Welcome to
The University of Auckland
Faculty of Education
2013
The University of Auckland

- Established in 1883, UoA is New Zealand’s leading and largest university.
- **Total student numbers 41,000**
  - Domestic 36,300
  - International 4,700
  - Undergraduate 32,000
  - Postgraduate* 10,700
  - Masters 2,600
  - PhD 2,100
  - Other 6,000

http://www.auckland.ac.nz/uoa/key-statistics
The University of Auckland

- **Highest international ranking**
- **A strong international focus**
- **New Zealand’s largest and most comprehensive university**
- **Top research output**
- **New Zealand’s premier research commercialisation company (UniServices)**
- **Located in a top-ranked city**
- **Statistics**
- **Educational performance indicators**
Faculties of the University

- Faculty of Arts
- Business School
- National Institute of Creative Arts and Industries
- Faculty of Education
- Faculty of Engineering
- Faculty of Law
- Faculty of Medical and Health Sciences
- Faculty of Science
- Liggins Institute
- Auckland Bioengineering Institute

•
Faculty of Education

- Ranked 24th in 2013 QS World University Rankings
- Largest teacher education provider in the country
- High quality programmes ranging from bachelors degrees to doctoral qualifications (EdD and PhD)
- Research-informed teaching
- Committed to improving the well-being of individuals and communities through education.
Teaching and Research at FoE/UoA, New Zealand
Schools within the FoEd

- **School of Counselling, Human Services and Social Work** Focuses on diverse fields of practice in counselling, human services and social work.
- **School of Critical Studies in Education** Focuses on education studies and Pasifika education.
- **School of Curriculum and Pedagogy** Focuses on the research, scholarship and teaching of curriculum and the research and practice of pedagogy.
- **School of Learning, Development and Professional Practice** Focuses on examining and developing professional practices in education and schooling through a variety of disciplinary lenses.
- **School of Te Puna Wānanga** Focuses on education and teacher education that is underpinned by tikanga, te reo and mātauranga Māori.
International Leadership in the Academy

Editorships of international journals
Staff at the Faculty of Education are editors, co-editors and associate editors of the following journals.

- **Advances in Social Work and Welfare Education**
  Co-Editor: Associate Professor Liz Beddoe

- **Australasian Review of African Studies**
  Co-Editor: Dr Jay Marlowe

- **Ethnicities**
  Co-Editor: Professor Stephen May

- **Higher Education Research & Development**
  Executive Editor: Associate Professor Barbara Grant

- **International Journal of Quantitative Research in Education**
  Editor: Associate Professor Timothy Teo

- **Journal of Teaching in Physical Education**
  Co-Editor: Associate Professor Ben Dyson

- **Language Policy**
  Associate editor: Professor Stephen May

- **New Zealand Journal of Counselling**
  Co-Editor: Dr Margaret Agee

- **New Zealand Journal of Educational Studies**
  Co-Editor: Dr Vicki Carpenter

- **New Zealand Language Teacher**
  Editor: Associate Professor Martin East

- **Pacific Asian Education: A Journal about Education in Pacific Circle Countries**
  Editor: Associate Professor Elizabeth Rata
  Co-Editors: Dr Airini, Alexis Siteine

- **Social Work Education: The International Journal**
  Associate Editor (Australasia): Associate Professor Liz Beddoe

- **TESOLANZ Journal**
  Editor: Dr Susan Gray

- **TESOL Quarterly**
  Co-Editor: Associate Professor Lawrence Zhang
We are committed to improving the well-being of individuals and communities, to the expansion of opportunities and to the achievement of potential.
Bachelors, Graduate, Postgraduate, Honours and Masters Programmes

