



# Masters in Specialist Teaching

(M.Spec Tchg)



## Programme Handbook

### 2016

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# WELCOME AND INTRODUCTION

*Nau mai, haere mai ki te Kunenga ki Pūrehūroa*

Kia ora koutou,

Welcome to the Masters in Specialist Teaching Programme for 2015. The Masters in Specialist Teaching Programme is made up of 180 credits, 120 from the Post Graduate Diploma in Specialist Teaching Programme and an additional 60 credits. Graduates of the Masters in Specialist Teaching will have a strong knowledge and appreciation of specialist teaching as an interdisciplinary field of practice, and in-depth knowledge and skills in their endorsed area of specialist teaching. They will have a thorough understanding of how to apply their specialist teaching knowledge and skills in diverse cultural contexts. They will also be able to undertake research within their area of specialist teaching and inclusive education.

The programme will:

- adopt and implement an inquiry-based<sup>1</sup> and interprofessional learning model which is demonstrated to result in best practice learning and teaching experiences and student learning outcomes;
- employ a range of distance and blended learning delivery options that provide a range of flexible learning options for all students regardless of location;
- create communities of interprofessional practice both within and beyond Aotearoa/New Zealand;
- build a strong specialist/inclusive education research community;
- provide a sustainable platform for professional learning opportunities for teachers and educators;
- promote interprofessional practice by developing collaborative competencies that allow for professionals to learn with, from and about each other thus providing more effective and evidence based services to students who have special needs.
- promote the model of Scholarship of Teaching and Learning (SoTL) in inclusive education and specialist teaching.

## Graduate Profile

Graduates of this programme will develop the skills and capacities to:

- understand the elements of interdisciplinary practice and work effectively in an interdisciplinary environment;
- exhibit cultural responsiveness;
- work in partnership with family/whanau;
- assess learning and behaviour differences and strengths;
- apply solution-focused approaches to individual programme planning;
- apply strategies for supporting collaborative strength-based solutions;

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<sup>1</sup> Inquiry learning ranges from 'information-oriented' to 'discovery oriented' and includes: structured inquiry (teacher-directed); scaffolded inquiry (teacher-guided); and open inquiry (student-directed).

- apply strategies for supporting behaviour change for teachers, parents, children (including fundamental behavioural change processes);
- identify, evaluate and apply evidence-based practices;
- implement strategies for ongoing evaluation of interventions;
- demonstrate the qualities of a reflective practitioner;
- demonstrate qualities of scholarship in teaching and research


This handbook provides important information and is your guide through the programme. **Please consult this regularly as changes do occur over the year. The latest version will always be in programme's online learning environment** which can be accessed online at <http://specialistteaching.net.nz/>

The handbook does not include learning resources – these will be available in the online learning environment - including:

- Full paper/ course information
- Readings and study material (e.g., course content and journal articles)
- Resource links (e.g. to websites and online video clips)
- Learning Activities (e.g., quizzes, discussion forums, shared resources)






You can contact us via the messages in the “Masters of Specialist Teaching” online learning environment or email or call the programme coordinator.

## PROGRAMME COORDINATOR

|   |   |
|---|---|
|  | <p>Phone: 06 3569099 ext 84416</p> <p>Fax: 06 351 3472</p> <p>Email: Stream email or <a href="mailto:a.c.kearney@massey.ac.nz">a.c.kearney@massey.ac.nz</a></p> <p>Postal address: Associate Professor Alison Kearney<br/>Institute of Education<br/>Massey University<br/>Private Bag 11-222<br/>Palmerston North 4442<br/>New Zealand</p> |
|---|---|

## SPECIALIST TEACHING PROGRAMME – What's what?

To graduate with a Masters in Specialist Teaching, students will need to successfully complete six papers (180 credits). This is made up of the four papers in the Post Graduate Diploma in Specialist Teaching Programme and two additional papers.

