Department of Education
Te Akoranga Matauranga

Bachelor of Teaching (ECE)

Personal Pedagogy and Leadership

EDUC 7932

COURSE BOOKLET 2015

Te Ahiahi intake
Course title: Personal Pedagogy and Leadership

<table>
<thead>
<tr>
<th>Course number:</th>
<th>EDUC 7932</th>
<th>Level: 7</th>
<th>Credits: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main programme:</td>
<td>Bachelor of Teaching (Early Childhood Education)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-requisites:</td>
<td>All Level 6 Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Experience</td>
<td>15 hours weekly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compulsory/elective:</td>
<td>Compulsory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning time:

<table>
<thead>
<tr>
<th>(Lecturer) Contact hours</th>
<th>Non-contact hours</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>120</td>
<td>150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
<th>YEAR THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>Level 6</td>
<td>Level 7</td>
</tr>
<tr>
<td>Partnership and Professionalism</td>
<td>The Ethical Teacher</td>
<td>Personal Pedagogy and Leadership</td>
</tr>
</tbody>
</table>

Level descriptor:

<table>
<thead>
<tr>
<th>Tasks and Procedures</th>
<th>Learning Demand</th>
<th>Responsibility / Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>... requiring...</td>
<td>... and applied...</td>
</tr>
<tr>
<td>The student is able to carry out processes that</td>
<td>knowledge of a major discipline with areas of specialisation in depth</td>
<td>in planning, resourcing and managing processes</td>
</tr>
<tr>
<td>• require a command of highly specialised technical or scholastic and basic research skills across a major discipline</td>
<td>the analysis, transformation and evaluation of abstract data and concepts</td>
<td>within broad parameters and functions</td>
</tr>
<tr>
<td>• involve the full range of procedures in a major discipline</td>
<td>the creation of appropriate responses to resolve given or contextual abstract problems...</td>
<td>with complete accountability for determining, achieving and evaluating personal and/or group outcomes.</td>
</tr>
<tr>
<td>• are applied in complex, variable and specialised contexts...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Aim

This course facilitates the development and justification of a personal pedagogical philosophy for early childhood education in relation to children, whānau and communities. Students will critically analyse ethical, professional and leadership issues guiding their practice.

Learning outcomes

1. Construct, justify and present a personal pedagogical philosophy.
2. Analyse and critically reflect upon own professional ethical practice, personal and professional values.
3. Critically examine teacher development issues using a variety of frameworks.
Topics/Content Outline (may include but not limited to):

- Pedagogical philosophy
- Self-reflection on practice and philosophy
- Teacher development
- Images of the teacher/child
- Socio-cultural pedagogy
- Critical and inclusive pedagogy
- Critical multiculturalism
- Styles of leadership and leadership in early childhood settings
- Pedagogical Leadership
- Māori leadership
- Current issues – Holistic development
- Principles of professional ethics for early childhood education
- Issues around newly qualified teachers
- Provisional teacher registration
- Writing a curriculum vitae
- The interview process
- Advocacy

Assessment:

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Nature of assessment</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>A philosophy statement: Construction, justification and presentation of a personal pedagogical philosophy statement</td>
<td>1, 2</td>
</tr>
<tr>
<td>50%</td>
<td>An advocacy proposal: Construction and justification of a proposal that focuses on an issue relating to teacher development, leadership, equity, ethics and professional practice</td>
<td>2, 3</td>
</tr>
</tbody>
</table>

Learning and Teaching Approaches

Face to face, self-directed study, group discussion, collaborative work, peer feedback, reflection, role plays, debate, power point presentations, video

Related Required Textbooks: No required textbook

Required Readings:

**Personal pedagogical philosophy**


**Images of the teacher/child**

**Socio-cultural pedagogy**

**Critical and inclusive pedagogy**


**Critical multiculturalism and Pasifika partnership**

**ECE leadership discourse**


**Current issues in ECE : Holistic development**


**Māori leadership**


**Code of ethics & ethical dilemmas**

Please revisit readings from your year 2 course, The Ethical Teacher / review readings

