

COUNSELLOR EDUCATION

PROGRAMME GUIDE 2026



TE KURA TOI TANGATA
SCHOOL OF EDUCATION



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

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Please note: Information is correct at time of publication (October 2025). Some papers or programmes may be subject to change or cancellation. Te Kura Toi Tangata School of Education reserves the right to change, cancel or withdraw papers or programmes subject to availability.



Left-right: Jenny Snowdon, Caroline Day, Leah Gillanders, Jeannie Grant (in front)

COUNSELLOR EDUCATION CONTACTS

Application forms are available at: waikato.ac.nz/go/MCouns (Go to Entry Requirements).

Administrative enquiries can be made to:

Programme Administrator -
Postgraduate & Research

Phone: **0800 WAIKATO** (0800 924 528)

Email: counsellor.ed@waikato.ac.nz

Academic and professional enquiries can be made to:

Paul Flanagan

Professional Leader of Counsellor Education

Phone: **0800 WAIKATO** (0800 924 528)

Email: paulf@waikato.ac.nz

WELCOME TO COUNSELLOR EDUCATION

The counsellor education programmes at the University of Waikato are known nationally and internationally for their distinctive orientation, in teaching narrative approaches to counselling and therapy. Graduates of the programmes have taken up leadership positions as practitioners, practice leaders, researchers and counsellor educators.

Practising from a narrative orientation, a counsellor is interested in the stories that shape people's lives. The stories that produce people's lives are those available in the varied cultural worlds that people inhabit. Thus a counsellor is interested in the ideas, beliefs, social structures, and norms that people live by.

Counsellors pay particular attention to the language by which stories, and lives, are produced. Therapy, then, is a particular conversation, one that invites and enables people to take up various positions in relation with themselves, others, ideas and the world around them!

Narrative therapy is a collaborative therapy. Counsellors bring a genuine curiosity to counselling conversations that explore difficulties in the light of the hopes and purposes, understandings and preferences clients hold for their lives.

The following comments from graduates and students capture moments of their journeys in counsellor education at the University of Waikato:

"The programme's grounding in post-structural philosophies informs a scaffolded learning environment where development of ethical, intentional, sustainable practice happens step by step. Sometimes these steps align with your experiences, while at other times, they challenge you to take brave leaps and grow."

Courtney Bardsley (School Counsellor)

"Our placements took our learning into local communities, where we built professional relationships and worked with a community of clients. I completed the programme with gratitude for the valuable experience it provided in my community."

Geoff Moore (Counsellor, Stand Tū Māia)

We look forward to you joining us.

ACKNOWLEDGMENT TO JOHN WINSLADE

In 1993 when John Winslade was appointed to the counsellor education programme at the University of Waikato, the first steps in a sea change had already begun. Gerald Monk, the recently appointed Programme Director, Wendy Drewery, who had joined the programme in the mid 1980s and seen it through some challenging years, and Wally McKenzie, a family therapist in private practice, had collaborated to begin a re-orientation of the programme towards social constructionist ideas and narrative therapy practice. John proved to be a strong partner in this endeavour, as he began to build a remarkable career as an academic counsellor educator.

During his ten years at Waikato John contributed to the university and to the profession of counselling, locally and nationally. He served on the Education Faculty's Research Ethics Committee, and led the NZAC National Ethics Committee as Convenor, and in leading the development of a new Code of Ethics. He joined with staff and practitioners in writing and editing *The Archaeology of Hope*; with Gerald and community members he developed narrative mediation, including initiating Restorative Practices in Schools; he was Programme Director from 1998-2003; he took a particular interest in re-membering practices.

John was astute in building the international reputation and networks expected of academics. Completing his University of Waikato PhD in 2003, he moved to California State University San Bernadino. He continued to teach narrative

mediation at Waikato during his summer breaks.

During his California years John made significant numbers of international presentations, and was very widely published and respected.

A 2008 article "Michael White: Fragments of an Event", co-authored by John and Lorraine Hedtke, movingly illustrates the theorising that Michael White had been doing at the time of his death. The article honours Michael's work through the elegance and accessibility of John's thinking and writing. It asks a question about Michael's work that we might now also ask ourselves of John's contributions: "Despite his bodily absence from our lives, how might his implicit presence remain alive for us and for others?" (p.78).

Although illness limited his later public contributions, John's work lives on in the daily practice of many cohorts of students of the University of Waikato counsellor education programme – and beyond. His writing on counselling, remembering, ethics, mediation endures and shapes contemporary practice in counselling rooms and in counsellor education. He is indeed a continuing member of the University of Waikato counsellor education programme – as the theory of remembering practices promises.

Kathie Crockett
August 2025





2025 Counsellor Education Community Day: Tuesday 11 November, 1pm - 4.30pm

Nau mai, haere mai.

For over 20 years now, the Counsellor Education team have hosted an annual Community Day programme of presentations on research and practice. This event is open to all students, applicants and graduates, and to people in social practice, especially those agencies and schools who host students on placement. Following the move to develop virtual connection during and post-COVID, this event is now available to attend in person or online.

To register attendance please email counsellor.ed@waikato.ac.nz

Presentations:

You may ask yourself, "well - how did I get here?" [borrowed from Talking Heads - Once In A Lifetime]: Journeys into narrative therapy

Jeannie Grant and Caroline Day

Te Whare Pouhāpai: A Te Ao Māori and narrative approach to talking about skills and wonderfulness.