- Master of Arts in Education
- Master of Education
- Master of Educational Leadership
- Master of Professional Studies
- Master of Social Work
- Bachelor of Education (Teaching)(Honours)
- Bachelor of Arts in Education (Honours)
- Postgraduate Diploma in Education/Educational Leadership
- Graduate Diploma in Teaching
- Graduate Diploma in TESSOL
- Bachelor of Education (Teaching)
- Bachelor of Education (TESOL)
40 areas of study

- Arts Education (including Dance, Drama and Music)
- Assessment
- Child and Adolescent Development
- Counselling
- Critical Education
- Critical Pedagogy
- Culture and Identity
- Curriculum
- Development Studies
- Diversity and Equity
- Early Childhood Education
- Early Years
- Educational Psychology
- Education in the Pacific and Management
- Educational Leadership
- e-Learning
- Gifted Education
- Globalisation
- Health Education
- Higher and Adult Education
- History of Education
- Inclusive Education
- Induction and Mentoring
- Learning and Teaching
- Leadership
- Literacy
- Māori and Indigenous Education
- Mathematics Education
- Numeracy
- Pastoral Care
- Philosophy of Education
- Physical Education
- Policy in Education
- Professional Practice
- Research Methods
- Schooling Improvement
- Sociology of Education
- Sports Education
- Sustainability
- Technology Education
- TESOL
- Language teaching
- Teacher education
- Teacher professional development
Becoming a secondary teacher

Graduate Diploma in Teaching (Secondary)

• One year full-time

• Specialise in subject(s) you have studied to 300 level at University

• 14 weeks of practical experience in schools
Programme Structure

You will complete a total of 120 points

- 30-point Educational Practice (compulsory)
- 30-point Professional Studies (compulsory)
- 60-point curriculum courses

Subject choice is based on the degree you hold.

Wide range of subjects

Courses delivered through lectures, workshops, group work and independent study
Entry Criteria for Graduate Diploma

**Academic**

- NZ degree or an approved equivalent (Degree majors must be linked to subjects taught at secondary schools in NZ)
- Literacy & Numeracy Assessments (IELTs for International)

**Fit to teach attributes**

- Referee reports
- Interview
- Work/Life experience
- Police check
Living and Learning - On Campus Facilities and Support

- Largest university library in NZ
- Over 3000 study spaces
- Hundreds of computer work stations
- Over 100 clubs and societies
- Health Centre
- Language and Learning Support
PhD applications

• Academic entry requirements:
  – Masters degree
  – Bachelor (Honours)

• Application process:
  – Fill an Expression of Interest (EOI) online
  – Provide scanned transcripts, research proposal & CV

• Faculty assesses background, research capabilities and supervisor availability.

• If successful, student is invited to fill an online application and submit certified true copies of the original transcripts.
NZ Government Scheme for New International PhD Students

- International PhD students only pay domestic fees: Currently NZ$6,013 (US$4,944) per year

- Eligible to work part time for 20 hours per week for the duration of the course of study.

- Dependent children receive the same schooling benefits until their final year of high school. They pay no tuition fees except for a small yearly donation.

- The spouse/partner is eligible for an open work permit.

- Upon graduation, international students are eligible for a twelve-month open work permit.
Ongoing support for international students all year long!

- **24/7** support services for international students
- Orientation and welcome for new International Students
- Uniguides – buddy system
- Specialised team of advisors for support and wellbeing
- iSPACE – International Student activities, workshops, trips
TESOL/Applied Linguistics/Teaching and Learning of Languages