**Issues impacting on newly qualified teachers**


**Looking ahead: Provisional teacher registration & Graduating Teacher Standards**


**Further recommended reading:**


---

**Course Coordinator Contact Details:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacoba Matapo</td>
<td>8092</td>
<td><a href="mailto:jmatapo@unitec.ac.nz">jmatapo@unitec.ac.nz</a></td>
</tr>
</tbody>
</table>

**Lecturer Contact Details:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Job</td>
<td>8096</td>
<td><a href="mailto:rjob@unitec.ac.nz">rjob@unitec.ac.nz</a></td>
</tr>
</tbody>
</table>
# Personal Pedagogy and Leadership EDUC 7932
## Course Schedule 2015 (semester 2)

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Scheduled content</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tue 28 July</td>
<td>8.45 – 10.15</td>
<td>4021</td>
<td>Personal pedagogical philosophy [Assignment 1 briefing]</td>
<td>Jacoba</td>
</tr>
<tr>
<td>2</td>
<td>Tue 28 July</td>
<td>10.35 -12.05</td>
<td>4021</td>
<td>Images of the teacher/child</td>
<td>Jacoba</td>
</tr>
<tr>
<td>3</td>
<td>Wed 5 August</td>
<td>5.30 – 8.30</td>
<td>4021</td>
<td>Socio-cultural pedagogy</td>
<td>Jacoba</td>
</tr>
<tr>
<td>4</td>
<td>Tue 11 August</td>
<td>8.45 – 10.15</td>
<td>4021</td>
<td>Critical &amp; inclusive pedagogy</td>
<td>Jacoba</td>
</tr>
<tr>
<td>5</td>
<td>Tue 11 August</td>
<td>10.35 -12.05</td>
<td>4021</td>
<td>Critical multiculturalism</td>
<td>Jacoba</td>
</tr>
<tr>
<td>6</td>
<td>Tue 18 August</td>
<td>12.50 - 2.20</td>
<td>4021</td>
<td>Strengthening Pasifika partnerships in ECE</td>
<td>Jacoba</td>
</tr>
<tr>
<td>7</td>
<td>Tue 18 August</td>
<td>2.30 – 4.00</td>
<td>4021</td>
<td>Providing critical feedback &amp; sharing of philosophy</td>
<td>Jacoba</td>
</tr>
<tr>
<td>8</td>
<td>Tue 25 August</td>
<td>8.45 – 10.15</td>
<td>4021</td>
<td>Leadership in ECE [Assignment 2 briefing]</td>
<td>Jacoba</td>
</tr>
<tr>
<td>9</td>
<td>Tue 25 August</td>
<td>10.35 -12.05</td>
<td>4021</td>
<td>Application of leadership in ECE</td>
<td>Jacoba</td>
</tr>
<tr>
<td>10</td>
<td>Tue 1 Sept</td>
<td>8.45 – 10.15</td>
<td>4021</td>
<td>Application of leadership in ECE</td>
<td>Jacoba</td>
</tr>
<tr>
<td>11</td>
<td>Tue 1 Sept</td>
<td>10.35 -12.05</td>
<td>4021</td>
<td>Current issues in ECE</td>
<td>Jacoba</td>
</tr>
<tr>
<td>12</td>
<td>Tue 8 Sept</td>
<td>12.50 - 2.20</td>
<td>4021</td>
<td>Māori leadership</td>
<td>Nix</td>
</tr>
<tr>
<td>13</td>
<td>Tue 8 Sept</td>
<td>2.30 – 4.00</td>
<td>4021</td>
<td>Māori leadership</td>
<td>Nix</td>
</tr>
<tr>
<td>14</td>
<td>Tue 15 Sept</td>
<td>8.45 – 10.15</td>
<td>4021</td>
<td>Code of Ethics &amp; Ethical dilemmas</td>
<td>Jacoba</td>
</tr>
<tr>
<td>15</td>
<td>Tue 15 Sept</td>
<td>10.35 -12.05</td>
<td>4021</td>
<td>Issues impacting on newly qualified teachers</td>
<td>Jacoba</td>
</tr>
<tr>
<td>16</td>
<td>Wed 16 Sept</td>
<td>5.30 – 8.30</td>
<td>4021</td>
<td>Looking ahead: provisional teacher registration &amp; Graduating Teacher Standards</td>
<td>Jacoba</td>
</tr>
<tr>
<td>17</td>
<td>Wed 18 Nov</td>
<td>5.30 – 8.30</td>
<td>4021</td>
<td>Employers Panel: Information from the field</td>
<td>Jacoba / Guest</td>
</tr>
<tr>
<td>18</td>
<td>Wed 24 Nov</td>
<td>12.50 - 2.20</td>
<td>4021</td>
<td>Employers Panel: Information from the field</td>
<td>Jacoba / Guest</td>
</tr>
</tbody>
</table>