Matt Deverell

Student experience: Making and loosening the meaning through the lens of different languages.

Daisuke Nakura

Note-taking: A collaborative weaving of narrative stories and Te Tiriti o Waitangi.

Laura Green

An argument for school-funded counselling for children in Years 1-8.

Paul Flanagan

MASTER OF COUNSELLING

PROGRAMME DETAILS

Teaching focus

The MCouns programme is designed to offer students the opportunity to develop professional skills well-grounded in poststructuralist and constructionist theories. The programme commits to students' engagement with knowledge and application of the articles of Te Tiriti o Waitangi across all aspects of professional counselling practice. An in depth understanding and knowledge of the historical and ongoing impact of colonisation and its contemporary effects for tangata whenua and tangata tiriti are required for counsellors practicing in Aotearoa. Such a professional education programme invites students to consider their own lives, and how they are storied, both as persons and professionals. The focus of the teaching is on providing experiences for students in which they can further develop professional attitudes, knowledge and competencies in the areas of counselling, group leadership, conflict resolution and practitioner research. Practice papers offer the opportunity for students to have supported professional experience in community and/or education settings. Efforts are made to cater for and respond to the individual student's particular background and professional education goals.

Learning outcomes

The focus of students' learning is expected to be on:

- Developing competence in the practices of counselling
- Grounding in philosophical and ethical issues relating to professional counselling practice
- Knowledge and application of the articles of Te Tiriti o Waitangi and understanding the knowledge of the historical and ongoing impact of colonisation
- Engaging critically with the theoretical concepts and research which underpin counselling practice
- Acquiring a knowledge of the professional context
- Developing a well-articulated theoretical position and reflective professional stance in counselling work.

Professional recognition

The Master of Counselling is an accredited qualification with the New Zealand Association of Counsellors (NZAC). The implication of this accreditation is that, upon application, graduates of the University of Waikato Master of Counselling will be granted Provisional Membership of NZAC.

Students completing this qualification at the University of Waikato are involved in a variety of work settings, including schools, community agencies, private practice, hospitals and health settings, universities and polytechnics, and government departments.

The programme is recognised by the Ministry of Education for secondary school counsellors and the Ministry may fund school counsellors.

Online learning and intensive workshops

Our programme provides for students in more distant settings from Hamilton. We use a format of intensive workshops (for practice-based teaching) backed up by a wide variety of internet-based teaching and learning activities.

Intensive workshops vary between two to five days, depending on the paper. Some papers which have a larger online component will have a single one-week intensive.





Distance students

Students from other parts of New Zealand, or from overseas, are welcome to apply for the programme provided that they can ensure that they will be able to attend programme selection events and classes. Dates for block courses on campus are included in this booklet. Practicum arrangements for the programme must be specially negotiated when enrolling from greater distances before enrolment can be confirmed.

MASTER OF COUNSELLING – ENROLMENT PATTERNS

The Master of Counselling is made up of a total of eight 500 level papers, a total of 240 points.

The regulations for this qualification can be found in the University of Waikato Calendar.

The Master of Counselling degree includes four compulsory papers. The other four papers can be made up of any of the following:

- Four taught papers or,
- A four-paper thesis or,
- A three-paper thesis and one taught paper or,
- A two-paper dissertation and two taught papers or,
- A one paper directed study after consultation with the Professional Leader of Counsellor Education and three taught papers.

The four compulsory papers required for the Master of Counselling are:

- **COUNS544**
Discourse and Counselling Psychologies
- **COUNS541**
Counselling Skills
- **COUNS542**
Counselling Practicum
- **COUNS545**
Professional Practice of Counselling.

The paper COUNS549 Counselling and Contexts offers an orientation to the field of counselling and foundational skills. Students may be advised or required to complete this paper before enrolling in COUNS541 Counselling Skills. The selection process will identify when this paper is advised or required.

A 3 year part-time master's programme package could be as follows:

Year One

COUNS549-H Counselling and Contexts	COUNS544-X Discourse and Counselling Psychologies *	Either COUNS540-B Working with Groups OR COUNS546-B Conflict Resolution: Restorative Approaches
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Year Two

COUNS541 Counselling Skills *	COUNS543 Counselling Young People and Families	Either COUNS540-B Working with Groups OR COUNS546-B Conflict Resolution: Restorative Approaches
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Year Three

COUNS542 Counselling Practicum *	COUNS545 Professional Practice of Counselling *
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A 4 year part-time master's programme package could be as follows:

Year One

COUNS544-X Discourse and Counselling Psychologies*	COUNS540-B Working with Groups and/or COUNS546-B Conflict Resolution: Restorative Approaches and/or COUNS549-H Counselling and Contexts
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Year Two

COUNS541-X Counselling Skills *	COUNS543-B Counselling Young People and Families
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Year Three

COUNS542-X Counselling Practicum*	COUNS545-X Professional Practice of Counselling*
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Year Four

COUNS592 Dissertation (two-paper equivalent) or	COUNS540-B Working with Groups	COUNS546-B Conflict Resolution: Restorative Approaches
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Other part-time programmes, with a research emphasis, can be adapted.

Please consult the professional leader.

The selection of papers for which students wish to enrol should be discussed with the Professional Leader of the Counsellor Education Programme after acceptance into the programme.