- Professor/Dr Stuart McNaughton
- Professor/Dr Judy Parr
- Professor/Dr Stephen May
- Professor/Dr Jane Gaffney
- Associate Professor/Dr Lawrence Zhang
- Associated Professor/Dr Martin East
- Dr Sue Gray
- Dr Margaret Kitchen
- Dr Mei Lai
- Dr Rebecca Jesson
- Dr Constanza Tolosa
- Ms Maree Jurrison
- John McCaffery
- Judine Ladbrick
- Donglan Zhang
• **Professor/Dr Stuart McNaughton**’s programme of research has several strands. It includes work on the development of a psychological model of socialisation (incorporating concepts of teaching, learning and development) applicable to informal and formal educational settings which provides a means of analysing development within and across settings. Associated with this is the demonstration through research applications of ways of incorporating cultural processes in research tools and in explanations of teaching, learning and development. These applications contribute to solutions to a long standing difficulty in developmental and educational psychology, explaining the role of culture in teaching and learning. The programme involves systematic applications of these concepts to areas of educational concern, specifically literacy instruction and language acquisition, and the identification and testing of specific properties of instruction in procedures designed to enhance teaching and learning. The programme contributes also to the development of more effective and equitable education. In addition to specific instructional procedures, recent work includes the development of assessment tools for language and literacy applicable to both English medium and Maori medium instruction in New Zealand, and in English medium instruction in other countries.

• His current position includes being a Director of the Woolf Fisher Research Centre which opened in October 1998. This is an externally funded centre developing research-based educational programmes in communities with low resources in South Auckland. He lead a research team (of colleagues, post doctoral and doctoral students) in studies of effective educational interventions for schooling success. The centre has a focus on Maori and Pacific Islands children’s educational achievement.
Professor/Dr Judy Parr is Professor of Education and Head of the School of Curriculum and Pedagogy in the Faculty of Education. Her research programme focuses on enhancing teacher practice and raising student achievement in literacy. Most has been larger-scale funded research, conducted collaboratively within major national (or regional) projects for school change and improvement. Such work is designed to inform the ongoing direction of the projects and subsequent policy and practice. Judy’s particular expertise is in writing, encompassing how writing develops, the cultural tools of literacy, considerations of instructional issues like teacher knowledge and practice and, in particular, assessment of written language. She has published widely in a range of international journals spanning literacy, technology, policy and administration and school change and is an editorial board member and acts as invited reviewer for a range of international journals in these areas. Two books co-written or edited with Professor Helen Timperley bridge theory and practice: Using Evidence in Teaching Practice: Implications for Professional Learning (2004) and Weaving Evidence, Inquiry and Standards to Build Better Schools (2010). Judy is an active and successful supervisor of doctoral students: 21 have graduated to date and she currently supervises 13. In the past six years her students have been supported to publish and present a total of 84 research outputs.
Areas of Expertise Related to TESOL

- Prior to taking up his position at The University of Auckland, **Professor/Dr Stephen May** was Foundation Professor and Chair of Language and Literacy Education in the School of Education, University of Waikato (2001-2009). In the 1st semester of 2008, he was also a **New Zealand Fulbright Senior Scholar**, based at Arizona State University, Teachers College, Columbia University and City University New York, where he undertook a comparative ethnographic study of successful school-based bilingual education programs. In 2001, he was a visiting scholar at the Ontario Institute for Studies in Education (OISE), University of Toronto.

- Stephen began his professional career in the 1980s as a secondary teacher of English and ESL in New Zealand and has subsequently taught in universities in New Zealand, Britain, USA and Canada. From 1993-2001 he taught in the **Sociology Department, University of Bristol**, UK, where he remains affiliated as a Senior Research Fellow.
  - Language rights
  - Bilingualism and bilingual education
  - Indigenous education
  - Multicultural education
Areas of Expertise Related to TESOL

- **Professor/Dr Janet S. Gaffney** is a Professor of Educational Psychology-Literacy in the School of Curriculum and Pedagogy. She joins us from the University of Illinois at Urbana-Champaign where she held appointments in Special Education, Educational Psychology, and Curriculum & Instruction and was the Illinois Reading Recovery Director and University Trainer for 8 years. At the University of Illinois, she held appointments as a Senior Scientist at the Centre for the Study of Reading, an Associate in the Centre for Advanced Study, and a Faculty Fellow in the Academy of Entrepreneurial Leadership.