*Note: To get the most out of each session, please ensure that you read the required reading(s) of each session in the Course Reading Book PRIOR coming to class.*
Class Times:

<table>
<thead>
<tr>
<th>DAY CLASSES:</th>
<th>START</th>
<th>FINISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1:</td>
<td>8.45am</td>
<td>10.15am</td>
</tr>
<tr>
<td>Session 2:</td>
<td>10.35am</td>
<td>12.05pm</td>
</tr>
<tr>
<td>Session 3:</td>
<td>12.50pm</td>
<td>2.20pm</td>
</tr>
<tr>
<td>Session 4:</td>
<td>2.30pm</td>
<td>4.00pm</td>
</tr>
<tr>
<td>EVENING CLASSES:</td>
<td>5.30pm</td>
<td>8.30pm</td>
</tr>
</tbody>
</table>

Daytime Classes begin at 8.45am and end at 4.00pm. Session times are outlined in the table above. Students should arrive at least 5 minutes before the start of class and ensure that they arrive back from breaks before the class begins. A roll is taken during each session. Evening sessions begin at 5.30pm and end at 8.30pm. You are expected to arrive on time for all classes and remain to the scheduled end of class sessions.*

*Appointments for doctors etc should not be made during class times.

Attendance and Absence

Attendance at every session, both day and evening, in all courses is required. To successfully complete all courses, you need to attend a minimum of 80% of the sessions (except in exceptional circumstances upon application to the Programme Leader.)

All absences should be accounted for, and requests for absence in advance should be referred to your year liaison person. Most of the courses are designed in such a way that the content of each class builds on the previous week’s work. It is your responsibility to make sure that you gather any handouts, notes and self-directed learning tasks from any missed class and to bring yourself up to date before your next class. It is useful to arrange a buddy who can collect information for you from any missed classes.

Using TURN IT IN Software

Turn It In is a software package used in the Department of Education and by the Bachelor of Teaching (ECE) programme to support students to monitor their academic writing and to prevent plagiarism. This software is to be used in all relevant courses.

This course will require you to use Turn It In to submit both assignments

Please note the following:

- It is your own responsibility to make sure that you submit your assignment to Turn It In in plenty of time for corrections to be made.
- The originality percentage must be provided at the top of the references page of your assignment, and should relate to the Turnitin report on the final version of the complete assignment. Please note that submitting only a few paragraphs will not be acceptable.
- If you submit a draft and subsequently make major changes to your work you must resubmit to Turnitin before handing in the assignment.
- If you are required to submit work to Turnitin and fail to do so, your assignment might not be marked and your grade for that assignment will not be recorded in our system until the matter is resolved.
- If you experience technical problems while using Turnitin, please contact IMS Support Centre at imssupport@unitec.ac.nz or extension 8484
Submission of Assignments

You are responsible for managing your time and course-load in order to submit assignments on time. Please follow the correct processes for handing in assignments as outlined below:

You will be notified of the assignment requirements, schedules and due date at the beginning of each course. This information will also be in this Course Booklet.

Unless otherwise stated within the course handbook, you are required to submit all assessments (i.e reports, essays) through turn it in before 11.00pm on the date the assignment is due. Where the electronic submission of assessments is required this will be via a Dropbox system within Moodle or via Turnitin, as advised by your lecturer. The same due date and time requirement applies as for hard copy submission.