** Papers marked with an asterisk are compulsory.*



ENROLMENT NOTE(S):

- Papers COUNS542 and COUNS545 must be taken as corequisites in the same year of study, and can only be taken after satisfactory completion of both COUNS544 and COUNS541.
- Students studying part-time must first enrol in COUNS544 before entering into the professional papers, including COUNS541 and COUNS543, or be concurrently enrolled in COUNS544 and COUNS541.
- Students wishing to enrol in COUNS543 Counselling Young People and Families should have completed COUNS541 Counselling Skills, or be concurrently enrolled in both of these papers.
- The paper COUNS543 Counselling Young People and Families is highly recommended.
- COUNS549 has optional modules on school counselling and addictions.
- The programme is usually completed on a part-time basis. For students exploring full-time study, please consult the professional leader.
- Enrolment in the MCouns should be ongoing. Suspension or resumption of study requires the approval of the Professional Leader of Counsellor Education.

RESEARCH IN THE MASTER OF COUNSELLING

Students are encouraged to consider completing either a two-paper dissertation, or a three- or four-paper thesis. We encourage students to discuss their prospective programme with staff to plan for relevant options. Acceptance of a proposal to write a dissertation or thesis is by approval and depends upon academic performance in other papers and on professional achievements.

Master of Counselling students who are considering enrolling in a doctoral programme at some future date should complete a two-paper dissertation, COUNS592 or a three- or four-paper thesis, COUNS593, COUNS594.

PRACTICUM AND SUPERVISION REQUIREMENTS

In order to gain a place in the programme, applicants must be able to demonstrate a relationship with a community-based counselling service or school or mental health service, which will give them access to an appropriate practicum placement. Students must have a commitment to ongoing appropriate counselling supervision.

However, applicants should not establish any formal contract with an agency until they have been selected into the Counsellor Education Programme and have received all the necessary information on practicum placements.

In general, students in the first year of a full-time programme complete 200 hours in a professional counselling setting including 80 hours of counselling. They will engage in counselling supervision. The supervisor must be a member of a professional helping body such as NZAC, NZCCA, ANZASW, NZPsS, or NZAP. Students should note that NZAC now requires applicants for membership to engage in supervision with a supervisor who is an NZAC member. Students must engage in a minimum of 16 supervision sessions in each of the practicum papers.

In the second year of the full-time programme students must complete 400 hours in counselling settings. Up to three placements may be arranged. Placements must have the approval of the Professional Leader of Counsellor Education.

Note(s): Successful applicants are responsible for setting up an appropriate placement to meet the requirements of the counselling practicum.

ETHICAL CONSIDERATIONS

The Counsellor Education Programme has adopted the New Zealand Association of Counsellors' Code of Ethics, and all students participating in the programme must adhere to these ethical guidelines. In addition, students must also work under the code of ethics or practice of the agency, school or organisation in which they associate during their practicum commitments.

When students enter into practicum placements they must produce and sign a contract with a senior member of the organisation in which the practicum is carried out. The contract outlines the commitments made by both the student counsellor and the organisation. The contract generally covers the tasks that will be carried out by the student counsellor, the supervision requirements, and the extent of the commitment offered by both the student and the organisation.

All students are requested to apply for some form of membership of the New Zealand Association of Counsellors before completing their counsellor education programme with us. Student affiliation is now available at a reasonable price, and students can apply for provisional membership of NZAC after completing 200 hours of counselling in their placements. Working counsellors should not be practising with an MCouns without obtaining membership of the NZAC or some other appropriate professional organisation with a recognised code of ethics.

CRITERIA FOR SELECTION OF APPLICANTS

Academic requirements

A recognised undergraduate degree is required, preferably with a major in human development, psychology, education or social work. Sociology and anthropology are helpful supporting disciplines. A background in Māori studies, biculturalism, cross cultural studies, professional ethics, women's studies, interpersonal development, self-awareness and counselling will position students well for the programmes.

At least a B grade average in 300 level undergraduate papers is normally required to meet entry requirements at masters level.

There is provision for the waiver of up to 60 points for those who hold a masters degree in a related discipline. Applicants should discuss their situation with the Professional Leader of Counsellor Education.

Practical experience

Applicants should be able to produce evidence of prior experience in paid or relevant voluntary work in settings such as counselling, human services or community.

Applicants who have backgrounds in related applied professional disciplines, such as medicine, social work, teaching or nursing, will normally be deemed to meet practical experience criteria.



PERSONAL QUALITIES (SOURCE: NZAC HANDBOOK)

Self-knowledge

Applicants should have a high level of self-awareness and an awareness of self in relation to others. They should be emotionally stable, self-confident, resilient and trusting of others.

Sensitivity

Applicants should be sensitive to the needs and experiences of others. This must include an acknowledgement of and respect for differences stemming from race, gender, class, age, religion, disability and/or sexual orientation. Applicants should demonstrate a willingness to understand the Treaty of Waitangi and its implications for counselling practice.

Empathy

Applicants should be able to listen to and work effectively with the pain and distress of others.

Communication skills

Applicants should have interpersonal skills and an ability to communicate ideas clearly in oral or written form.

Respect from others

There should be evidence that an applicant is respected and accepted by others and is able to work effectively and constructively with them.

Professional awareness

Applicants should demonstrate an awareness of boundaries and ethical issues and function in a safe, responsible manner.

Self-development

Applicants should have a commitment to ongoing personal and professional development and should be prepared to undertake their own personal counselling when necessary.

(Source: NZAC Handbook)

CONSTRUCTIONIST IDEAS AND PRACTICES

Students should have an interest in and a commitment to understanding and engaging with the poststructuralist and social constructionist positioning on which the programme is based.

