

Graduate Documentation

Shaun Smith

**Bachelor of Education (Teaching)
Primary Pathway**

The accompanying Academic Record, issued without erasure or alteration, provides a cumulative record of this graduate's progress and achievement across the programme in the three strands described in this documentation.

The Academic Record should be read in conjunction with the graduate's Curriculum Vitae, and may be supported at interview by a portfolio documenting personal professional growth and achievements.

Conferment of the degree of Bachelor of Education (Teaching) is evidence that this graduate, through both academic achievements and practice, has successfully met the standards required of this qualification, and for provisional registration as a beginning teacher.

Signed: _____


Stuart Windross
Programme Leader BEd (Tchg)

Date: 13 December 2000



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Programme Description

The Bachelor of Education (Teaching) is a professional degree.

It provides not only a specialist knowledge base, but also an examination of the understandings, beliefs, attitudes and behaviours that underpin effective practice as a teacher. Quality performance in professional settings is required as a paramount goal.

The Bachelor of Education (Teaching) consists of three interlocking strands:

Professional Education and Knowledge modules introduce the knowledge and understandings which form the backdrop to teaching in its broadest sense. It includes theoretical and practical elements such as information technology, principles of assessment, socio-political issues, human development, studies in education, and examines approaches to initiating and supporting learning for Maori and Pasifika learners.

Curriculum Knowledge and Practice modules address the seven essential learning areas of the curriculum. This strand deals with subject and curriculum knowledge, as well as the principles and practices of learning and teaching in Language, Mathematics, The Arts, Health and Physical Education, Science, Social Science, and Technology.

The central unifying strand is **Professional Inquiry and Practice**. A professional development model applies. Drawing together and synthesising their work in other strands and, supported by Auckland College of Education staff and associate teachers, candidates reflect on, plan, action and monitor their own professional growth. On-going practicum experience and quality performance in classroom/early childhood centre settings is integral to this.

The programme consists of 360 credits of which up to 40 credits (4 modules) may be selected from a range of options.



Module Outlines for the Compulsory Modules of the Bachelor of Education (Teaching)

Professional Education and Knowledge

Centre for Pasifika

901.501 Initiating and Supporting Learning of Pasifika

This module enables student teachers to develop knowledge and insights to assist them to enhance learning of Pasifika learners. Philosophical, historical and contemporary issues are examined in relation to Curriculum.

Te Puna Wananga

902-501 Initiating and Supporting Learning of Maori *and/or*

902-601 Hapai Akonga Maori (Support for Maori Learners)

These modules enable student teachers to identify practices, behaviours and resources associated with successful achievement for Maori learners. Philosophical, historical and contemporary issues underpinning te reo Maori in the Curriculum are examined.

Centre for Education

903.501 Influences on Learning and Teaching in Aotearoa

This introductory module in Education explores issues pertaining to learning and teaching in Aotearoa New Zealand. Human development and the impact of gender, class, ethnicity and environmental factors that affect learning and teaching are investigated.

903.601 Theories of Learning

This module examines selected theories of learning with reference to teaching. This material will be contextualised through the use of past and contemporary New Zealand examples. Students have opportunity to gain knowledge and understanding which will enable them to make informed practice based decisions and sound contributions to the debate of issues.

903.701 Assessment in Education

The purposes and functions of assessment and related issues are covered in some depth. Policy requirements and their effects on teachers' practice are examined. The inter-relationship between learning, teaching and assessment is also explored. Module content is contextualised through the use of contemporary New Zealand and overseas examples.

903.702 Educational Policy Studies in Aotearoa

Students gain knowledge of theory and discourse surrounding educational policy making in New Zealand. Content includes an overview of policy formation and implementation, outcomes of policy at micro and macro levels and curriculum development as an example of policy making.

Centre for Technology Education

904.501 Communication and Information Technology

Essential skills relevant to New Zealand Curriculum documents are examined using a multi-disciplinary approach. Appropriate communication and information technologies and competencies are explored and developed.



Professional Inquiry and Practice

Centre for Professional Inquiry

911.501 Professional Development and Reflective Practice

This module introduces student teachers to knowledge, skills and understandings that will assist them to function as reflective practitioners and developing professionals. The implications of the Treaty of Waitangi for them as developing teachers in New Zealand, will also be addressed.

911.601 Principles for Initiating and Supporting Learning

Student teachers are introduced to a range of principles and practices which impact upon the quality of learning experiences for children. These factors are examined with reference to personal professional experience as well as to literature and research findings.

911.701 Principles for Managing the Learning Environment

Principles, practices and issues which impact upon managing the learning environment are examined, critiqued and reflect upon. Students consider implications for their own personal pedagogy and the work of teachers in general.