Do not hand in paper assignments in the Department assignment box/reception OR Staff pigeon holes on level 2 of Bldg 112 OR give them directly to a Department of Education staff member.

Some assignments are large in format, for example, display panels, folders or kete, and are to be handed in during class to your lecturer, as arranged, on the due date. Your lecturer will let you know if this affects you.

Extensions: Extensions are granted at the discretion of the course coordinator. If you wish to apply for an extension to the assignment due date, you must apply two days before the assignment due date by contacting the course coordinator and completing a confirmation of extension form. Except in exceptional circumstances extensions will not be granted for assignments after this time. The maximum extension granted for any assignment will be one week after the due date.

If you experience exceptional circumstances, and need to apply for extensions within two days of the assignment being due or if you need an extension for longer than one week, then you must apply to Robyn Reid, Programme Leader by completing a Special Assessment Circumstances form, which you will find on Moodle or in the Student Programme Handbook.

All assessment work must be presented and referenced using the guidelines provided in Endnote and on the Library site (APA Guidelines). Special attention must be paid to avoid issues of plagiarism (this includes copying from text or other sources without acknowledging the source). Unitec's policy on academic misconduct (including plagiarism) can be accessed from the Unitec website: http://www.unitec.ac.nz/toolbox_items/pol_AcademicStatute.pdf
Late Assignments:

Assignments handed in after the due time and date without an extension request form attached will be considered as late assignments and will be subject to the tariffs listed below.

<table>
<thead>
<tr>
<th>Assignment Submission Deadline</th>
<th>Penalty Tariff</th>
</tr>
</thead>
<tbody>
<tr>
<td>On time: submitted by the deadline outlined in the course booklet</td>
<td>0</td>
</tr>
<tr>
<td>After deadline: up to one day after the deadline outlined in the course booklet</td>
<td>10%</td>
</tr>
<tr>
<td>After deadline: submitted more than one day late but less than 7 days after the deadline outlined in the course booklet</td>
<td>20%</td>
</tr>
</tbody>
</table>

Assignments submitted more than 7 days late will not be automatically marked. In this situation, you must apply to the Robyn Reid, the Programme Leader, within five days of the due date for the assignment for special assessment circumstances, as described above. The highest grade assignments approved to be marked under these circumstances can receive is 50% (C-).

Return of Assignments

Lecturers who mark the assignments are responsible for marking your assignment within 3 weeks of the due date. Assignments are to be returned to students in person only – You cannot collect assignments on behalf of other students unless written permission has been given by the student to the marker. If you are absent on the day an assignment is returned it is your responsibility to contact the maker/lecturer concerned to collect the assignment.

Where assignment return dates occur during student holidays, you will be notified of the procedure for collection of your assignment.
**Grade Related Criteria**

An **A** grade means a pass with distinction, demonstrating excellence according to the following criteria:
* In depth succinct coverage, notably well organised;
* Demonstrated high degree of understanding and analysis with a synthesis of theoretical perspectives which are applied to a wide range of situations;
* Evidence of originality and creativity;
* All information presented is pertinent to the arguments developed;
* Information is presented in a significantly effective style.

A **B** grade means a pass mark with merit, demonstrated according to the following criteria:
* Comprehensive coverage, well organised;
* Sound arguments presented with key theoretical perspectives applied to a number of situations;
* Most of the information presented is pertinent to the arguments developed;
* Information is well presented.

A **C** grade is a pass, indicating satisfactory achievement demonstrated according to the following criteria:
* Essential points are introduced and related to the task;
* Arguments are developed with application of some theoretical perspectives;
* Significant information not pertinent to the task may be evident;
* Information is adequately presented.

A **D** grade is a fail, with the following characteristics
* Information is presented indiscriminately;
* Theoretical perspectives are not applied, or are applied in an implausible way;
* Reliance on retelling of source material;
* Presentation is of a low standard.

A **E** grade is a fail grade with the following characteristics
* All performance criteria are unfulfilled;
* No understanding of material is demonstrated.