| Masters in Specialist Teaching (180 credits)                  |   |   |  |   |
|---|---|---|--|---|
| 254.765<br>Core Theory and Foundations of Specialist Teaching |  <b>Autism Spectrum Disorder</b>                       |   |  | 267.875<br>Specialist Teaching Professional Inquiry<br><br><b>AND</b><br><br><b>Either:</b><br><b>249.770</b><br>Supervision and Mentoring in Specialist Teaching<br><br><b>Or</b><br><b>230.793*<sup>2</sup></b><br>Specialist Teaching Additional Focus |
|   | 249.745 - Theory and Foundations of Autism Spectrum Disorder  | 249.749 – EBIP in Autism Spectrum Disorder          | 249.750 - Practicum in Autism Spectrum Disorder          |   |
|   |  <b>Blind and Low Vision Impairment</b>                |   |  |   |
|   | 249.746 - Theory and Foundations of Blind and Vision Impairment   | 249.751 – EBIP in Blind and Vision Impairment       | 249.752 - Practicum in Blind and Vision Impairment       |   |
|   |  <b>Complex Educational Needs</b>                     |   |  |   |
|   | 249.760<br>Theory and Foundations of Complex Educational Needs  | 249.761<br>EBIP in Complex Educational Needs        | 249.763<br>Practicum in Complex Educational Needs        |   |
|   |  <b>Gifted and Talented (MU only)</b>                |   |  |   |
|   | 262.751 - Theory and Foundations of Gifted and Talented   | 262.752 – EBIP in Gifted and Talented               | 262.753 - Practicum in Gifted and Talented               |   |
|   |  <b>Learning and Behaviour Diversity (MU and UC)</b> |   |  |   |
|   | 249.753<br>Theory and Foundations of Learning and Behaviour Diversity   | 249.754<br>EBIP in Learning and Behaviour Diversity | 249.755<br>Practicum in Learning and Behaviour Diversity |   |

<sup>2</sup> Offered in 2016 subject to academic approval which at the time of printing is still pending

## PAPERS

As most students will be entering the Masters in Specialist Teaching Programme having already completed the Post Graduate Diploma in Specialist Teaching, only information regarding the additional papers that go to make up the Masters Programme is provided here.

### 267.875 Specialist Teaching Professional Inquiry

#### Double Semester

**Paper Coordinator:** Associate Professor Alison Kearney



**Alison Kearney | Massey University**  
[A.C.Kearney@massey.ac.nz](mailto:A.C.Kearney@massey.ac.nz)  
Ph:(06) 356 9099 ext 84416

**Paper Lecturer:** Associate Professor Tracy Riley



**Tracy Riley | Massey University**  
[T.L.Riley@massey.ac.nz](mailto:T.L.Riley@massey.ac.nz)  
Ph: (06) 356 9099 ext 84408

**Prescription:** An advanced analysis of a professional practice in an area of specialist teaching to inquire into the impact of that practice. Addresses the inquiry skills fundamental to quality culturally responsive professional thinking and action in an area of specialist teaching.

**Credit Value:** 45 credits

#### Learning Outcomes:


*Students who successfully complete this paper should be able to:*

1. Critically evaluate professional and academic literature in an area of specialist teaching.
2. Plan a project of inquiry to address a professional issue in an area of specialist teaching.
3. Critically apply the skills of inquiry to improve culturally responsive professional practice in an area of specialist teaching.
4. Synthesise theoretical and practical knowledge and skills in an area of specialist teaching

**Assessment Requirements:**

| Assessment Type             | Weighting |
|-----------------------------|-----------|
| Inquiry outline             | 10%       |
| Literature Review           | 30%       |
| Professional Inquiry Report | 60%       |

**249.770 Supervision and Mentoring in Specialist Teaching****Single Semester:** Semester Two**Paper Coordinator:** Wendy Holley-Boen

|  |  |
|--|--|
|  | <p><b>Wendy Holley-Boen</b>   Massey University<br/> <a href="mailto:W.Holley-Boen@massey.ac.nz">W.Holley-Boen@massey.ac.nz</a><br/> Ph: (09) 414 0800 ext 43535</p> |
|--|--|

**Prescription:** This paper critically examines advanced theory and practice in the area of mentoring and supervision in special and inclusive education. Students will engage in practical applications in their teaching and learning context.

