

**Department of Education**

**Te Akoranga Matauranga**

**Bachelor of Teaching (ECE)**

Te Kete Manaaki Tangata

**EDUC** 5905

**COURSE BOOKLET 2015**

Te Atatu **tuarua**

He whakatauki

*He aha te meanui o te Ao*

*He tangata, he tangata, he tangata!*

*What is the most important thing in the World?*

*It is people it is people it is people!*

Course title: Te Kete Manaaki Tangata

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| **Course number:** | EDUC 5905 | **Level:** | 5 | **Credits:** | 15 |
| **Main programme:** | | Bachelor of Teaching (Early Childhood Education) | | | |
| **Pre-requisites:** | | Not Applicable | | | |
| **Co-requisites:** | | All level 5 courses | | | |
| **Work experience attendance** | | 12 hours weekly | | | |
| **Compulsory/elective:** | | Compulsory | | | |

**Learning time:**

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| --- | --- | --- |
| **(Lecturer) Contact hours** | **Non-contact hours** | **Total hours** |
| 45 | 105 | 150 |

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| **YEAR ONE**  **Level 5** | **YEAR TWO**  **Level 6** | **YEAR 3**  **Level 7** |
| **Te Kete Manaaki Tangata** | Te Kete Manaaki Whenua | Te Kete Manaaki Taonga |

**Level descriptor:**

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| --- | --- | --- |
| Tasks and Procedures | Learning Demand | Responsibility /  Accountability |
| The student is able to carry out processes that   * require a wide range of specialised technical or scholastic skills * involve a wide choice of standard and non-standard procedures   are employed in a variety of routine and non-routine contexts. | … employing   * a broad knowledge base with substantial depth in some areas * analytical interpretation of a wide range of data   the determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements. | … and applied   * in self-directed and sometimes directive activity * within broad general guidelines or functions * with full responsibility for the nature, quantity and quality of outcomes   with possible responsibility for the achievement of group outcomes. |

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| **Course Aim:** To assist students to develop understandings of Maori values and tikanga through deepening understandings of te reo Maori me ona tikanga. |

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| **Learning outcomes** | |
| 1 | Demonstrate introductory oral and written skills in te reo Maori |
| 2 | Describe tikanga associated with the Marae and identify examples of manaaki tangata |
| 3 | Identify strategies for incorporating manaaki tangata into daily practice |
| 4 | Design and implement te kete manaaki tangata to support teaching and learning te reo Maori |

**Topics/Content outline (may include but limited to):**

Introduction to Maori world view: Powhiri process, Mihi, Tikanga Marae, Te Marae- significance and purpose, Kawa, Tangata Whenua, Whakapapa, Manaaki Tangata, whanaungatanga, poroporoaki, embedding Manaaki Tangata in teaching practices; Te Whariki and teaching practice; Introducing Te Reo Maori, Te Reo Maori for Early Childhood Education (ECE) settings; Introducing Maori literacy and numeracy; Waiata Tautoko: Waiata for ECE settings; Maori values inherent in Whanau; Kete based approaches to teaching and learning Te Reo Maori.

**Assessment:**

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| **Weightage** | **Nature of assessment** | **Learning outcomes** |
| 50% | Assessment 1: Creation of te kete manaaki tangata, a resource kete with learning experiences and resources to support teaching and learning te reo Maori me ona tikanga with an emphasis on manaaki tangata. | 2, 3, 4 |
| 50% | Assessment 2: Delivering a presentation of a mihi, whakatauki and waiata: | 1,,3 |

**Learning and Teaching Approaches:**

Face to Face, On-line, Self directed study, group discussion, reflection, Waananga, Ako, Kete-based learning, Marae-based.