PROCEDURE FOR APPLICATION

Entry to the MCouns programme is through a formal selection process. This will take place over one day and involves applicants participating in a round of selection activities in groups.

The selection date for entry for 2026 is Wednesday 12 November 2025, 9am - 5pm. (In 2026 the selection date for the 2027 programme will be 11 November).

Completed MCouns application must be submitted by 1 October for the following academic year.

Application must be made for the PGCert Counselling (Professional Supervision) by 31 October for the following academic year. The PGCertCouns will not be offered in 2026 but is planned for 2027.

Application forms for all programmes are available by email from counsellor.ed@waikato.ac.nz.

MATT DEVERELL

MCouns student

'Kāhore e kore, e pānui ana koe i tēnei nā te mea, he nui tō ngākau ki te tangata. Āna. I tēnei tau kua ako ahau i ngā huarahi ki te whakamana i te ngākau o te tangata.

E tika ana te kōrero "He taonga rongonui te aroha ki te tangata"

Every person is a taonga with mana, and through this course I have learnt ways in which to uphold the mana, and the heart of a person.'



There is something very special about this place. While steeped in the past and the mahi of those who have gone before, the programme ebbs with the present and ripples towards the future.

Narrative Therapy and the kaupapa of this programme have shaped my professional and personal life.

Jared Edwards

A hope-filled approach to relationships with people is one of my favourite things about this MCouns programme and sets it apart. It has shaped a profound respect that has been work- and life-changing.

Emma White - Counsellor, Birthright Wellington

The Master of Counselling instigated a transformation in both my personal and working life that I was not expecting. In journeying alongside colleagues and staff, many mo(ve)ments took place. I appreciate the academic rigour of the programme and the lifelong journey of learning I am on. I have been changed by those I have had the honour to work alongside.

Zara Tester - School Counsellor

SCHEDULING DETAILS

Opening workshops for MCouns

The academic year begins with a Summer School paper, COUNS549 Counselling and Contexts. The first level core papers, COUNS544 Discourse and Counselling Psychologies, and COUNS541 Counselling Skills, will begin on-campus classes on the week of Monday, 9 February (see below). On Monday, 9 February there will be a welcome for students beginning the programme with the commencement of the Discourse paper. Details will be sent out with programme information after selection.

The first on-campus meeting for students doing the second year professional papers, COUNS545 Professional Practice of Counselling, and COUNS542 Counselling Practicum, will be on 2 and 3 February.

The following dates are those scheduled for classroom intensives in 2026. All dates are for class meetings from 9am to 5pm. All papers have attendance requirements.

Paper dates: Block courses

MCOUNS PROGRAMME

COUNS540-B	Mon 20 Jul - Fri 24 Jul		
COUNS541-X	Wed 11 Feb - Fri 13 Feb	Wed 11 Mar - Fri 13 Mar	Wed 6 May - Fri 8 May
COUNS543-B	Tues 14 Jul - Fri 17 Jul	Tues 8 Sep - Fri 11 Sep	
COUNS544-X	Mon 9 Feb - Tue 10 Feb	Mon 13 Apr - Fri 17 Apr (marae noho: TBC)	
COUNS545-X	Mon 2 Feb - Tues 3 Feb	Mon 25 May - Fri 29 May	Mon 3 Aug - Fri 7 Aug
COUNS546-B	Mon 10 Aug - Fri 14 Aug		
COUNS549-H	Mon 12 Jan - Fri 16 Jan		
COUNS549-A	Mon 16 Mar - Fri 20 Mar		
COUNS550-B	Mon 27 Jul - Fri 31 Jul		



The 2024 teaching team: Paul Flanagan, Wendy Talbot, Jenny Snowdon, Kristina Lainson, Leah Gillanders

Most papers begin online ahead of block courses on campus. It is critically important that all enrolment formalities are completed before starting dates, so that there is access to the online learning forum.

ONLINE PAPER DATES: CORE PAPERS

COUNS541 Mon 2 Feb

COUNS542 Mon 26 Jan

COUNS544 Mon 2 Feb

COUNS545 Mon 26 Jan

ONLINE PAPER DATES: OTHER OPTIONAL PAPERS

COUNS540 Mon 13 Jul

COUNS543 Mon 13 Jul

COUNS546 Mon 13 Jul

COUNS549-A Mon 23 Feb

COUNS550-B Mon 13 Jul

ONLINE PAPER DATES: SUMMER SCHOOL

COUNS549-H Mon 5 Jan

It is usual for people to have completed their academic and field-work commitments by the end of November.

A full-time programme is equivalent to 40 hours per week from the beginning of February until the end of November.

CORE PAPERS – MASTER OF COUNSELLING

COUNS544 Discourse and Counselling Psychologies

This paper offers a social constructionist and poststructuralist perspective on counselling, and includes consideration of cultural approaches and psychological theories, psychological theories, which have influenced counselling practice.

Students will be introduced to concepts, which enable analysis of therapeutic conversations.

- This paper includes an on-campus workshop and a five-day noho marae.
- This paper is also open by application to other graduates who demonstrate relevant background and experience.

Convenor: Dr Paul Flanagan

COUNS541 Counselling Skills

This paper provides the opportunity for students to develop competence in basic relational and conversational skills of counselling within a narrative perspective. Students will develop a repertoire of counselling skills which are relevant in a variety of contexts. A workshop environment will be established early in the paper, where skills will be demonstrated and practised. During the on-campus workshops, students will participate in regular small group sessions, where counselling skills can be practised more intensively.

