

## **Assessment/Aromatawai 3: Essay** due 8<sup>th</sup> May @ 11:59pm (LO, 1,2) – 40%

### **ASSESSMENT AIM/ Whāinga Aromatawai**

This assessment will provide you with the opportunity to demonstrate your theoretical knowledge of *Te Whāriki* and your ability to critically analyse how this influences your professional role in teaching.

### **ASSESSMENT CRITERIA/ Paearu Aromatawai**

**To successfully pass this assessment you are required to complete the following:**

- Critically analyse the major influences on curriculum development, inclusive of the influence of Te Tiriti o Waitangi and the unified curriculum framework of *Te Whāriki*
- Critically analyse how the Māori and Western theories of development and learning have influenced *Te Whāriki*
- Discuss the implementation of current practice and include any challenges and possible future developments of *Te Whāriki* (readings given on Moodle)
- Ensure the addition of your own personal experiences and/or opinions throughout the body to evidence your understanding within your own context(s).
- You may also be required to attend a 1-1 oral assessment with your kaiako, to evidence your understanding and knowledge of your written submission and Learning Outcomes of this Assessment.

### **ASSESSMENT INSTRUCTIONS/ Ngā Tohutohu Aromatawai**

1. This is a written assessment in the form of an essay – (2500 words)
2. Ensure your essay includes an
  - a. Introduction
  - b. Body, including each of the assessment criteria listed above
  - c. Conclusion
  - d. A reference list at the end including all in text citations
3. Include personal experiences and/or your own opinions throughout criteria 2, 3 and 4 as part of your critical analysis.
4. You need to ensure that you have proofread all sections and accurately referenced all of your material according to APA 7<sup>th</sup> ed.
5. Submit your assignment as a PDF document and upload via Turnitin via Moodle

## Assessment Marking Schedule/ Te Aratohu Whaitohu Aromatawai

### Assessment Three – Essay

**COURSE CODE/ NAME:** TCHR 8002: Whakaako me te Ako: Te Akoranga Marautanga o te Mātauranga Kōhungahunga i Aotearoa: Teaching and Learning: Early Childhood Education Curriculum Studies in Aotearoa New Zealand

**ASSESSMENT TASK WEIGHTING 40%**

**Student | Ākonga ID:**

Assessment Criteria	LO	A	B	C	D	
<b>Criteria One</b> Weighting 7%		<b>6-7</b>	<b>5</b>	<b>4</b>	<b>0-3</b>	
Introduction	1,2	Clear and very engaging introductory section is followed by clear indications of content and intentions of the essay.	Clear and engaging introductory section is followed by clear indications of content and intentions of the essay.	Content and intentions of the essay are clearly introduced.	Little or no introduction provided.	
<b>Criteria Two</b> Weighting 25%		<b>16-20</b>	<b>13-15</b>	<b>9-12</b>	<b>0-8</b>	
Body – Discussion of Literature	1	Excellent discussions from a range of relevant literature addressing the major influences which shaped <i>Te Whāriki</i> – inclusive of Te Tiriti o Waitangi and unified curriculum framework.	Proficient discussions from a range of relevant literature addressing the major influences which shaped <i>Te Whāriki</i> – inclusive of Te Tiriti o Waitangi and unified curriculum framework.	Adequate discussions from a range of literature addressing the major influences which shaped <i>Te Whāriki</i> – inclusive of Te Tiriti o Waitangi and unified curriculum framework.	Limited discussions from a small range of literature addressing the major influences which shaped <i>Te Whāriki</i> – inclusive of Te tiriti o Waitangi and unified curriculum framework.	

<b>Criteria Three</b> Weighting 25%		<b>16-20</b>	<b>13-15</b>	<b>9-12</b>	<b>0-8</b>	
Body – Western and Māori Theoretical Influences	2	Māori and Western theories thoughtfully discussed in regard to their influence on <i>Te Whāriki</i> .	Māori and Western theories discussed in regard to their influence on <i>Te Whāriki</i> .	Limited theoretical influence discussed in regard to their influence on <i>Te Whāriki</i> .	Little or no theoretical discussion in regard to their influence on <i>Te Whāriki</i> .	
<b>Criteria Four</b> Weighting 20%		<b>16-20</b>	<b>13-15</b>	<b>9-12</b>	<b>0-8</b>	
Body – Current practice, challenges and possible future developments	1,2	Well considered and inspiring discussion around current practice, challenges and possible future developments of <i>Te Whāriki</i>	Thoughtful discussion around current practice, challenges and possible future developments of <i>Te Whāriki</i>	Partial discussion around current practice, challenges and possible future developments of <i>Te Whāriki</i>	Little or no discussion around current practice, challenges and possible future developments of <i>Te Whāriki</i>	
<b>Criteria Five</b> Weighting 5%		<b>4-5</b>	<b>3.25-3.75</b>	<b>2.5-3</b>	<b>0-2</b>	
Discussion across the three sections (criteria two, three, and four) includes a discussion of personal experiences and/or opinions		Three sections are inclusive of exemplary discussion of personal experiences and/or opinions.	Three sections are inclusive of an accomplished discussion of personal experiences and/or opinions.	Three sections are inclusive of developing discussion of personal experiences and/or opinions.	Three sections are inclusive of a beginning discussion of personal experiences and/or opinions.	
<b>Criteria Six</b> Weighting 4%		<b>4</b>	<b>3</b>	<b>2</b>	<b>0-1</b>	
Body – Discussion across criteria <u>two and three</u> are clearly synthesized and critically analysed	1,2	Two sections above are comprehensively and clearly synthesised and critically analysed.	Two sections above are well synthesised and critically analysed inclusive of accomplished.	Two sections above are synthesised with some critical analysis.	Two sections above have little or no synthesis or analysis.	

<b>Criteria Seven</b> Weighting 7%		<b>6-7</b>	<b>5</b>	<b>4</b>	<b>0-3</b>	
Conclusion	1,2	Content and critical analysis skilfully summarised	Content and critical analysis concisely summarised	Content and critical analysis summarised	Little or no summary of content or analysis provided.	
<b>Criteria Eight</b> Weighting 7%		<b>6-7</b>	<b>5</b>	<b>4</b>	<b>0-3</b>	
Academic Skills		Diligent and accurate adherence to academic convention i.e. referencing (APA 7 <sup>th</sup> ), spelling, grammar.	Adherence to academic convention i.e. referencing, spelling, grammar.	An effort is made to adhere to academic convention i.e. referencing, spelling, grammar.	Minimal effort to adhere to academic convention i.e. referencing, spelling, grammar.	
<b>Comments:</b>						
<b>Marker/Te Kaiwhakawā:</b> <b>Date:</b> <b>Mark/Grade</b> <b>/100</b>						