

Assessments for EDUC6006 Leading Ethical Practice

Assessment One: Essay

This assessment is worth 50% of your final grade.

Due date and time: 04.04.22

This assessment assesses the following highlighted learning outcomes of the course:

EDUC6006 Learning outcomes	
1	Evaluate leadership approaches, informed by Tiriti-based practice, to develop a personal philosophy of leadership.
2	Examine ethical teaching practice in relation to multiple perspectives and policy documents.
3	Critically review professional and ethical responsibilities to advocate for the rights of tamariki.

This assessment supports you to demonstrate the following Teaching Standards:

Te Tiriti o Waitangi - Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
Professional Learning - Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.
Professional Relationships - Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

This assessment supports the following Professional Practice Learning Outcomes (EDUC6008):

LO1 Build professional relationships, with a commitment to Our Code Our Standards/Ngā Paerewa

Description and rationale

Assessment One (Essay) (LO1;3)

In this assessment task, you will consider how, by embracing two leadership approaches (one being a Māori approach), an early childhood kaiako may effectively support and advocate for the rights of tamariki. Engaging with this assessment task will enrich your understanding of professional and ethical responsibilities of an ECE kaiako, as well as contribute to your evolving personal philosophy of leadership.

Instructions

Assessment One (Essay)

Critically discuss and evaluate two leadership approaches, one being a Māori approach, and one of your choice. Your discussion should:

- be reflective of ethical and professional responsibilities of an early childhood kaiako in relation to each approach

- include practical suggestions of how, through these leadership practices, the rights of tamariki can be enhanced and supported
- contain explicit links to *Our Code Our Standards*
- conclude with how your growing knowledge could contribute to your evolving personal philosophy of leadership

Word count

1600 words

Procedures for submitting the assessment

Please submit your assessment with coversheet on **04.04.22** via Turnitin or Moodle.

Recommended readings

Chaffey, R. (2018). Applying an ethical lens to the concept of the child at the heart of the curriculum: reflecting on the sociocultural constructs and social justice considerations. *He Kupu*, 5(3), 57-65.

Education Council New Zealand/Matatū Aotearoa (2017). *Our Code Our Standards*. [Our Code, Our Standards :: Teaching Council of Aotearoa New Zealand](#)

Hawkins, C. (2017). How does a Māori leadership model fit within current leadership contexts in early childhood education in New Zealand and what are the implications for implementing a rangatiratanga model in a mainstream early childhood education? *He Kupu*, 5(2), 20-26.

Katene, S. (2013). *The spirit of Māori leadership*. Huia.

Ministry of Education (2017). *Te haututanga | Leadership*. [Leadership | Te Whāriki Online \(tki.org.nz\)](#)

Rodd, J. (2013). Leading collaboratively, cultivating collective responsibility. In *Leadership in early childhood: the pathway to professionalism*. Crow's Nest.

Teaching Council of Aotearoa New Zealand/Matatū Aotearoa (2018). *Educational Leadership Capability Framework*. [Leadership Capability Framework.pdf \(teachingcouncil.nz\)](#)

The New Zealand Government (2021). *Children's Act 2014*. [Children's Act 2014 No 40 \(as at 28 October 2021\), Public Act – New Zealand Legislation](#)

The United Nations (1989). *The United Nations Convention on the Rights of a Child*. [OHCHR | Convention on the Rights of the Child](#)

Referencing

Please use APA 7th edition as the formatting style for your referencing. The Unitec Library provides instructions at: <https://guides.unitec.ac.nz/apareferencing>

EDUC6006 Leading Ethical Practice Marking Rubric for Assessment One: Essay

	Mauri Ora	Mauri Tu	Mauri Oho	Mauri Moe	Ha Kakano	Marks
	5	4	3	2	1	
Essay content	<p>A thoughtful and in-depth piece of work that evaluates kaiako ethical and professional responsibilities in relation to two leadership models.</p> <p>Comprehensive discussion of the rights of tamariki and practical ways of supporting them are discussed and an evolving personal philosophy of leadership is clearly evident.</p>	<p>A logically composed piece of work that evaluates kaiako ethical and professional responsibilities in relation to two leadership models, one being Māori leadership.</p> <p>Discussion of the rights of tamariki and practical ways of supporting them are included. An evolving personal philosophy of leadership is evident.</p>	<p>Basic discussion of two leadership models (one being Māori leadership) that includes limited references to ethical and professional responsibilities of an ECE kaiako.</p> <p>Discussion includes basic practical suggestions on how the rights of tamariki can be supported.</p> <p>Some evidence of an evolving personal philosophy of leadership.</p>	<p>Vague discussion of two leadership models that lacks detail and clarity on the ethical and professional responsibilities of an ECE kaiako.</p> <p>Practical aspects of supporting the rights of tamariki have not been considered.</p> <p>Minimal evidence for an evolving personal philosophy of leadership.</p>	<p>The submitted work does not reflect a genuine attempt to address the assessment tasks and course learning outcomes.</p>	/50