---

**Figure 2**

**Percentages to Grades**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 + %</td>
<td>A+</td>
</tr>
<tr>
<td>85 – 89%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 84%</td>
<td>A-</td>
</tr>
<tr>
<td>75 – 79%</td>
<td>B+</td>
</tr>
<tr>
<td>70 – 74%</td>
<td>B</td>
</tr>
<tr>
<td>65 – 69%</td>
<td>B-</td>
</tr>
<tr>
<td>60 – 64%</td>
<td>C+</td>
</tr>
<tr>
<td>55 – 59%</td>
<td>C</td>
</tr>
<tr>
<td>50 – 54%</td>
<td>C-</td>
</tr>
<tr>
<td>Less than 50%</td>
<td>D/Fail</td>
</tr>
</tbody>
</table>
Resubmission

If you do not achieve a passing grade in an assessment, you are able to resubmit work in accordance with the Unitec Regulations. To resubmit work, you must apply in writing (email) to the Programme Director, Robyn Reid, rreid2@unitec.ac.nz, within 3 working days of receiving your assignment or it being handed back. Please state clearly the name of the course, the title of the assessment and request that you are applying for an opportunity to resubmit. After approval, you have 14 days (or what is negotiated) to resubmit the assignment to the marker. The original assignment must be included with the resubmit so that the changes made can be identified. The resubmit form and a new assessment schedule are to be attached to the resubmitted assignment. A new assignment cover sheet signed by you must also be included. Only one resubmission or reassessment will be permitted for each course and the maximum grade for a resubmission is C- (50%)

Appealing Your Grade

If you wish to query the marking of an assignment, you must, in the first instance, raise the issue with the lecturer who marked it. If this approach does not resolve matters, you may raise the issue with the Course Co-ordinator and in the last instance the Programme Leader who may discuss the issue with Programme Committee for resolution. Appeal provisions and criteria for appeal are contained in the Unitec Academic Statute and are outlined in the Student Programme Handbook. This can be accessed from the Unitec website: http://www.unitec.ac.nz/toolbox_items/pol_AcademicStatute.pdf
Course Assessments
EDUC 7932 Personal Pedagogy and Leadership

Assignment 1 – Personal Pedagogical Philosophy Statement
(This assignment is worth 50% of the final course grade.)

Due Date: Before 11.00pm on 25th August, 2015 – submitted through turn it in.

This assignment represents the culmination of your initial teacher education journey. It provides an opportunity for you to think about yourself in your role as a qualified early childhood teacher. In completing this assignment, you should consider and reflect on the contents and issues discussed in the courses that you studied in the Bachelor of Teaching (ECE) programme, not just the content of this course.

This assignment has three parts.

1. **Personal pedagogical philosophy statement:** Construct a comprehensive pedagogical philosophy statement that reflects your personal and professional values and ethics. It should involve themes and issues that are related to approaches of teaching and learning (from a range of courses). This should be a single A4 page that is suitable for display in your centre and describes your own personal approach to early childhood teaching. It should reflect your preferred teaching style and your own teaching goals, and it should be presented in an aesthetically pleasing manner.

2. **Rationale:** In addition to the one-page statement, you are to submit a rationale for your philosophy indicating why you have chosen these statements, how they reflect your own beliefs and values, and how they are supported in the literature. This part of the assignment should make connections to the contents of a range of courses, for example partnership with parents and critical pedagogy. 1500 words

3. **Response and comment:** You need to provide critical and constructive written feedback to your partnered classmate’s philosophy (give a copy for him/her to keep) and also provide a reflective response to his/her feedback. The feedback and response should be supported with literature. This section should be approximately 300 words.