- Jan’s commitment to children’s literacy learning began with her K-12 teaching experience with Native Americans in tribally operated schools. Jan’s current research foci are *literacy learning* and *leading*. She has been able to merge her literacy intervention research with the development of collaborative and innovative teacher leaders, who are transforming literacy outcomes of students and facilitating sustainable processes for system revitalization. The framework of *entrepreneurial teacher leading* that has evolved from this line of research offers a theoretically coherent view of the evolution of educational leaders, who are teachers. For these teacher leaders, children’s learning is the centripetal force that drives their thinking and actions.
Areas of Expertise Related to TESOL

- **Dr Martin East** is an experienced teacher at both secondary and tertiary level, and has taught in England and New Zealand. His past experience has included head of department responsibility for languages other than English and work with both pre-service and in-service teachers of languages. He is an active member of several professional associations, including the New Zealand Association of Language Teachers (NZALT) and the Applied Linguistics Association of New Zealand (ALANZ). Martin is currently editor of the peer-reviewed professional journal of NZALT, *The New Zealand Language Teacher*.

- Dr Martin East's research and teaching interests focus on two broad areas: second language acquisition and assessment, and the development of policies to support the teaching and learning of languages other than English in contexts where English is the predominant language. He regularly presents at national and international conferences. Recent articles have appeared in *Journal of Multilingual and Multicultural Development*, *Language Testing*, *Assessing Writing* and the *Journal of Asian Pacific Communication*. He is the author of *Dictionary use in foreign language writing exams*, published in 2008 as part of the *Language Learning and Language Teaching* series of John Benjamins Publishers, and *Task-based language teaching from the teachers’ perspective*, published in 2012 as part of the *Task-Based Language Teaching: Issues, Research and Practice* series of John Benjamins.
• **Dr Susan Gray** was a primary and then a secondary teacher at Selwyn College before working in teacher education. The questions that arose in her teaching in these multicultural schools are the ones she is still pursuing with teachers in the GradDipTESSOL and in collaborative research with colleagues. She is indebted to Ruth Penton, of the Learning through Language (LTL) professional development programme and Dorothy Brown, of The University of Auckland’s then Diploma in English Language Teaching (DipELT), just some of her inspirational teachers, who showed that many pedagogical problems are solved by a focus on language.

• Susan’s research focuses on teacher development in areas of practice and policy pertaining in particular for bilingual students who are learning English as an additional language through participating in the school curriculum (inclusive academic language teaching). She is interested in the ways in which mainstream teachers from all curriculum areas in the secondary school can take an explicit focus on language form in their content teaching. Her primary concern is to identify specific concerns of classroom teachers and link these to wider theoretical issues in the fields of applied linguistics and language learning and teaching. She works within the socio cultural/cultural historical perspective to frame research and interpret findings.
• **Dr Rebecca Jesson** is an experienced primary school teacher across a number of schools and year levels, including Reading Recovery. She has a Master of Education, the research for which investigated differing models for teaching critical thinking in the English Curriculum, and traced the differing understandings of the word ‘critical’ within the literature.

• Rebecca’s recent research interests include theories of intertextuality and transfer as they relate to literacy learning. She sees possibilities for literacy instruction that can be purposefully designed to build upon prior learning as well as prepare students for future learning. Her research is focussed on raising student achievement in literacy, particularly in writing, through building generalisable knowledge of texts.

• Through her work in schools, Rebecca is committed to excellence of instruction and achievement in low decile communities. As part of her research, she works closely with teachers and schools to examine pedagogy and build content knowledge about texts.
• **Dr Margaret Kitchen’s** recent research interests centre on resourcing for migrants in a host country. In 2012 she completed her doctoral studies, a participatory project with members of a local Korean community and their local secondary school.