- Video recording feedback and peer supervision will be used.
- Students must arrange their own practicum placement in order to meet course requirements. They are required to complete 200 hours in this placement. The arrangements must be approved by the Professional Leader of Counsellor Education.
- Prerequisite or corequisite: COUNS544 Discourse and Counselling Psychologies.

Convenor: Leah Gillanders

COUNS542 Counselling Practicum

Students may enrol in this paper after satisfactory completion of COUNS544, COUNS541 and preferably two optional papers for the Master of Counselling. They must also be concurrently enrolled in COUNS545.

- Paper COUNS542 will involve 450 counselling hours in an agency, organisation or school.
- All work with clients must be covered by approved placement and supervision agreements.
- Students must arrange their own practicum placement in order to meet course requirements. The arrangements must be approved by the Professional Leader of Counsellor Education.

Convenor: Dr Caroline Day

COUNS545 Professional Practice of Counselling

Students may enrol in this paper after satisfactory completion of COUNS544, COUNS541 and preferably two papers for MCouns. They must also be concurrently enrolled in COUNS542.

This paper is designed to bring together the narrative theory and practice interests arising in the Counselling Practicum (COUNS542).

Students will meet on campus at regular intervals to present examples of their work with clients, to participate in peer consultation, and to investigate common problem-related concerns present in their counselling work.

- This is a compulsory paper for the Master of Counselling and is available only to students enrolled in this programme.

Convenor: Dr Caroline Day

OPTIONAL PAPERS – MASTER OF COUNSELLING

COUNS549 Counselling and Contexts

This paper provides an overview of counselling practice and its contexts, including optional modules on school counselling and addictions. It teaches the skills and ethical perspectives of collaborative approaches to counselling, offering a particular introduction to narrative therapy.

Students may be advised or required to complete this paper before enrolling in COUNS541 Counselling Skills. Students applying for the MCouns programme will be informed upon being offered a place in the programme if they are required to take COUNS549 as a prerequisite/corequisite.

Convenor: Dr Jeannie Grant (549-H and 549-A)

Note(s): This paper is open by application to other graduates who demonstrate relevant background and experience.

COUNS540 Working with Groups

This paper explores dialogic group processes with selected kinds of groups. Students will be given the opportunity to develop group membership and leadership roles through observation, participation and evaluation during an experiential workshop format and through on-line discussions and assignments. The paper includes a particular focus on narrative approaches to working with groups.

Convenor: Leah Gillanders

Note(s): This paper is an optional paper of the Master of Counselling degree. This paper is open by application to other graduates who demonstrate relevant background and experience.

COUNS543 Counselling Young People and Families

This paper extends the narrative skills taught in COUNS541 Counselling Skills. Its particular focus is counselling children, young people, families and couples.

Convenor: Dr Caroline Day

Corequisite: COUNS541 Counselling Skills

Requirements: This paper is recommended. In some instances applicants to this paper who have counselling experience will be admitted. All students who enrol in this paper must be engaged in counselling practice.

COUNS546 Conflict Resolution: Restorative Approaches

This paper develops the skills of facilitating conflict resolution using mediation, conferencing and other types of restorative and generative conversations in families, schools and other contexts. A narrative perspective on conflict resolution features strongly in the paper.

Convenor: Dr Jeannie Grant

Note(s): This paper is taught partially online and includes a compulsory five-day block period on campus in Hamilton. It is an optional paper for the MCouns and is also open to other graduates who demonstrate relevant background and experience.

COUNS550 Addictions Counselling

This paper provides a specific focus on the theory and practices of narrative therapy in the field of addictions counselling. Students will learn and be assessed on narrative approaches to assessment and counselling skills.

Convenor: Dr Wendy Talbot

Pre-requisite: COUNS549 Counselling and Contexts

Requirements: This paper is recommended for applicants working in addictions services. All students who enrol in this paper must be engaged in counselling practice.

POSTGRADUATE CERTIFICATE IN COUNSELLING (PROFESSIONAL SUPERVISION)

The Postgraduate Certificate in Counselling is focussed on advanced learning in a specialist area of counselling practice for experienced social practitioners. The current PGCertCouns is the Postgraduate Certificate in Counselling, in Professional Supervision (PGCertCouns(ProfSup)), which is designed to offer experienced practitioners advanced education in supervision.

Selection for the PGCertCouns (ProfSup) programmes is based on the following criteria:

- An approved undergraduate degree
- An approved counselling or social practice qualification
- Five years' experience in counselling or social practice
- Current membership of a recognised professional association in counselling or social work
- Access to suitable ongoing practice

The regulations allow for applications from very experienced professionals who do not meet all of the above criteria.

To complete the PGCertCouns(ProfSup), students must complete 60 points at 500 level (COUNS547, COUNS548). These papers each include an on-campus component and are taught partially online.

Why study the PGCertCouns (ProfSup)?

This qualification emphasises social constructionist ideas and narrative practices, a distinctive orientation for which The University of Waikato counsellor education programmes are known nationally and internationally.

The programme comprises two papers (one paper per year):

COUNS547 Professional Supervision, and
COUNS548 Supervision Practice

These papers are taught in a combination of on-campus block courses, online teaching and individual consultation.

The PGCertCouns(ProfSup) will not be offered in 2026, but is planned for 2027 and 2028.