**Related Required Textbooks:**

Year 1

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| Ka’ai, T. Moorfield, J, C. Reilly, M. Mosley, S. (Eds). (2004*).*. *Ki te Whaiao: An introduction to Maori culture and society.* Auckland New Zealand: Pearson Longman.  **Learning resources recommended:**  Barlow, C. (1991). *Tikanga whakaaro: Key concepts in Maori culture*. Auckland New Zealand: Oxford University Press.  Brougham, A. & Reed, A. (1993). *Māori proverbs: Te kohikohinga whakatauki a Reed*. Auckland New Zealand: Reed Publishing.  Matenga-Kohu, J. & Roberts, J. (2006). *Powhiri: Rituals of encounter*. Cambridge: Wotz Wot .  Mead, H. (2003). *Tikanga Maori: Living by Maori values*. Wellington New Zealand: Huia Publishers.  Pere, R. (1994). *Concepts and learning in the Maori tradition*, Wellington New Zealand: Te Kohanga Reo National Trust Board.  Ritchie, J. (1999). The use of te reo Maori in early childhood centres. *Early education, 20,* Winter, 13-22.  Ritchie, J. (2002). Bicultural development: Innovation in implementation of *Te*  *Whariki*, *Australian journal of early childhood, 28*(2), June, 32-37.  Salmond, A. (1975). *Hui: A study of Maori ceremonial gatherings*. Wellington New Zealand: Reed Publishing.  Tauroa, P. & Tauroa, H. (1990). *Te Marae: A guide to customs & protocol*. Auckland New Zealand: Heinemann Reed.  Walker, R. (2004). *Ka Whawhai Tonu Matou: Struggle without end*, (revised edition). Auckland New Zealand: Penguin Books |
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| **Course Coordinator Contact Details:**   |  |  |  | | --- | --- | --- | | Name | EXT | Email | | Lisa Helmling | 8153 | lhelmling@unitec.ac.nz |   **Lecturer Contact Details:**   |  |  |  | | --- | --- | --- | | Name | Ext | Email | | Nicole Job | 8096 | rjob@unitec.ac.nz | |
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**EDUC 5905 Te Kete Manaaki Tangata**

**Course schedule Semester 1**

**2015**

**Te Atatu Tuarua**

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| **Session** | Date and time | Location | Content | Lecturer |
| **1** | Tue 3rd Mar  8:45-10:15 | Whare Tapere  112 - 3009 | Introduction to TKMT  Manaakitanga  **Ass 1 briefing** | Nicole /Lisa |
| **2** | Tue 3rd Mar  10:35-12:05 | Whare Tapere | Te timatanga o te Ao  The beginning of the world  (A Maori world view) | Nicole |
| **3** | Wed 11th Mar  5:30-8:30 | Whare Tapere | Powhiri, tikanga marae, kawa, manaaki tangata, manaaki tangata in teaching practice | Nicole |
| **4** | Tue 17th Mar  12:50-2:20 | Whare Tapere | Tikanga Marae | Nicole |
| **5** | Tue 24th Mar  8:45-10:15 | Whare Tapere | Waiata/himeme in context | Nicole |
| **6** | Tue 24th Mar  10:35-12:05 | Whare Tapere | Te reo Maori me ona tikanga: relating to practice in kohungahunga  (whakatau) | Nicole |
| **7** | Tues 31st Mar  8:45-10:15 | Whare Tapere | Kawa whakatau in relation to transition | Nicole |
| **8** | Wed 1st Apr  5:30-8:30 | 1831 - 045 | Te Whatu Pokeka  **Ass 1 due(Kete)** | Guest |
|  | Sat 18 April | Marae | **Noho Marae** | all |
| **9** | Tue 21st Apr  8:45-10:15 | Marae | Whakapapa  Mihi | Nicole |
| **10** | Tue 21st Apr  10:35-12:05 | Marae | Concepts of mihi and manaakitanga  **Ass 2 briefing** | Nicole/  Rangi |
| **11** | Tue 12th May  10:35-12:05 | Whare Tapere | Developing your mihi | Rangi |
| **12** | Tue 19th May  12:50-2:20 | Whare Tapere | **Assignment 2 due**, Mihi presentations | Rangi |
| **13** | Tue 19th May 2:30-4:00 | Whare Tapere | **Assignment 2 due**, Mihi presentations | Rangi |
| **14** | Tue 26th May  12:50-2:20 | Whare Tapere | Te Reo | Nicole |
| **15** | Tue 30th Jun  12:50-2:20 | Whare Tapere | Exploring Māori numeracy in ECE | Rangi/Nicole |
| **16** | Tue 30th Jun  2:30-4:00 | Whare Tapere | Exploring Maori Literacy in ECE | Rangi/Nicole |