• Formerly a secondary school teacher, Margaret is interested in inclusive academic language teaching and committed to teacher professional development in TESSOL. She has published in teacher journals (*set: Research information for teachers; Curriculum Matters; NZJES*) and assisted classroom teachers on the research papers of the Graduate Diploma in TESSOL to publish their small-scale research projects (*set: Research information for teachers*).
  – Inclusive academic language teaching in schools
  – Inclusive school policies
  – Resourcing for migrants
  – Research studies that use interpretative methodologies including narrative inquiry
  – Research studies that use linguistic ethnography
Dr Constanza Tolosa has been a language educator in her native Colombia, in the United States, and in New Zealand. She has worked in pre-service and in-service teacher education, and held different administrative positions in bilingual education before coming to New Zealand.

- Language Education: teaching of additional languages in schools
- Language Teacher Education
- Use of technology to teach languages
- Language teachers’ beliefs and practices
- Bilingual education
• **Dr Mei Lai** has led or co-led national and large-scale projects on improving and sustaining students' literacy achievement across a variety of contexts, from high poverty multi-cultural schools to rural primary and high schools. Her recent projects are a national project to build evaluative capability in government funded schooling improvement initiatives and a regional intervention to improve reading comprehension and increase the numbers of students gaining national certificates.

• Mei was awarded The University of Auckland Doctoral Scholarship, University of Auckland Masters/Honours Scholarship, Senior Scholar in Education (Top student in School of Education at advanced undergraduate level) and the Certificate of Merit in Statistics (Top 2% in Statistics at undergraduate level).

• Her previous experience included work as a Research Analyst responsible for training School Support Services Facilitators in Auckland and Northland in inquiry, and a Researcher-developer in Schooling Improvement Cluster (Mangere Analysis and Use of Student Achievement Data initiative) responsible for programme development and evaluation.
• **Associate Professor/Dr Lawrence Jun Zhang** is Associate Dean International Strategic Engagement for the Faculty of Education. His research programme spans cognitive, linguistic, sociocultural and developmental factors in reading/biliteracy development, critical reading awareness in language education, metacognition, self-regulated learning (SRL) and reading development in L1 and L2 contexts, bilingual/biliteracy acquisition and bilingual/biliteracy education in primary and secondary schools, and learning and teaching English as a second/foreign language at university settings, the effects of self-regulated reading and writing instruction on bilingual/biliteracy development, and teacher identity and cognition in language teacher education.

• Lawrence was a Post-Doctoral Visiting Fellow at the University of Oxford Department of Education. He was the sole recipient of the TESOL Award for Distinguished Research 2010-2011 awarded by the TESOL International Association, USA, for his paper published in TESOL Quarterly, 44(2), “A dynamic metacognitive systems perspective on Chinese university EFL readers”. As one of the leading scholars in the field of TESOL, he has served the profession as an editorial board member for several international journals, including TESOL Quarterly, Applied Linguistics Review, Metacognition and Learning and RELC Journal. He has also been a frequently invited manuscript reviewer for leading journals in the field, Reading Research Quarterly, Language Learning, Language Teaching, Foreign Language Annals, System, English for Specific Purposes, Instructional Science, Research Papers in Education, Reading and Writing: An Interdisciplinary Journal, European Journal of Psychology of Education, International Journal of Qualitative Studies in Education, and Journal of Early Childhood Literacy, among others. He was Principal Investigator of a Singapore MOE-funded research project (200K NZD equivalent) and Co-PI of two other MOE-funded projects (370K NZD).
Graduate Diploma in Teaching
Postgraduate Qualifications

• http://www.education.auckland.ac.nz/uoa/home/about/programmes/prospectuses
Contact Us!

For information on course information, enrolment and general enquiries:

The International Office
Faculty of Education, The University of Auckland

Email: Maxine.ma@auckland.ac.nz
or Lj.zhang@auckland.ac.nz

Web: www.education.auckland.ac.nz

www.auckland.ac.nz/international
- special information for international students
Haere mai!
Welcome to Auckland!

Make Auckland your academic adventure!