<p>Coherence, clarity and academic literature use</p>	<p>Exceptional level of understanding of the course content; ideas are conveyed with clarity and are highly relevant to the topic. Intellectual initiative and interpretative and analytical ability relevant to the level of the course.</p> <p>Strong use of a variety of relevant literature and <i>Our Code Our Standards</i>. All sources are well integrated.</p>	<p>High level of understanding of the course content; ideas are conveyed with clarity and are relevant to the topic. Intellectual initiative and interpretative and analytical ability relevant to the level of the course.</p> <p>Relevant links to literature and <i>Our Code Our Standards</i> have been made. All sources are well integrated.</p>	<p>Basic understanding of the course content; ideas are overall relevant to the topic. Satisfactory level of intellectual initiative and interpretative and analytical ability relevant to the level of the course.</p> <p>Limited use of literature and <i>Our Code Our Standards</i>. While sources support the discussion, they need to be better integrated.</p>	<p>Understanding of the course content has been demonstrated in a vague manner. Poor knowledge of content and analytical ability relevant to the level of the course.</p> <p>Lack of literature and minimal links to <i>Our Code Our Standards</i> are evident, as well as minimal or no attempt to integrate literature sources.</p>	<p>The submitted work does not reflect an acceptable level of understanding of the course content. Discussion is poor and irrelevant to the topic.</p> <p>Minimal or no evidence of the relevant literature observed in the work submitted.</p>	<p>/40</p>
<p>Presentation of writing</p>	<p>Minimal errors in punctuation, grammar or spelling.</p> <p>In-text referencing and reference list are mostly accurate (APA 7th).</p>	<p>Occasional errors in punctuation, grammar or spelling.</p> <p>In-text referencing and reference list are generally accurate (APA 7th).</p>	<p>Multiple errors in punctuation, grammar or spelling.</p> <p>In-text referencing and reference list have some inaccuracies (APA 7th).</p>	<p>Significant errors in punctuation, grammar or spelling.</p> <p>In-text referencing and reference list have multiple inaccuracies (APA 7th).</p>	<p>Significant errors in punctuation, grammar or spelling.</p> <p>In-text referencing and reference list have multiple inaccuracies (APA 7th). Minimal attempt to</p>	<p>/10</p>

					reference correctly is demonstrated.	
				Total marks		/100
Comments:			Feed Forward:			
*Students may only apply for one resubmission per course.						

Assessment Two: Responses to Scenarios

This assessment is worth 50% of your final grade.

Due date and time: 30.05.22

This assessment assesses the following highlighted learning outcomes of the course:

EDUC6006 Learning outcomes	
1	Evaluate leadership approaches, informed by Tiriti-based practice, to develop a personal philosophy of leadership.
2	Examine ethical teaching practice in relation to multiple perspectives and policy documents.
3	Critically review professional and ethical responsibilities to advocate for the rights of tamariki.

This assessment supports you to demonstrate the following Teaching Standards.

Te Tiriti o Waitangi - Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
Professional Learning - Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.
Professional Relationships - Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
Learning-focused Culture - Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.
Design for Learning - Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures
Teaching - Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace

This assessment supports the following Professional Practice Learning Outcomes (EDUC6008):

LO1 Build professional relationships, with a commitment to Our Code Our Standards/NgāPaerewa

Assessment Two (Report) (LO2;3)

Description and rationale

Hypothetical situations depicted in this assessment task (which may also include one real life observation) promote effective ethical decision making in early childhood education contexts, as well as enhance your understanding of how these decisions are underpinned by *Our Code Our Standards* and other key policy documents that advocate for the rights of tamariki.

Instructions for Assessment Two (Report)

Consider both scenarios below, **or** select one and describe one ethical dilemma you have observed in an early childhood setting. Suggest what an ethical early childhood kaiako should do: honour the wishes of the family/whānau, or continue with their centre practice as normal? Consider how your ethical decision-making could be justified by *Our Code Our Standards* and relevant policies and literature that support the rights of tamariki.

Scenario 1

“My son needs to eat his veggies first!”

Deepak is a 3 year old boy who has just started his journey in an early childhood setting. He is very used to home meals and it seems to be an area of particular attention for his parents. During lunchtime, the team of kaiako noticed that Deepak tends to eat his crackers and dessert biscuits first and leaves his salad and accurately cut up vegetables untouched in a small container. One Kaiako gently asks why he wouldn't eat the salad, however Deepak seems shy and ignores the question. At the end of his first week in this ECE centre, during busy morning drop-off time, Deepak's father asks one of the Kaiako to have a quick chat. During korero, he expresses their family's disappointment with the untouched salad container that is persistently present in Deepak's lunchbox. The father adds that as professional Kaiako, “You should know that eating veggies is so important for the young children!” and leaves, with visible signs of frustration.

Scenario 2

“Don't let my daughter play boys' games!”