COUNSELLING STUDIES

The subject of Counselling Studies can be studied for a Postgraduate Certificate (60 points), or a Postgraduate Diploma (120 points) or a Master in Education (180 points)

This subject is suitable for qualified teachers and other education professionals who wish to further their career and develop leadership in a particular field of education.

This subject is designed to give access to Counselling Studies within an education orientation. It is not a professional counselling qualification but offers an introduction to practice skills within specific contexts. For example, qualified teachers who see their future in the

pastoral network of a school can use these papers to develop their skills in and understanding of guidance and pastoral care.

PGCert (CounsStudies) – select two papers from COUNS540, COUNS546 and COUNS549

PGDip (CounsStudies) – complete COUNS540, COUNS546 and COUNS549, plus 30 points from the selection of Education papers.

MEd (CounsStudies) – please read the information about the Master of Education. For the subject of Counselling Studies, 60 or 90 points is required from COUNS540, COUNS546 and COUNS549 with a 30 points research paper required.

DOCTORAL AND MASTERS RESEARCH

Research across the programme: Studies that were completed over the previous year include:

DIRECTED STUDIES:

- Carolyn McIlraith (Directed Study) - LEGO® is the Boat: Moving from problem to preferred identity. (2025)
- Nanda Fogli (Directed Study) - Neoliberalism, Foucault & the politics of therapy: reflections of a master's student. (2025)
- Alex Wynn (Directed Study) - Unravelling power relations on trauma therapy: Embracing a queer approach to therapy. (2024)

MASTERS:

- Abbey Yule (MEd Thesis) - Secondary school students' experiences of restorative practices. (2025)

Practitioners who have a masters degree in counselling, and a strong background of practice in constructionist therapy, and who wish to develop further their understanding and practice of constructionist therapy in a particular aspect or context, are invited to apply for the PhD programme.

DOCTORAL PROJECTS

CURRENT DOCTORAL PROJECTS INCLUDE:

- Angela Barr - Counsellor identity claims and the wero of response-ability in secondary schools in Aotearoa.

** Angela was the recipient of two awards in 2023 - Waikato Graduate Women Educational Trust 2023 Merit Award and the Shirtcliffe Fellowship Award.*

- Darren Jack - The space between us: What are the lived experiences of being in significant and influential student-teacher relationships - what matters to students and how do teachers understand this?

- Huia Swann – Social service practice with Whanau Maori in Aotearoa New Zealand.
- Katie Wasson – Lets get metaphysical: implications of digital phenotyping for young people and their relationship with smart phones.

COMPLETED DOCTORAL PROJECTS INCLUDE:

- Jeannie Grant - Diversity Inquiry: Returning queer pedagogy in secondary schools through posthuman philosophical inquiry and humour (2024)



ONLINE LEARNING

ACCESS

All staff and students need a computer account to access university services. Our ICT self-help page has all of the information you need to know about:

- Student accounts
- Microsoft365 and Outlook
- Printing
- Internet
- Access to other online services
- Security awareness

Helpful links and information can be found here:

waikato.ac.nz/ict-self-help/getting-started

TEACHING AND LEARNING TECHNOLOGIES

Moodle is the centrally supported online teaching and learning platform. Everything you may need for teaching and learning can be found here:

waikato.ac.nz/ict-self-help/teaching-tools

STAFF



Caroline Day

PhD, MA (First Class Hons.), PGCertCouns(Supervision), BSocP(Couns), CertCommWrk, CertTertTchg&Learning, Poupou Huia Te Reo, MNZAC.

I was fortunate to have encountered poststructuralist ideas in my first degree at Unitec where a narrative approach to counselling was the only approach taught. These ideas have therefore been the foundation for all my subsequent study, practice and teachings. I have been teaching in counselling education since 2000 and have practised counselling in a number of not-for-profit agencies as well as engaging in Family Court work. I maintain a small private practice focused on supervision with counselling practitioners and EAP work. I joined NZAC as a full member in 2001 and I am an appointed committee member on NZAC's Education Committee. I hold a commitment to the theory/practice nexus and appreciate being alongside people in their navigation of this. Currently my research projects are both in collaboration with other practitioners and include the shaping influence that Te Tiriti o Waitangi has on social practice, and an exploration of supervision relationships over time.

See staff profile: <https://profiles.waikato.ac.nz/caroline.day>



Paul Flanagan

PhD, MCouns, PGCertCouns (Supervision), GradDipArts (Psychology), BTheol, ATCL, MNZAC

A graduate of the Waikato MCouns programme, I joined the teaching team in 2007. My previous counselling practice included school, community and government agency contexts. I am currently the professional leader of the counsellor education programmes and teach across undergraduate and postgraduate papers. A member of the New Zealand Association of Counsellors since 1997, I served on NZAC's National Supervision Committee (2011 to 2018), and on the editorial team for the New Zealand Journal of Counselling (2020-2023).

See staff profile: waikato.ac.nz/staff-profiles/people/paulf

STAFF



Leah Gillanders

Pākehā

MCouns (First Class Hons.), BNurs, MNZCCA

I began my tertiary education studying Nursing, I then followed a passion into Hospitality. In 2017 I graduated from the Waikato MCouns programme with a research thesis interested in the intersection of shame and counselling conversations. I became a part of this counsellor education team in 2023 as a Teaching Fellow.