911.702 The Professional: A Synthesis

This module requires student teachers to articulate their personal philosophy and to reflect upon and synthesise their knowledge, dispositions and practical experiences. In-depth examination, critique and reflection upon practices and issues is required.

911.703 Reflective Practice for Teacher Empowerment (Compulsory module for previously-qualified teachers)

This module introduces teachers to the notions of reflection and reflective practice. Using a framework for reflection they will be required to examine, critique and reflect upon socio-political issues that impact upon educational settings and their own professional practice.

Centre for Practicum

912.501 Introduction to the Profession of Teaching

This two-part practicum module provides opportunity for student teachers to develop effective communication and interaction in the practicum environment. The focus is on the teacher's professional role in providing an appropriate learning environment.

912.601 Establishing a Learning/Teaching Environment

The focus of this practicum module is establishing an effective teaching/learning environment with an emphasis on meeting individual needs through assessment, planning, and positive guidance.

912.701 Developing the Learning/Teaching Environment

Provision is made for student teachers to consolidate their professional practice and to critically reflect upon management of the learning and teaching process within the practicum environment.

912.702 Personal Pedagogy in Practice

This module provides opportunity for the emerging teacher to synthesise professional dimensions of knowledge and disposition in high quality pedagogical practice. Underpinned by a currency in educational theory and research, professional practice is continually refined through a critically reflective stance.

912.703 Refining Professional Performance (Compulsory module for previously-qualified teachers)

Opportunity is provided for teachers to analyse, critique and refine their professional practice within the context of the prevailing socio-political educational climate. Teachers will be invited to select and develop a specific area for professional growth using a portfolio approach.



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Curriculum knowledge and Practice

Centre for Language and Languages

920.501 Introduction to the Curricula for Language

As an introduction to the structure, philosophy and principles of the curricula for language, this module stresses the integration of the oral, written and visual strands with particular emphasis on emergent literacy learning.

920.601 Supporting Language Learning: Oral and Visual Language

This module focuses on the child as a language learner. Planning and teaching to facilitate language learning based on sound assessment is a key component. While there is a focus on all three strands of the curriculum, special emphasis will be placed on the oral and visual strands of the relevant curricula with an introduction to specific strategies to facilitate literacy learning.

920.701 Integrated Language Programmes Using Specialized Strategies

This module reviews, consolidates and extends student teachers' planning and management of language programmes. Specialized language strategies and processes which scaffold independent information processing are introduced with an emphasis on using information technology.

Centre for Mathematics Education

921.501 Introduction to Children Learning Mathematics

This module introduces student teachers to the structure, philosophy and underpinning discipline of the relevant mathematics curriculum and equips them with fundamental approaches to teaching mathematics. It aims to develop student confidence with mathematics content areas and build positive attitudes toward both mathematics as a discipline and the teaching of mathematics

921.601 Children Learning Mathematics in New Zealand

This module continues to develop students' knowledge of the structure, philosophy and underpinning discipline of the relevant Mathematics curriculum, and personal mathematical understanding. It enables students to plan activities that provide maximum opportunity for effective learning in mathematics.

921.602 Teaching and Learning Mathematics in New Zealand

This module further develops students' knowledge of the mathematics curriculum and relevant approaches for learning and teaching mathematics. It enables students to plan sequences of lessons and build positive attitudes toward both mathematics as a discipline and to the teaching of mathematics.

Centre for the Arts

922.501 Learning and Teaching in Dance and Drama

This module explores dance/drama concepts with reference to the relevant curriculum documents and the process of learning in and through dance/drama. Problem solving and improvisation, and approaches to planning and assessment in learning and teaching programmes are addressed.

922.502 Learning and Teaching in the Visual Arts

This module develops an understanding of the Visual Arts component within the relevant curriculum document(s). It seeks to equip the student teacher with the fundamental knowledge and methodology essential for Visual Arts teaching.



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922.503 Learning and Teaching in Music

Fundamental skills and understandings of the music teacher's role, together with elements of curriculum knowledge, and pedagogical, creative and performance skills, feature in this module which also has strong practical and professional components.

Centre for Health and Physical Education

923.501 Introduction to Health and Physical Education

This module provides an introduction to the Health and Physical Education Curriculum. Through a focus on Health Education, positive attitudes and effective teaching approaches are built.

923.601 Physical Education – Pedagogy

This module examines learning and teaching strategies in Physical Education. Issues addressed include approaches to initiating and supporting learning, assessment, managing the Learning environment, and personal development as a teacher of Physical Education.

923.602 Health Studies in Action

This module examines a number of Health Education themes within the context of planning, teaching strategies and learning approaches. A particular focus is on the relationship between teacher, learners, parents and their community. Valid learning experiences are shaped from issues of child health and safety, and risk management, as they relate to children's developmental stages.