**Class Times**

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| --- | --- | --- |
| **DAY CLASSES:** | **START** | **FINISH** |
| Session 1: | 8.45am | 10.15am |
| Session 2: | 10.35am | 12.05pm |
| Session 3: | 12.50pm | 2.20pm |
| Session 4: | 2.30pm | 4.00pm |
| EVENING CLASSES: | 5.30pm | 8.30pm |

**Classes begin at 8.45am and end at 4.00pm**. Session times are outlined in the table below. You should arrive at least 5 minutes before the start of class and ensure that you arrive back from breaks before the class begins. A roll is taken during each session, as it is a formal assessment of your attendance. **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 ensure 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.

**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.

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 the Course Coordinator Lisa Helmlingby completing a **Special Assessment Circumstances form,**  which you will find on Moodle or in the Student Programme Handbook.

**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 submit all written parts of assessments via *Turn It In*.**

Please note the following:

* It is **your own** responsibility to make sure that you submit your assignment to *Turn ItIn* 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 to *Turnitin* 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 will 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](mailto:imssupport@unitec.ac.nz) or extension 8484

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.

All assessment work must be presented and referenced using the guidelines provided in the Reference Book (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://moodle.unitec.ac.nz/mod/page/view.php?id=247472>

**Late Assignments**

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

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| **Assignment Submission Deadline** | **Penalty Tariff** |
| **On time:** submitted by the deadline outlined in the course booklet | 0 |
| **After deadline:** up to **one day** after the deadline outlined in the course booklet | 10% |
| **After deadline**: submitted **more than one day** late but ***less that 7 days*** after the deadline outlined in the course booklet | 20% |

Assignments submitted more that 7 days late *will not be automatically marked*. In this situation, you must apply to the course coordinator, Lisa Helmling (lhelmling@unitec.ac.nz) 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 *4 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.

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| **Grade Related Criteria**  An **A** grade means a pass with distinction, demonstrating excellence according to the following criteria:   1. In depth succinct coverage, notably well organised; 2. Demonstrated high degree of understanding and analysis with a synthesis of theoretical perspectives which are applied to a wide range of situations; 3. Evidence of originality and creativity; 4. All information presented is pertinent to the arguments developed; 5. Information is presented in a significantly effective style.   **B** grade means a pass mark with merit, demonstrated according to the following criteria:   1. Comprehensive coverage, well organised; 2. Sound arguments presented with key theoretical perspectives applied to a number of situations; 3. Most of the information presented is pertinent to the arguments developed; 4. Information is well presented.   **C** grade is a pass, indicating satisfactory achievement demonstrated according to the  following criteria:   1. Essential points are introduced and related to the task; 2. Arguments are developed with application of some theoretical perspectives; 3. Significant information not pertinent to the task may be evident; 4. Information is adequately presented.   **D** grade is a fail, with the following characteristics   1. Information is presented indiscriminately; 2. Theoretical perspectives are not applied, or are applied in an implausible way; 3. Reliance on retelling of source material; 4. Presentation is of a low standard.   **E** grade is a fail grade with the following characteristics   1. All performance criteria are unfulfilled; 2. No understanding of material is demonstrated. |

*Figure 2*

|  |  |
| --- | --- |
| Percentages to Grades | |
| 90 +%  85 – 89%  80 – 84%  75 – 79%  70 – 74%  65 – 69%  60 – 64%  55 – 59%  50 – 54%  Less than 50% | A+  A  A-  B+  B  B-  C+  C  C-  D/Fail |

**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 course coordinator, Lisa Helmling, , lhelmling@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://moodle.unitec.ac.nz/mod/page/view.php?id=247472>

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**Course Assessments**

**EDUC 5905**

**Te Kete Manaaki Tangata**

**Assessment 1: Te Kete Manaaki Tangata**

**(This assignment is worth 50% of the final grade)**

**REQUIREMENT**

You are required to create a kete that contains knowledge of manaaki tangata; ie how to express care for people, using tikanga Maori as the kaupapa. This assignment has toru (3) parts and you must complete all three parts