**Credit Value:** 15 credits**Learning Outcomes:***Students who successfully complete this paper should be able to:*

1. Critically examine literature related to mentoring, supervision and professional learning.
2. Conduct mentoring and supervisory practice that reflects contemporary understandings of professional learning.
3. Demonstrate ability to effectively mentor or supervise in a culturally responsive way across a diverse range of cultural contexts.
4. Demonstrate that mentoring or supervision activity supports new practitioners to become connected with their professional communities.
5. Critically reflect on, and articulate, the role of the Treaty of Waitangi as a guiding bicultural approach to supervision and mentoring.

**Assessment Requirements:**

| Assessment Type        | Weighting |
|------------------------|-----------|
| Professional Portfolio | 100%      |

## 230.793 Specialist Teaching Additional Focus<sup>3</sup>

**Single Semester:** Semester Two

**Credit Value:** 15 credits

**Paper Coordinator:** Associate Professor Mandia Mentis



**Mandia Mentis** | Massey University  
[M.Mentis@massey.ac.nz](mailto:M.Mentis@massey.ac.nz)  
Ph:(09) 414 0800 ext 41472

This paper offers students the opportunity to take a shortened version of two specialist papers presently offered in the Post Graduate Diploma in Specialist Teaching. Student may choose two additional focus areas which were not the endorsement area of their study in their PG Dip Spec Tchg.

### Assessment Requirements:

| Assessment Type              | Weighting |
|------------------------------|-----------|
| Additional Focus 1 Portfolio | 50%       |
| Additional Focus 2 Portfolio | 50%       |

### COURSE INFORMATION/ HANDBOOKS / STUDENT HUB

All individual paper/course handbooks are available in the online learning environment in the individual course sites.

This general handbook as well as general programme information is available online at

<http://masseyuniversity.mrooms.net/course/view.php?id=75>

<sup>3</sup> Offered in 2016 subject to academic approval which at the time of printing is still pending



## THE PROGRAMME CALENDAR - What's when?

| WEEKS<br>Mon - Fri          |    | Contact Block Courses, Assignments Due and Breaks                              |
|-----------------------------|----|--|
| 29 Feb                      |    | <b>PROGRAMME BEGINS 29 February</b>  |
| <b>Programme<br/>begins</b> |    | <b>BLOCK COURSE ONE: Massey University Albany</b><br>▪ 267.875 29 February     |
|                             |    | <b>267.875</b><br><b>Professional Inquiry</b>                                  |
| 29 Feb                      | 1  | Online: Domain One   |
| 7 March                     | 2  | Online: Domain One   |
| 14 March                    | 3  | Online: Domain One   |
| 21 March                    | 4  | Online: Domain Two<br><b>Assignment one due (25 March)</b>                     |
| 11 April                    | 5  | Online: Domain Two   |
| 18 April                    | 6  | Online: Domain Two   |
| 25 April                    | 7  | Online: Domain Two   |
| 2 May                       | 8  | Online: Domain Three   |
| 9 May                       | 9  | Online: Domain Three   |
| 16 May                      | 10 | Online: Domain Three   |
| 23 May                      | 11 | Online: Domain Four  |
| 30 May                      | 12 | Online: Domain Four  |
| 6 June                      | 13 | Online: Domain Four  |
| 13 June                     | 14 | Online: Domain Five<br><b>Assignment two due<br/>15<sup>th</sup> June 2016</b> |
| 20 June                     | 15 | Online: Domain Four  |

