculty of Education, Victoria University of Wellington  
Email: [education@vuw.ac.nz](mailto:education@vuw.ac.nz)