Maya is a 4 year old girl who has a new friend in a group of children in a busy early childhood setting. His name is Ahmed, he is also 4 year old and he has just joined the centre's whānau and seems to be very attached to his first friend. Ahmed adores the outdoor area, particularly the sandpit where he plays with trucks and diggers, builds new roads and sets up his own construction rules. Maya, who has never experienced this 'boy's stuff', is fascinated to be the only one Ahmed allows to join in the busy construction process. After a couple of weeks, Maya's parents ask to have a korero with the leading Kaiako and note that they haven't been very happy to find out about 'that new friend of Maya'. After meeting him, she has only been sharing her amazing building adventures, new knowledge about diggers and trucks and, no surprise, has come home with dirty clothes after time spent playing with sand and water. Maya's parents would prefer her to 'have more girls in her circle' and are surprised kaiako have not been directing their daughter to 'proper girls' games'.

Word count

1500 words

Procedures for submitting the assessment

Please submit your assessment with coversheet on **30.05.22** via Turnitin or Moodle.

Recommended readings

Education Council New Zealand/Matatū Aotearoa (2017). *Our Code Our Standards*. [Our Code, Our Standards :: Teaching Council of Aotearoa New Zealand](#)

Feeney, S. & Freeman, K (2013). The birthday cake: balancing responsibilities to children and families. *Young Children*, 68(1), 96-99.

Holzscheiter, A., Josefsson, J., & Sandin, B. (2019). Child rights' governance: An introduction. *Childhood*, 26(3), 271-288.

Te One, S. (2011). Defining rights: Children's rights in theory and practice. *He Kupu*, 2(4), 41-57.

The New Zealand Government (2021). *Children's Act 2014*. [Children's Act 2014 No 40 \(as at 28 October 2021\), Public Act – New Zealand Legislation](#)

The United Nations (1989). *The United Nations Convention on the Rights of a Child*. [OHCHR | Convention on the Rights of the Child](#)

UNICEF New Zealand (n.d.). *The 42 rights of a child*. [Child Rights | UNICEF Aotearoa](#)

Referencing

Please use APA 7th edition as the formatting style for your referencing. The Unitec Library provides instructions at: <https://guides.unitec.ac.nz/apareferencing>

EDUC6006 Leading Ethical Practice Marking rubric for Assessment Two: Report

	Mauri Ora	Mauri Tu	Mauri Oho	Mauri Moe	He Kakano	Marks
	5	4	3	2	1	
Responses to Scenarios	Responses demonstrate an in-depth understanding of ethical and professional decision-making process and are reflective of <i>Our Code Our Standards</i> and key literature sources and policy documents that support the rights of tamariki.	Responses demonstrate sound understanding of ethical and professional decision-making process and are reflective of <i>Our Code Our Standards</i> and key literature sources and policy documents that support the rights of tamariki.	Responses demonstrate basic understanding of ethical and professional decision-making process and are reflective of <i>Our Code Our Standards</i> and some literature sources and policy documents that support the rights of tamariki.	Responses demonstrate poor understanding of ethical and professional decision-making process and are vaguely supported by <i>Our Code Our Standards</i> . Minimal or no links have been made to literature sources and policy documents that support the rights of tamariki.	The submitted work does not reflect a genuine attempt to address the assessment tasks and course learning outcomes.	/50
Coherence, clarity and academic literature use	Exceptional level of understanding of the course content; ideas are conveyed with clarity and are highly relevant to the topic. Intellectual initiative as well as interpretative and analytical ability relevant to the level of the course.	High level of understanding of the course content; ideas are conveyed with clarity and are relevant to the topic. Intellectual initiative and interpretative and analytical ability relevant to the level of the course.	Basic understanding of the course content; ideas are overall relevant to the topic. Satisfactory level of intellectual initiative and interpretative and analytical ability relevant to the level of the course.	Understanding of the course content has been demonstrated in a vague manner. Poor knowledge of content and analytical ability relevant to the level of the course. The submitted work does not reflect an acceptable	Minimal or no evidence of the relevant literature observed in the work submitted.	/40

	Strong use of a variety of relevant literature and <i>Our Code Our Standards</i> . All sources are well integrated.	Relevant links to literature and <i>Our Code Our Standards</i> have been made. All sources are well integrated.	Limited use of literature and <i>Our Code Our Standards</i> . While sources support the discussion, they need to be better integrated.	level of understanding of the course content. Discussion is poor and irrelevant to the topic. Lack of literature and minimal links to <i>Our Code Our Standards</i> are evident, as well as minimal or no attempt to integrate literature sources.		
Presentation of writing	Minimal errors in punctuation, grammar or spelling. In-text referencing and reference list are mostly accurate (APA 7th).	Occasional errors in punctuation, grammar or spelling. In-text referencing and reference list are generally accurate (APA 7th).	Multiple errors in punctuation, grammar or spelling. In-text referencing and reference list have some inaccuracies (APA 7th).	Significant errors in punctuation, grammar or spelling. In-text referencing and reference list have multiple inaccuracies. (APA 7th).	Significant errors in punctuation, grammar or spelling. In-text referencing and reference list have multiple inaccuracies (APA 7th). Minimal attempt to reference correctly is demonstrated.	/10
				Total marks		/100

Comments:

Feed Forward:

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