|   |    |  |   |   |                    |   |
|---|----|--|---|---|--------------------|---|
| 27 June – 10 July                       |    | mid year BREAK   |   |   |                    |   |
| 11 July<br><br>Programme<br>recommences |    | PROGRAMME RECOMMENCES 11 July  |   |   |                    |   |
|   |    | BLOCK COURSE TWO:<br>267.875 Monday 18 <sup>th</sup> July<br>249.770 Tuesday 19 <sup>th</sup> July 2016  |   |   |                    |   |
|   |    | 249.770<br>Mentoring and<br>Supervision  | 267.875<br>Professional Inquiry                       | 230.793<br>ST Additional<br>Focus *   |                    |   |
| 18 July                                 | 16 | Developing a<br>philosophy of<br>interprofessional<br>mentoring  | Conducting your<br>professional inquiry               | Part One (one of the<br>following)<br><ul style="list-style-type: none"><li>• ASD</li><li>• Complex Needs</li><li>• Gifted and Talented</li><li>• Learning and<br/>Behaviour</li><li>• Blind and Low Vision</li></ul><br>Additional Focus 1<br>Portfolio due 29 Aug |                    |   |
| 25 July                                 | 17 |  |   |   |                    |   |
| 1 August                                | 18 | Conducting<br>interprofessional<br>mentoring across<br>contexts:<br><ul style="list-style-type: none"><li>• Review and<br/>share the<br/>literature</li><li>• Reflect on and<br/>document<br/>growth</li><li>• Facilitate<br/>discussion forum</li><li>• Gather artefacts</li><li>• Revise<br/>professional<br/>philosophy</li></ul> |   |   |                    |   |
| 8 August                                | 19 |  |   |   |                    |   |
| 15 August                               | 20 |  |   |   |                    |   |
| 22 August                               | 21 |  |   |   |                    |   |
| 29 August                               | 22 |  |   |   |                    |   |
| 5 September                             | 23 |  |   |   |                    |   |
| 12 September                            | 24 |  |   |   | Online: Domain Six | Part Two (one of the<br>following)<br><ul style="list-style-type: none"><li>• ASD</li><li>• Complex Needs</li><li>• Gifted and Talented</li><li>• Learning and<br/>Behaviour</li><li>• Blind and Low Vision</li></ul> |
| 19 September                            | 25 |  |   |   | Online: Domain Six |   |
| 26 September                            | 26 |  |   |   | Online: Domain Six |   |
| 3 October                               | 27 |  |   |   | Online: Domain Six |   |
| 10 October                              | 28 | Online: Domain Six   |   |   |                    |   |
|   |    |  |   |   |                    |   |
| 17 October                              | 29 | Curate site<br>resources for<br>ongoing PLD  | Assignment three due<br>24 <sup>th</sup> October 2016 | Additional Focus 2  |                    |   |

|            |    |  |  |                      |
|------------|----|--|--|----------------------|
| 24 October | 30 |  |  | Portfolio due 24 Oct |
|------------|----|--|--|----------------------|

## BLOCK COURSES

There are two on-campus block courses scheduled for 2015. Block course one is only for students enrolled in 267.875 (Specialist Teaching Professional Inquiry). Block course two is for all students enrolled in the Masters in Specialist Teaching Programme. Please organise your travel and accommodation arrangements asap.

|       | BLOCK COURSE 1   | BLOCK COURSE 2   |
|-------|--|--|
| DATES | <b>267.875 ONLY: 29 February 2015</b>  | <b>267.875: Monday 18<sup>th</sup> July</b><br><b>249.770: Tuesday 19<sup>th</sup> July 2016</b> |
| VENUE | <b>MASSEY UNIVERSITY –<br/>Albany Auckland</b><br><b>Venue: TBA</b>  | <b>MASSEY UNIVERSITY –<br/>Albany Auckland</b><br><b>Venue: TBA</b>                              |
|       | <b>Accommodation close to the campus</b><br>-Quest Apartments Albany village<br>-Albany Executive Motor Inn<br>-Albany Oak Motel<br>-Albany Village Apartments<br>-Rosedale Motel<br><b>Other Shore accommodation</b><br><a href="http://www.tourism.net.nz/region/auckland/auckland---north-shore/accommodation">http://www.tourism.net.nz/region/auckland/auckland---north-shore/accommodation</a> |  |
|       | <b>Transport from airport</b><br><a href="#">Allways shuttles</a>   <a href="http://www.allwaysshuttles.co.nz/">http://www.allwaysshuttles.co.nz/</a><br><a href="https://www.shoreshuttles.co.nz/">Shore Shuttles https://www.shoreshuttles.co.nz/</a><br><a href="http://www.aucklandairportshuttle.co.nz/">Ak Airport shuttles http://www.aucklandairportshuttle.co.nz/</a>                       |  |
|       | <b>MU Campus Maps</b><br><a href="http://www.massey.ac.nz/massey/student-life/maps">http://www.massey.ac.nz/massey/student-life/maps</a>   |  |