**For each rauemi (resource) you must hand in supporting documentation which includes the following:**

* You need to describe how your rauemi relates to Te Whaariki, Graduating Teachers Standards and other relevant literature and documents.
* You need to describe how your rauemi supports the value of manaaki tangata
* You need to identify the age range of the tamariki your rauemi are intended for
* You need to describe the strategies you will incorporate to teach and learn te reo Maori me ona tikanga through using your rauemi
* Presentation and referencing of documentation must follow APA conventions

**Part One**

**Rauemi tahi:**

Createa pukapuka of your mihi which you can use to support bilingual language development with tamariki. The pukapuka must be in te reo Maori and it must include your mihi. Your mihi must include reference to Unitec and the centre you are working at/complete your work experience hours at. The pukapuka must be appropriate and ready for use with and by tamariki in an early childhood education centre.

**Part Two**

**Rauemi rua:**

Create a rauemi that describes the pohiri process which also identifies examples of manaaki tangata that occur within the pohiri process.

You will need to include in this rauemi:

* At least two appropriate karakia and waiata which could be utilised within the pohiri. Examples could be related to welcoming visitors, blessing kai etc
* A whakatauki related to notions of manaaki tangata that could be incorporated as part of the mihi process
* Roles and responsibilities of tangata whenua and manuhiri

Examples of rauemi created could be (but are not limited to) a poster, pukapuka, chart, dvd, cards. It is to be a teaching rauemi which is ready to be used with tamariki, whanau and kaiako.

**Part Three**

**Rauemi toru:**

Createa rauemi that is ready to be used by tamariki. The rauemi needs to support tamariki to extend their vocabulary around an area of manaaki tangata.

Some examples might be (but not limited to):

* Pukapuka, board games, matching games, posters, puzzles, tactile resources.

**ASSIGNMENT DUE: Wednesday 1 April handed in at class**

**The student should demonstrate ability to:**

* Demonstrate introductory written skills in te reo Maori.
* Integrate tikanga associated with the Marae
* Identify examples of Manaaki Tangata that occur on the Marae and make the link to their practice
* Design a kete containing appropriate quality resources to support teaching and learning te reo Maori
* Include appropriate te reo Maori me ona tikanga goals and language outcomes
* Strategies for the incorporation of te reo Maori me ona tikanga in their practice
* Provide a description of how each resource supports manaaki tangata
* Present information in a clear and logical format following APA guidelines

**Bachelor in Teaching (ECE)**

**EDUC 5905 Te Kete Manaaki Tangata**

**Assessment 2:**

**ASSESSMENT SCHEDULE – Te Kete Manaaki Tangata**

**NAME GRADE**

|  |  |
| --- | --- |
| **Rauemi tahi:**   * Spelling and grammar of te reo Maori is correct * Mihi is appropriately constructed * Appropriate description of how the rauemi supports Te Whaariki, Graduating Teachers Standards and other literature is included. * Appropriate description of how rauemi supports manaaki tangata is given * Age range of tamariki rauemi aimed for is identified * Strategies for teaching and learning are described | **/15** |
| **Rauemi rua:**   * Appropriate rauemi for describing the pohiri process * Tikanga associated with pohiri on the marae are correctly and fully described. * Responsibilities of tangata whenua and manuhiri are described * Appropriate waiata, karakia and whakatauki are included * Appropriate explanation of how rauemi links to Te Whaariki, Graduating Teaching Standards and other relevant literature is given * Appropriate description of how rauemi links to manaaki tangata included * Age range of tamariki rauemi is aimed for is identified * Strategies of teaching and learning are described | **/15** |
| **Rauemi toru:**   * Rauemi is appropriate for extending vocabulary around an area of manaaki tangata in early childhood education * Appropriate description of how rauemi relates to Te Whaariki, Graduating Teachers Standards and other relevant literature * Appropriate description of how rauemi supports value of manaaki tangata is given * Age range of tamariki this rauemi is aimed for is identified * Strategies for teaching and learning are described | **/15** |
| **Standard of Presentation of Te Kete Manaaki Tangata**   * Kete is designed to a high standard of presentation * All kete pieces are of high quality, suitably labelled, named, and child friendly * Effective organisation and structure is evident, work is carefully edited * APA guidelines for referencing and presentation are followed | **/5** |
| **Total marks** | **/50** |

**Overall comment:**

# COURSE EDUC 5905

# Bachelor in Teaching (ECE)

# Te Kete Manaaki Tangata

**ASSIGNMENT 2: Mihimihi**

**This assessment is worth 50 % of your course**

**REQUIREMENT**

**Part one: Mihi (minimum 14 lines)**

You will be required to createa personal mihi which will include an appropriate whakatauki and waiata. You are to include the name of the centre you work at identifying its local river and mountain and also identify yourself as a student at Te Whare Wananga o Wairaka, UNITEC.