Centre for Science Education

924.501 An Introduction to the Curriculum in Science

This module introduces student teachers to the contextual and integrating strands of the relevant Science curriculum. It seeks to equip student teachers with the knowledge and methodology to enable them to teach Science effectively and to build positive attitudes towards Science and Science teaching.

924.601 Teaching to Support Learning in Science

This module uses research findings about the child as a learner in Science to inform teaching approaches. It helps student teachers to translate a range of scientific knowledge (conceptual and procedural) into educationally valid and viable experiences for learners.

Centre for Technology Education

925.501 An Introduction to Technology Education

This module is designed to give student teachers insight into, and knowledge of, the relevant curriculum for Technology, its rationale, structure, format and the nature of technology programmes.

925.601 Teaching and Planning in Technology

In this module, students analyse technological practice and adapt it to learning environments. Students also select a specific learning situation in one technological area in which to develop knowledge, skills, capabilities and understandings, and identify and evaluate appropriate resources.



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Centre for Social Sciences

926.501 An Introduction to Social Science

This module develops students' knowledge of the nature of Social Sciences and of the relevant curriculum document(s). Students plan teaching episodes based on their knowledge and understanding of a particular New Zealand context. Inquiry into human behaviour and co-operative learning scenarios are key approaches used.

926.601 Planning for Learning in Social Science

Issues related to the implementation of a Social Science programme (such as planning, assessment and resource selection) are researched and examined in relation to different learner needs.





ACADEMIC RECORD

Graduate Documentation

Name: Shaun Smith
ID Number: 981045
Programme: ACC1053 Bachelor of Education (Teaching) - Primary Pathway
Admission Date: 20 February 1998
Graduation Date: 13 December 2000
Award: Bachelor of Education (Teaching)

Grade Credits

Course Code	Year	Course Title	Grade	Credits
920.531	1998	Introduction to the Curricula for Language	C	8
920.631	1998	Supporting Language Learning: Oral & Visual Language	A	8
921.531	1998	An Introduction to Children Learning Mathematics	C	8
922.532	1998	Learning and Teaching in the Visual Arts	B	8
922.533	1998	Learning & Teaching in Music	B	8
923.501	1998	Introduction to Health & Physical Education	C	8
923.631	1998	Physical Education - Pedagogy	B	8
924.531	1998	An Introduction to the Curriculum in Science	B	8
926.531	1998	An Introduction to Social Science	C	8
920.731	1999	Integrated Language Programmes Using Specialised Strategies	C	10
921.631	1999	Children Learning Mathematics in New Zealand	C	10
922.531	1999	Learning and Teaching in Dance and Drama	B	10
925.501	1999	An Introduction to Technology /Education	B	10
921.632	2000	Teaching and Learning Mathematics in NZ	A	10
922.631	2000	Learning and Teaching in the Arts - Art	C	10
922.704	2000	Initiating and Supporting Learning in the Visual Arts (Optional)	C	10
923.632	2000	Health Studies in Action	B	10
923.702	2000	Mental Health Issues: Educating Children about Anger, Grief & Loss (Optional)	B	10
923.736	2000	Sports, Games and Play (Optional)	B	10
924.631	2000	Teaching to Support Learning in Science	C	10
925.601	2000	Teaching and Planning in Technology	B	10
926.631	2000	Planning for Learning in Social Science	C	10

Professional Inquiry and Practice

911.531	1998	Professional Development, Reflective Practice, Communication & Cultural Diversity	B	12
912.531	1998	Introduction to the Profession of Teaching	LA	12
911.631	1999	Principles for Initiating & Supporting Learning	C	10
911.731	1999	Principles for Managing the Learning Environment	C	10
912.631	1999	Establishing a Learning/Teaching Environment	LA	10
912.731	1999	Developing the Learning/Teaching Environment	LA	10
911.732	2000	The Professional: A Synthesis	C	10
912.732	2000	Personal Pedagogy in Practice	LA	10

Professional Knowledge and Education

903.501	1998	Influences on Learning and Teaching in Aotearoa	C	16
904.501	1998	Communication and Information Technology	B	8
901.501	1999	Initiating & Supporting Learning of Pasifika	B	10
902.601	1999	Hapai Akonga Maori (Support for Maori Learners)	A	10
903.601	1999	Theories of Learning	C	10
903.601	1999	Theories of Learning	D	0
903.701	2000	Assessment in Education	C	10
903.702	2000	Educational Policy Studies in Aotearoa	C	10

Credits Awarded 360

Pass Grades:
 A, B, C, CR, LA, P
 LA - Learning Outcomes Achieved
 PM - Pass with Merit
 PD - Pass with Distinction

Fail Grades:
 D, F, LN, T
 T - Terminated
 WD - Withdrawn