## e-LEARNING

The Masters in Specialist Teaching online programme uses TWO commonly used e-learning environments:

- **Moodle** which is the online environment for course content, forum discussions, resource sharing and general course interaction

<http://specialistteaching.net.nz>

- **myPortfolio** for e-portfolio assignments & personalised and shared workspace

<http://myportfolio.ac.nz/>

Use of these learning environments is **compulsory** for the programme and good internet access is essential for study. These sites will be opened at the start of the semester. Information about accessing and using these sites will be provided at the block course. There is on-going technical support provided at the block courses, at regional meetings, in online tutorials in the HOW TO site, as well as individualised support via phone, email, Skype or face to face meetings.

- Email Jess for **Moodle** support at [specialist.teaching@gmail.com](mailto:specialist.teaching@gmail.com)

Learning about and becoming competent in using technology is an essential part of this course - both for yourselves as adult learners in the 21<sup>st</sup> century as well as becoming specialist teachers in an area where assistive technology is critical for learners with diverse needs. Knowing about and using learning technologies is central to this programme

**Note:** Please use **Firefox** or **Chrome** as your internet browser and ensure that you have **Acrobat reader** installed on your computer so that you can open PDF files which is the format used for our online readings and resources.

## PROFESSIONALISM AND NETIQUETTE

Learning in an online environment can be a challenge initially for people unfamiliar with this approach. These challenges are soon overcome by simply 'having a go' and asking for support if needed. Some basic guidelines for appropriate "**Netiquette**" (online etiquette), which is much the same as face-to-face professionalism and courtesy, includes: –

- Respecting the online site as a *professional learning environment* (as you would a face to face classroom).
- Before posting a comment online consider whether you would say it face to face - if not, reconsider posting.
- Being ethical and maintaining professional standards in all interactions and posts.
- Noting that *all online interaction/posts count and can be used as evidence of your professionalism and your approach to learning and positive problem solving.*
- Respecting other people's time and opinions.

- Sharing your knowledge and experiences – being open and receptive to sharing.

**‘PS’ is our acronym for posting:**

***Professional & Solution focused***

**Note:** ALL user activity in the online environment creates an audit trail and online posts are monitored. As this site is a professional learning environment the university teaching team reserve the right to delete any forum posts considered inappropriate, unprofessional or not conducive to constructive learning. All posts count as evidence of your learning approach and professionalism.

## ASSESSMENT

### Assignments

Each course/paper has assessment tasks. These assignments are detailed in each course/paper outline in the individual handbooks online. Specific details of assignments and course grading will be available in these handbooks, and online in the ‘STUDENT HUB’ site.

### IMPORTANT INFORMATION ABOUT ASSIGNMENTS

The teaching team on this programme are committed to working with you to make your assignments a meaningful and positive learning experience. You are encouraged to plan your study in advance and seek clarification and support around assignments where needed and please make note of the following important information:

|   |  |
|---|--|
| <b>Assignment Submission and Presentation</b> | <ul style="list-style-type: none"> <li>○ Assignments must be word processed and a high standard of presentation is expected. Assignments should be appropriately labelled (student’s name and title of the paper &amp; topic etc.). Assignments should be submitted on <i>Moodle</i>, <i>myPortfolio</i> or alternatively according to assignment guidelines provided by your lecturer(s).</li> </ul>  |
| <b>Referencing, citation</b>                  | <ul style="list-style-type: none"> <li>○ APA 6th edition referencing is expected in all assignments. APA style guides are available in the online environment and the university libraries. <i>In addition please see the section on Plagiarism below.</i></li> </ul>  |
| <b>Assignment Feedback</b>                    | <ul style="list-style-type: none"> <li>○ Constructive feedback will be given with recommendations for improvements within the set criteria. Turnaround time is usually 4 weeks. If you have concerns about your feedback or mark, contact endorsement coordinator for that assignment personally via email (not in the online forum).</li> </ul>   |
| <b>Moderation of Assignments</b>              | <ul style="list-style-type: none"> <li>○ Moderation processes within and between endorsement areas ensures that all work is marked and graded consistently between papers/courses.</li> </ul>  |
| <b>Extensions for Assignments</b>             | <ul style="list-style-type: none"> <li>○ All assignments must be submitted on or before the due date. If, because of exceptional circumstances (e.g. accident, bereavement, illness or critical event) you would like to request an extension, complete the <i>Assignment extension application</i> form found in the ‘<b>Student Hub</b>’ site. These are administered by Wendy Holley-Boen and kept in a private data base for university purposes.</li> <li>○ Assignments generally cannot be submitted after marked assignments have been returned.</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>○ Medical certificates should be emailed to Marsell Rott.</li> </ul>  |
| <b>Late Assignments</b>                            | <ul style="list-style-type: none"> <li>○ Assignments that are handed in late without an approved extension may receive minimal or no feedback, have marks deducted, and risk not being marked in time to meet deadlines for the submission of final results, resulting in failure. Check individual paper/course handbooks.</li> <li>○ A pattern of late assignment submission will be referred to the programme coordinator.</li> </ul>   |
| <b>Failed Assignments and Resubmission</b>         | <ul style="list-style-type: none"> <li>○ If an assignment receives a failing mark you may request to further develop the assignment and submit for re-marking (as long as this mark was not for a late submission).</li> <li>○ Requests for resubmission should be made to the lecturer concerned. If approved, a time will be arranged by the lecturer to re-submit.</li> <li>○ Any re-submitted assignment will generally receive a minimal passing grade (50%) and may not receive repeated detailed feedback.</li> <li>○ If the second submission is still a failing mark it cannot be resubmitted a second time.</li> </ul>   |
| <b>Reconsideration of marks</b>                    | <ul style="list-style-type: none"> <li>○ If you would like a reconsideration of your mark, discuss with the paper coordinator outlining in an email the grounds on which you think reconsideration should be considered.</li> <li>○ Normally a reconsideration consists of re-marking or recounting the work submitted – and marks may go up, down or remain the same.</li> </ul>  |
| <b>Repeating Failed Papers</b>                     | <ul style="list-style-type: none"> <li>○ Generally no work or marks can be transferred from previous year's papers.</li> </ul>   |
| <b>Academic Integrity, Cheating and Plagiarism</b> | <ul style="list-style-type: none"> <li>○ Academic integrity relates to being honest, truthful and ethical when submitting assignments. Breaches of academic integrity include submitting the work of others as if it were your own, fabricating (making up) data relating to research etc.</li> <li>○ Plagiarism is one form of cheating that involves copying sentences, paragraphs, assignments or any part of another person's work without appropriate acknowledgement (citing and referencing). Plagiarism is treated VERY SERIOUSLY and can result in a range of penalties including being excluded from University.</li> <li>○ Penalties for plagiarism in this programme range from being given an opportunity to resubmit the assignment (following student representation), failure of the assignment and referral to the relevant university academic managers dealing with academic misconduct.</li> <li>○ It is ESSENTIAL that you consult the online resources on how to reference appropriately using APA, and if you are still unsure you can use Turnitin and other software tools to check for copying - to ensure you avoid any plagiarism &amp; cheating.</li> </ul> |
| <b>IMPORTANT</b>                                   | <ul style="list-style-type: none"> <li>○ It is YOUR responsibility to ensure that all aspects of your assignments are included in your submission and that links are working. It is a good idea to get a peer to proof this for you, for instance by sending them your url.</li> </ul>   |
| <b>BLOCK COURSES</b>                               | <ul style="list-style-type: none"> <li>○ The block courses are <b>highly recommended</b></li> </ul>  |