**On the 18th of August,** you are to share your prepared A4 page philosophy statement with a student in class who will give you written feedback on your philosophy. You are to take this feedback away, consider it, make changes (or no changes) to your philosophy statement, and justify your decision in section three. Attach the feedback from your partner and your response to his/her feedback at the end of this assignment.
ASSESSMENT CRITERIA

The student should demonstrate ability to:

- Articulate a comprehensive pedagogical philosophy statement
- Critically reflect upon personal and professional values and ethics
- Select and integrate relevant themes and issues from a range of courses into the statement
- Rationalise the statement with a wide range of literature
- Provide constructive and critical feedback
- Justify feedback and response with literature
- Respond reflectively to constructive criticism
EDUC 7932 – Personal Pedagogy and Leadership
Personal Pedagogical Philosophy Statement
Assessment Schedule 2015

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Philosophy statement:</strong> A comprehensive pedagogical philosophy statement that reflects personal and professional values and ethics is developed; themes and issues relating to approaches of teaching and learning (from a range of courses) are integrated</td>
<td>/15</td>
</tr>
<tr>
<td><strong>Rationale:</strong> A wide range of key and relevant literature is integrated to provide a detailed justification for the philosophy statement</td>
<td>/20</td>
</tr>
<tr>
<td><strong>Response &amp; Comment:</strong> Critical and constructive written feedback to another member in class is made and feedback given to you is reflectively responded to; literature is used to justify and support feedback and response made</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Presentation:</strong> Content is well structured, presented in a coherent and logical manner, edited and proofread; correct APA referencing; feedback and response are attached</td>
<td>/5</td>
</tr>
<tr>
<td><strong>Mark &amp; Final Grade</strong></td>
<td>/50</td>
</tr>
</tbody>
</table>

**Comments:**

Lecturer:                       Date: 15
Assignment 2 – Advocacy Proposal  
(This assignment is worth 50% of the final course grade.) 
Due Date: Before 11.00pm on the 22nd of September, 2015 – Submitted through turn it in. 

This assignment expects you to work in a small group to develop an advocacy proposal for an imagined early childhood centre in order to demonstrate leadership abilities. 

Imagine the group represents the teaching team of an early childhood centre. The team would like to advocate for a specific topic or a group of children/families enrolled in the centre. This may include (but is not limited to):  
- the increase use of te reo Māori me ona tikanga  
- gender equality/equity  
- supporting refugee or immigrant families or those living in poverty  
- supporting children with special needs or those with non-English speaking background (NESB)  

The team has to identify and agree with ONE topic/group that needs addressing and improving. The team needs to develop a proposal to apply for funding and support from the employer. The proposal needs to be written concisely in a report format (headings, sub-headings, bullet points should be utilised) and presented professionally, such as using a folder or professional binding. 

The proposal should have three parts. 

1. Explanation:  
   - Highlight the topic/group for which you are advocating  
   - Justify the need to improve support for this topic/group by integrating theoretical perspectives (including critical theory) and literature from readings of this course and beyond  
   - Explain how this proposal will benefit the team members, the centre, parents and children  
   - Provide an overview of the plan and its actions  
   - Anticipate possible challenges and provide solutions  
   1500 words 

2. An action plan in a table format (one page A4):  
   - Include the team’s short and long term advocacy goals  
   - Identify the actions  
   - Indicate how you will go about getting the knowledge and skills (eg. attend language workshops and evening classes, utilise diverse knowledge and skills of families), the support and resources you will require to implement the plan (eg. funding, time-off, books, art materials), and your timeframe  
   - Make links to the Graduating Teacher Standards 

3. Individual reflections:  
   - Using the DATA model, each group member critically reflects upon the purpose and value of this advocacy assignment  
   - Apply and integrate concepts of critical theory to justify the value of this assignment AND the need to advocate for the selected topic/group  
   500 words 

Please note that although this is a pretend proposal, the information provided in the action plan should be real and actually available and the plan should be meaningful and achievable. The plan needs to demonstrate that the team has done sufficient research of the topic from a range of sources, such as the Ministry of Education and Education
Review Office (ERO) websites and the *Education Gazette*. Other resources, such as *Te Whāriki*, ERO reports and the *Self-Review Guidelines* should also be utilised.