Supporting me in this mahi is an enduring curiosity about peoples lived experiences and a deep appreciation for the ways in which we are shaped by language. I am a full member of NZCCA.

See staff profile: profiles.waikato.ac.nz/leah.gillanders



Jeannie Grant

PhD, MCouns, GradDipTchg(Sec), BPhEd, MNZAC

I started my professional career as a secondary school teacher with a passion for outdoor education and philosophical inquiry. I am a graduate of the Waikato University MCouns programme and a member of NZAC. Over 20 years I worked as a school counsellor where I supported the develop restorative practices and trained student mediation teams. After completing my PhD in 2024, I joined the teaching team in 2025. I'm currently interested in the theoretical resonances of posthuman theory with narrative therapy to support practice that engages with difference differently.

See staff profile: waikato.ac.nz/staff-profiles/people/jeannie.grant

STAFF



Jenny Snowdon

PhD, MCouns, PGCert Counselling Supervision, BSocSc, DipTchg, MNZAC

My interest in how power/knowledge is exercised in relationships shapes my counselling practice, my teaching contributions, and is folded through my doctoral research. I joined the teaching team as a Teaching Fellow in 2020, am an active member of NZAC. Through my professional supervision practice, I have current connections with a nation-wide community of counsellors and members of other professions who have an interest in narratively-informed practice.

See staff profile: waikato.ac.nz/staff-profiles/people/jsnowdon



Wendy Talbot

**PhD, MCouns, PGCertCounsSup (Waik), BCouns (Weltec),
CATE (Wintec), MNZAC, Dapaanz**

I joined the Counsellor Education Team as a lecturer in 2020 after a long association with the MCouns programme as student, contributing teacher and Teaching Fellow. My current position as Senior Teaching Fellow is part-time. I am also involved in research and programme development that addresses narrative approaches to 'addictions' and substance (mis)use. We plan to introduce a new addictions paper in 2026. I have been a registered member of NZAC since 1995, a dapaanz accredited supervisor and an appointed member of the NZAC National Ethics Committee.

See staff profile: waikato.ac.nz/staff-profiles/people/wtalbot

EDUCATIONAL PARTNERSHIP STUDY AWARD

Te Wānanga Toi Tangata Division of Education offers Educational Partnership Study Awards to all education settings in which our students are placed as part of their initial teacher education or counsellor education programme. In recognition of the partnership, the equivalent of a 15 point paper will be awarded for every student teacher/counsellor that your education setting supports.

How these credits are used is at the discretion of the education setting.

For further information regarding Educational Partnership Study Award paper points, please contact counsellor.ed@waikato.ac.nz



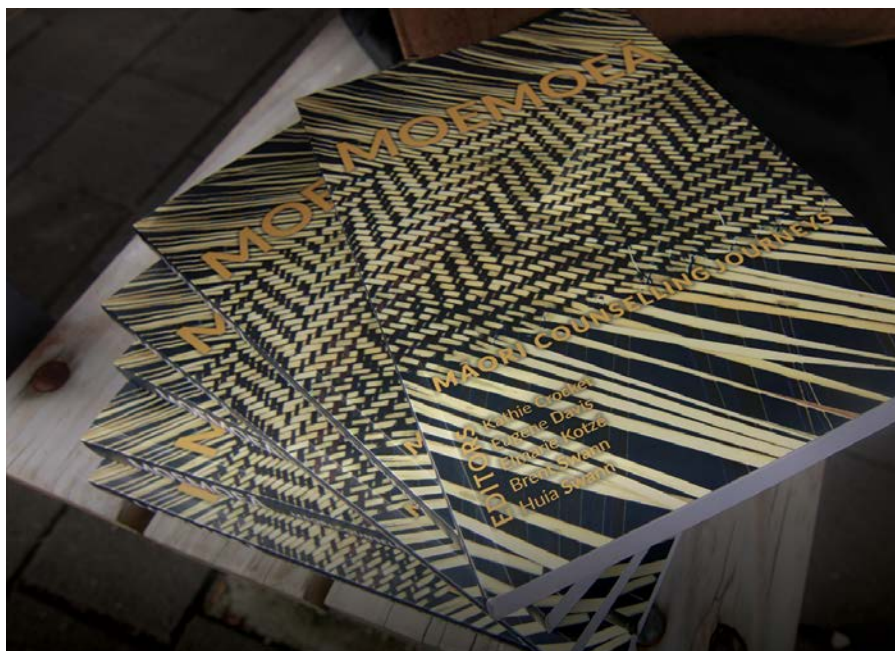
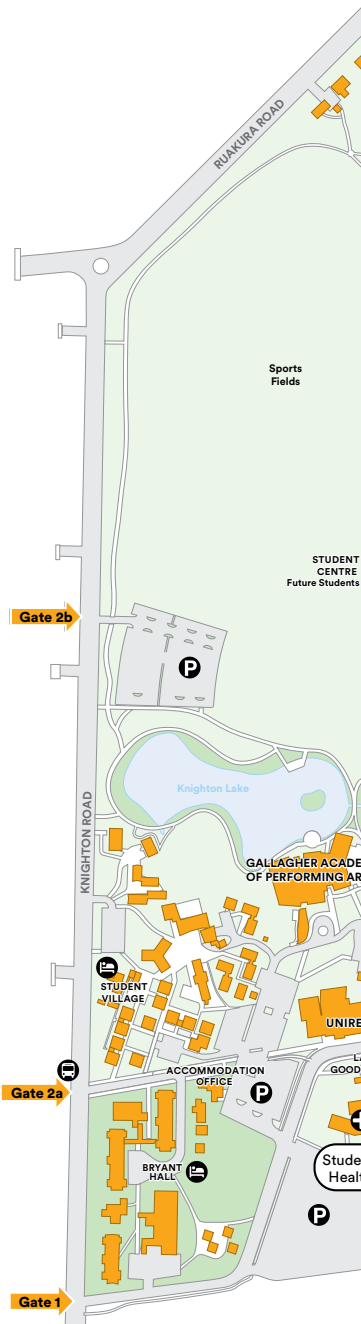