## SPECIALIST TEACHING SUPPORT - Who can help?

| Further Information   |   |
|---|---|
| <b>Concerns about any aspects of the programme:</b> If you have any queries or concerns, contact the Programme Coordinator  | Alison Kearney<br><a href="mailto:a.c.kearney@massey.ac.nz">a.c.kearney@massey.ac.nz</a>  |
| <b>Withdrawal from paper/course:</b> if you withdraw from a paper/course there is a cut-off date for gaining a full refund for your paper/s.                        | <a href="mailto:academicadvice@massey.ac.nz">academicadvice@massey.ac.nz</a><br>or refer to dates on your enrolment confirmation  |
| <b>Paper changes:</b> if you wish to make a change to your enrolment by adding or withdrawing papers you must follow the correct procedure.                         | <a href="mailto:academicadvice@massey.ac.nz">academicadvice@massey.ac.nz</a>  |
| <b>Suspension of study:</b> if you wish to suspend studying in the programme for a period of time   | <a href="mailto:academicadvice@massey.ac.nz">academicadvice@massey.ac.nz</a>  |
| <b>Withdrawal from programme:</b> if you wish to withdraw from the programme  | <b>Massey students</b><br><a href="mailto:academicadvice@massey.ac.nz">academicadvice@massey.ac.nz</a>  |
| <b>Support for Disability</b>   | <a href="http://www.massey.ac.nz/massey/student-life/services-and-resources/disability-services/">http://www.massey.ac.nz/massey/student-life/services-and-resources/disability-services/</a>         |
| <b>Study support:</b> if you need help to enhance your academic skills there is a wide range of study support services and resources that are designed to help you. | <a href="http://www.massey.ac.nz/massey/student-life/services-and-resources/academic-skills-support/">http://www.massey.ac.nz/massey/student-life/services-and-resources/academic-skills-support/</a> |
| <b>Change of name/address:</b> if you change your contact information, contact university administration.   | Phone 0800 MASSEY(0800 627739) or email <a href="mailto:contact@massey.ac.nz">contact@massey.ac.nz</a>  |
| <b>Counselling services</b> are provided free to assist students to meet their personal and academic goals.   | <b>Massey University</b><br><a href="http://health-counselling.massey.ac.nz/">http://health-counselling.massey.ac.nz/</a>   |
| <b>Academic integrity:</b> if your behaviour is deemed to breach any aspects of academic integrity you can be referred to the relevant Academic Managers.           | For Academic Integrity officers (AIO) go to <b>Massey University</b><br><a href="http://www.massey.ac.nz/?a59cf3326e">http://www.massey.ac.nz/?a59cf3326e</a>   |

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| <b>Grievance procedures:</b><br>a grievance against the university and/or a staff member can be referred to the relevant Academic office.   | Go to academic integrity policy and procedures<br><a href="http://www.massey.ac.nz/massey/staffroom/policy-guide/academic/">http://www.massey.ac.nz/massey/staffroom/policy-guide/academic/</a> |
| <b>Personal dispute and harassment network:</b><br>both universities are committed to providing a safe environment for all. Trained staff and students are available to assist you. | <a href="http://harassment.massey.ac.nz/">http://harassment.massey.ac.nz/</a>   |
| <b>Graduation information:</b><br>information about graduation can also be found on the Moodle 'Student Hub' site   | <b>Apply to graduate</b><br><a href="http://www.massey.ac.nz/massey/student-life/graduation/apply-to-graduate/">http://www.massey.ac.nz/massey/student-life/graduation/apply-to-graduate/</a>   |

We look forward to working with you to make your journey through the Masters in Specialist Teaching programme a valuable learning experience

*He kura ngā tāngata – people are precious*