**ASSESSMENT CRITERIA**

The student should demonstrate ability to:

- Identify a topic/a group of children and families that needs advocating for
- Justify the need of the selected topic/group in a strong, clear, critical and concise manner, using a variety of theoretical perspectives (including critical theory) and previous research findings
- Identify possible challenges that may experience when implementing this proposal
- Identify solutions to the possible challenges
- Critically engage with a variety of theoretical perspectives
- Integrate a wide range of literature in the justification
- Develop an action plan
- Identify long and short term goals
- Research and identify detailed and specific actions that help towards achieving the goals
- Identify and list resources and supports that may be required
- Estimate feasible timeframe
- Link goals and actions to Graduating Teacher Standards
- Critically reflect upon the purpose and value of this advocacy assignment
- Apply and integrate concepts from critical theory
- Support reflection with relevant literature
### Student Names:

| Explanation: A topic/group of children and families that needs advocating for is clearly identified; the need of the selected topic/group is justified in a strong, clear, critical and concise manner; overview of proposal plan is provided; benefits of this proposal analysed and described; possible challenges and solutions identified; a wide range of theoretical perspectives (including critical theory) and literature is critically engaged with and integrated to support the justification | /20 |
| An action plan: Short and long term goals of the proposal are highlighted; actions to achieving the goals are researched and identified; supports and resources required are listed; achievable timeframe is estimated; links are made to Graduating Teacher Standards | /8 |
| Individual reflections: DATA model is used; the purpose and value of this advocacy assignment is critically reflected upon; concepts from critical theory is explicitly applied and integrated; understanding of critical theory is demonstrated | /17 |
| Presentation: The proposal package is professionally presented; content is proofread and edited; APA referencing is accurate | /5 |

**Mark & Final Grade**

| Mark & Final Grade | /50 |

**Comments:**
Assignment 1 Cover Sheet

Name: ___________________________________________

Student ID Number: _______________________________

Student contact number: ___________________________

Course Number: EDUC7932

Course Name: Personal Pedagogy & Leadership

Assignment One: Personal Pedagogical Philosophy Statement

Lecturer/Marker: Jacoba Matapo

Due Date: Tuesday 25th of August, 2015, before 11.00pm

Date submitted: _________________________________

Word Count: _________________________________

---

### Academic conduct declaration

I confirm that this assignment is my own work.

Where I have used someone else’s words in my assignment directly from any other source, I have used quotation marks and have provided a full reference.

Where I have gained information from other sources but have not used the actual words in my assignment, I have acknowledged the source and provided a reference.

Student Signature: _____________________________ Date: _____________________________

---

**Have a query? Want to improve your grades next time?**

You could:

- **Talk it over with your lecturer or programme director**
- **Visit Te Tari Awhina or Maia for learning advice and support**
- **Visit the Centre for Pacific Development and Support**
- **Contact the USU Advocate for independent advice**

For contact details and more information, go to [www.usu.co.nz](http://www.usu.co.nz)
Assignment 2 Cover Sheet

Names & ID numbers (indicate all names & ID numbers of the group): ________________________________

Student contact number (a representative only): ________________________________

Course Number: EDUC7932

Course Name: Personal Pedagogy & Leadership

Assignment Two: Advocacy Proposal

Lecturer/Marker: Jacoba Matapo

Due Date: Tuesday the 22\textsuperscript{nd} of September, 2015, before 11.00pm

Date submitted: ________________________________

Word Count: ________________________________

---

<table>
<thead>
<tr>
<th>Academic conduct declaration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I confirm that this assignment is my own work.</td>
</tr>
<tr>
<td>Where I have used someone else’s words in my assignment directly from any other source, I have used quotation marks and have provided a full reference.</td>
</tr>
<tr>
<td>Where I have gained information from other sources but have not used the actual words in my assignment, I have acknowledged the source and provided a reference.</td>
</tr>
</tbody>
</table>

Student Signature: ________________________  Date: ________________________

---

<table>
<thead>
<tr>
<th>Have a query? Want to improve your grades next time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You could:</td>
</tr>
<tr>
<td>Talk it over with your lecturer or programme director</td>
</tr>
<tr>
<td>Visit Te Tari Awhina or Maia for learning advice and support</td>
</tr>
<tr>
<td>Visit the Centre for Pacific Development and Support</td>
</tr>
<tr>
<td>Contact the USU Advocate for independent advice</td>
</tr>
<tr>
<td>For contact details and more information, go to <a href="http://www.usu.co.nz">www.usu.co.nz</a></td>
</tr>
</tbody>
</table>