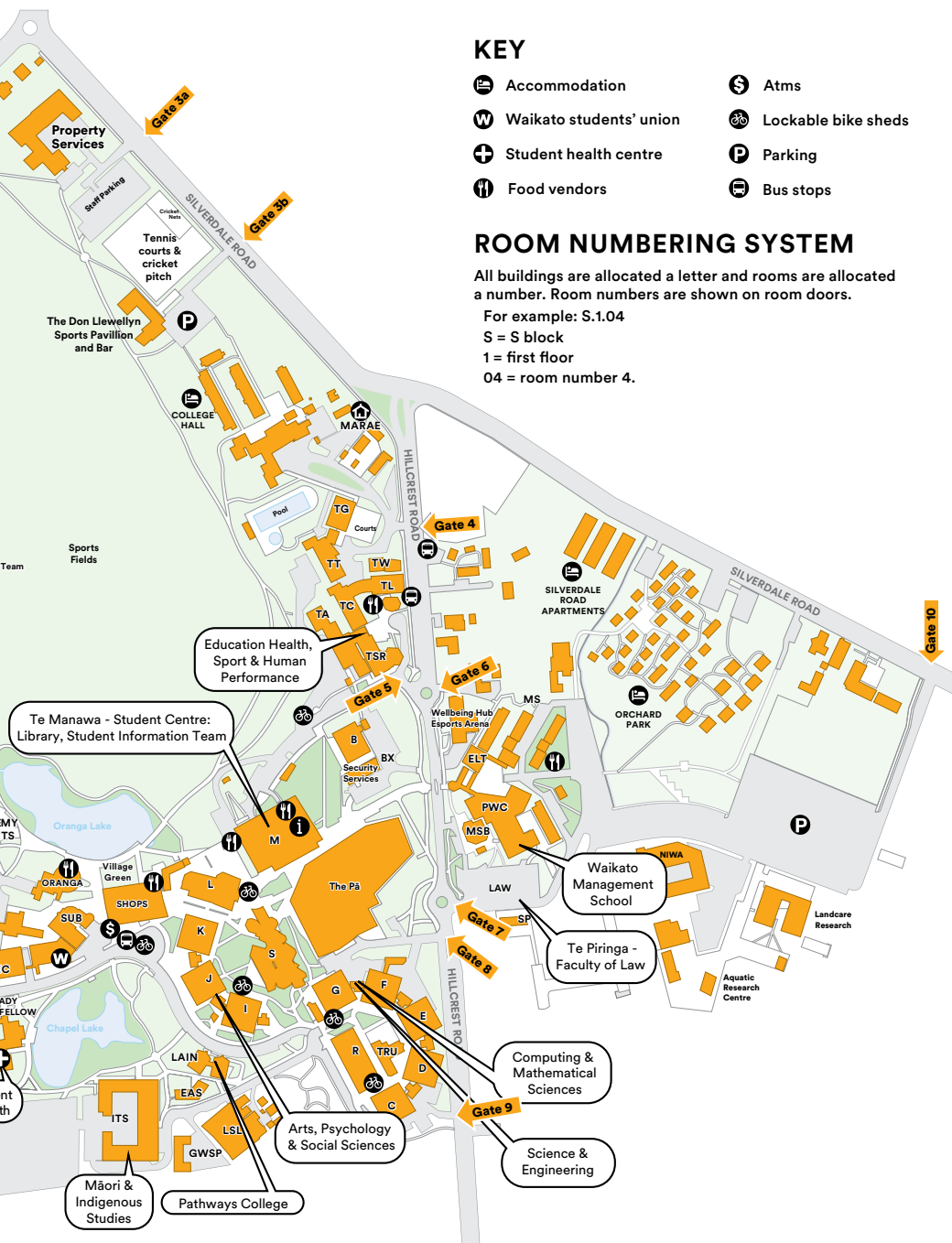
Photo acknowledgement: TUROK (used with permission)

CONTRIBUTING PRACTITIONERS

Contributing practitioners, supervisors and teachers for 2025 are: Joel Agnew, Rose Allan, Bill Bedford, Tania Bullick, Gayle Chell, Karen Cherry, Robyn Cresswell, Jen Cushman, Eugene Davis, Rangī Davis, Jim Depree, Hamiora de Thierry, Sandie Finnigan, India Flynn, Judith Graham, Raynor Huia, Kay Ingamells, Bridget Leary, Adrienne Likatau, Sarah Linehan, Nancy Macmillan, Rachel McKenna, Donald McMenamin, Graeme Pringle, Donn Ratana, Jan Rodwell, Glen Silvester, Brent Swann, Huia Swann, Sarah Tafuna, Zara Tester, Adri van Lith, Averill Waters, David Watson, Chris White, Kimberley Anastasiadis, Vicki-Lee Wihongi.

CAMPUS MAP







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