Please note some class time will be allocated to assist you in creating your mihi.

**Part two: whakatauki/waiata**

Source a whakatauki and a waiata which relates to manaaki tangata which will tautoko your mihi and will be delivered in your mihi

**Part three: Whakamaramatanga**

After you have delivered your mihi i roto I te reo Maori, you are required to brieflyexplain the relationship between your chosen whakatauki and waiata to manaaki tangata.

**Part four: Aromatawai**

* A copy of your mihiand your whakamaramatanga **must** be prepared and handed to your lecturer for grading before you commence your delivery
* Double spacing must be used.
* Mihi has been checked with lecturers no later than Tuesday 26 May
* **All** literature to be referenced correctly

**Due date for this assignment: Tuesday 30 June.**

**The student should demonstrate ability to:**

* Demonstrate introductory oral skills in te reo Maori.
* Construct an appropriate mihi
* Recite mihi with confidence
* Demonstrate and explain tikanga associated with Manaaki Tangata
* Select relevant whakatauki related to Manaaki Tangata
* implement whakawhanaungata by incorporating knowledge of their ECE community
* Present information in a clear and logical format, and be well organised and prepared for their orals

**Bachelor in Teaching (ECE)**

**EDUC 5905 Te Kete Manaaki Tangata**

**Assessment 2: Mihimihi**

**ASSESSMENT SCHEDULE**

**NAME GRADE**

|  |  |
| --- | --- |
| **Oral skills in te reo Maori demonstrated**  Mihi is delivered with confidence, no prompts needed  Common words pronounced correctly | **FEEDBACK AND COMMENTS**  **/15** |
| **Written skills in te reo Maori are demonstrated**  Mihi is well constructed according to appropriate format  Spelling and grammar are correct | **/15** |
| **Tikanga associated with Manaaki Tangata demonstrated and explained**  An appropriate whakatauki and waiata is presented  Student succinctly explains how their chosen whakatauki and waiata relates to Manaaki Tangata  Written explanation of whakatauki is documented | **/10** |
| **Whakawhanaungatanga**  Student incorporates their kohungahunga  Student incorporates kohungahungas maunga and awa.  Student incorporates Te Whare Wananga o Wairaka(UNITEC) | **/5** |
| **Organisation and presentation**  Student seeks guidance within the appropriate time frame  Mihi presented in the required format  Student is well organised, confident and demonstrates preparedness for oral assessment | **/5** |
| **Total MARKS = /50** | **Score = %** |
| **Lecturer:** | **Date:** |



Assignment Cover Sheet

Name:

Student ID Number:

Student contact number:

Course Number: EDUC 5905

Course Name: Te Kete Manaaki Tangata

Assignment one: Te Kete Rauemi o Manaaki Tangata

Lecturer/Marker: Lisa Helmling

Due Date: Wed 1st April 2015, 5.30pm

Date submitted:

Word Count:

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| **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 Puna Ako or Maia for learning advice and support  Visit the Centre for Pacific Development and Support  Contact the  Ed.Collective Advocate for independent advicestudentadvocate@unitec.ac.nz  For contact details and more information, go to [www.usu.co.nz](http://www.usu.co.nz/) | |



Assignment Cover Sheet

Name:

Student ID Number:

Student contact number:

Course Number: EDUC 5905

Course Name: Te Kete Manaaki Tangata

Assignment two: Mihimihi

Lecturer/Marker: Lisa Helmling

Due Date: Tue 19 May, 2015

Date submitted:

Word Count:

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| **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 Puna Ako or Maia for learning advice and support  Visit the Centre for Pacific Development and Support  Contact the Ed.Collective Advocate for independent advice:studentadvocate@unitec.ac.nz  For contact details and more information, go to [www.usu.co.nz](http://www.usu.co.nz/) |