

EDUC 304 : Educational Philosophy and Policy

Education and Social Work

Course Prescription

Examines the competing ideologies of individualism and community, their influence in recent educational reforms in New Zealand, and their wider implications for education, society and culture. Introduces the basic concepts and themes of classical liberalism, comparing and contrasting them with versions of neo-liberalism, and outlines the case for a community-based social policy and the renewal of social democracy.

Course Overview

Why is education the way it is in societies such as New Zealand? Why do you pay university fees, and has this always been the case? What do governments know about education and its role in society? What do you remember about your own schooling experience? This course explores the reasons why things are the way they are in education systems, and the underpinning philosophies that frame ideas about the 'student' and 'school' in modern society. You'll come out of this course knowing much more about Aotearoa New Zealand's education system and the nature and purpose of modern schooling systems around the world.

Course Requirements

Prerequisite: Any 45 points passed at Stage II

Capabilities Developed in this Course

- Capability 1: Disciplinary Knowledge and Practice
- Capability 2: Critical Thinking
- Capability 3: Solution Seeking
- Capability 4: Communication and Engagement
- Capability 5: Independence and Integrity
- Capability 6: Social and Environmental Responsibilities

Graduate Profile: [Bachelor of Arts](#)

Learning Outcomes

By the end of this course, students will be able to:

1. Analyse the influence of liberal and neoliberal ideas on educational policy and practice, starting with a broad philosophical background and then focusing on the key concepts that help us to understand the nature and function of education within modern society. (Capability 1.1, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2 and 6.3)
2. Evaluate prominent themes in education that include the nature and consequences of marketisation policies in education; the commodification of knowledge and education; the individual, the community and educational policy; education and the welfare state; and democracy, social justice and educational change. (Capability 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.2 and 6.1)
3. Apply theoretical concepts to a range of recent and current education policies in New Zealand. (Capability 1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 4.2, 4.3, 5.1 and 6.2)
4. Demonstrate an understanding of an approach to education policy which will enable the making of informed and critical judgements on important educational issues. (Capability 1.3, 2.1, 2.2, 2.3, 3.1, 4.2, 5.2 and 6.2)

Assessments

Assessment Type	Percentage	Classification
Reading Responses	30%	Individual Coursework
Presentation	10%	Individual Coursework
Assignments	60%	Individual Coursework
3 types	100%	

Assessment Type	Learning Outcome Addressed			
	1	2	3	4
Reading Responses	✓	✓	✓	
Presentation	✓	✓		✓
Assignments	✓	✓	✓	✓

Please note: To pass this course students must get an overall course mark of at least 50%.

Workload Expectations

This course is a standard 15 point course and students are expected to spend 10 hours per week involved in each 15 point course that they are enrolled in.

For this course, each week you can expect 2 hours of lectures, a 1 hour tutorial, 4 hours of reading and thinking about the content and 3 hours of work on assignments and/or test preparation.

Delivery Mode

Campus Experience

Attendance is expected at scheduled activities including lectures and tutorials to complete components of the course.

Lectures will be available as recordings. Other learning activities including tutorials will not be available as recordings.

The activities for the course are scheduled as a standard weekly timetable delivery.

Student Feedback

At the end of every semester students will be invited to give feedback on the course and teaching through a tool called SET or Qualtrics. The lecturers and course co-ordinators will consider all feedback and respond with summaries and actions.

Your feedback helps teachers to improve the course and its delivery for future students.

Class Representatives in each class can take feedback to the department and faculty staff-student consultative committees.

Digital Resources

Course materials are made available in a learning and collaboration tool called Canvas which also includes reading lists and lecture recordings (where available).

Please remember that the recording of any class on a personal device requires the permission of the instructor.

Academic Integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting their learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the internet. A student's assessed work may be reviewed against online source material using computerised detection mechanisms.

Inclusive Learning

All students are asked to discuss any impairment related requirements privately, face to face and/or in written form with the course coordinator, lecturer or tutor.

Student Disability Services also provides support for students with a wide range of impairments, both visible and invisible, to succeed and excel at the University. For more information and contact details, please visit the [Student Disability Services' website](http://disability.auckland.ac.nz) <http://disability.auckland.ac.nz>

Special Circumstances

If your ability to complete assessed coursework is affected by illness or other personal circumstances outside of your control, contact a member of teaching staff as soon as possible before the assessment is due.

If your personal circumstances significantly affect your performance, or preparation, for an exam or eligible written test, refer to the University's [aegrotat or compassionate consideration page](https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration.html) <https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration.html>.

This should be done as soon as possible and no later than seven days after the affected test or exam date.

Learning Continuity

In the event of an unexpected disruption we undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. You will be kept fully informed by your course co-ordinator, and if disruption occurs you should refer to the University Website for information about how to proceed.

Student Charter and Responsibilities

The Student Charter assumes and acknowledges that students are active participants in the learning process and that they have responsibilities to the institution and the international community of scholars. The University expects that students will act at all times in a way that demonstrates respect for the rights of other students and staff so that the learning environment is both safe and productive. For further information visit [Student Charter](https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html) <https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html>.

Disclaimer

Elements of this outline may be subject to change. The latest information about the course will be available for enrolled students in Canvas.

In this course you may be asked to submit your coursework assessments digitally. The University reserves the right to conduct scheduled tests and examinations for this course online or through the use of computers or other electronic devices. Where tests or examinations are conducted online remote invigilation arrangements may be used. The final decision on the completion mode for a test or examination, and remote invigilation arrangements where applicable, will be advised to students at least 10 days prior to the scheduled date of the assessment, or in the case of an examination when the examination timetable is published.