ANZAPS
THE AUSTRALIA
& NEW ZEALAND
ASSOCIATION
OF PLANNING
SCHOOLS

2014
CONFERENCE
3 - 5 OCT
MASSEY UNIVERSITY
NEW ZEALAND

CONFERENCE
INFORMATION
AND
PROGRAMME

MASSEY
UNIVERSITY
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UNIVERSITY OF NEW ZEALAND

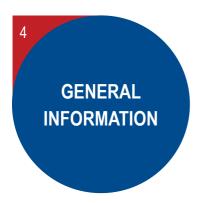**ANZAPS 2014 CONFERENCE**

CONTENTS

Organising Committee

Imran Muhammad

Jo Ross

Ian Luxmoore

WELCOME

Welcome to the
ANZAPS 2014
Conference at
Massey University
Palmerston North
New Zealand

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GENERAL INFORMATION

Registration

All attendees at the conference attending more than one session are required to be registered and will be issued a nametag. A registration desk will be at the venue but we much prefer pre-registrations.

Transport

There are several options to find your way from town out to the campus. Regular bus services run to/from the city on weekdays (for timetable visit www.horizons.govt.nz), it is a pleasant 60 minute walk from town, or a 10 minute cycle (cycles are available for hire from a couple of places in town—contact us for details). Several taxi companies operate in Palmerston North including PN Taxis 0800 3555333 or www.pntaxis.co.nz for online bookings.

There is also a Massey car available for pickups Saturday/Sunday morning and drop offs Friday/Saturday night—please talk to the organisers for a ride.

Parking

On Friday there are limited parking options available as most parking spaces are reserved or time limited. The best option is the Orchard Road car park which costs $2 per exit. Over the weekend no parking is reserved so most parking spaces are available for free. The nearest to the venue is the library car park. See the map page for information on where to find the car parks.

Venue

The conference is being held in the Geography Lecture Block (GLB) on the main campus (see the map for an exact location).
In particular the presentations will be in the Planning Studio (GLB2.01)

Preparation Room

There is a spare room available for presentation preparation if required.

Building Access

Over the weekend the building is locked. A number of keycards will be available in at the venue which can be borrowed as required—see the organisers for more information.

Lunches, morning and afternoon tea

Lunch, morning and afternoon teas are provided for registered attendees at the conference at no additional cost. There is an opportunity to indicate any special food requirements on the registration form.

Dinner

On the Saturday night a table has been booked for dinner . This meal is at your own cost and more details will be made available on Saturday.

Wifi

Access to wifi internet can be made through the Eduroam Network.   If wifi access is needed outside this network please talk to one of the organisers.
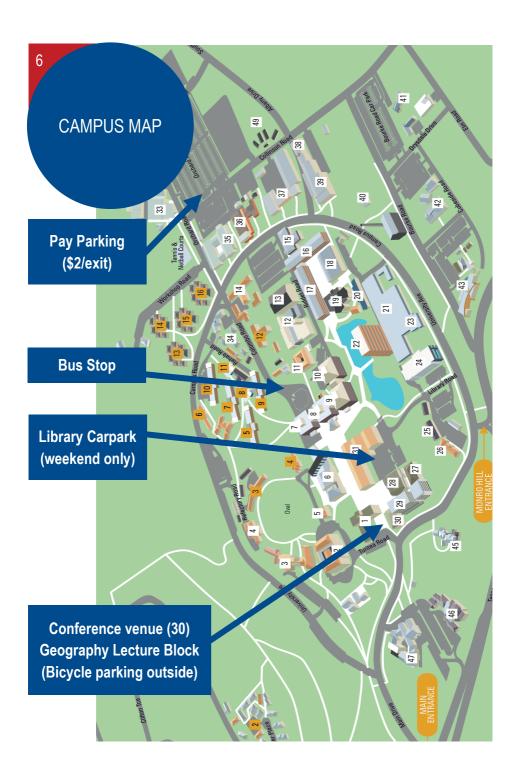
ATMs

There are multiple ATMs on campus if access to cash is needed/

Smoking

No smoking inside or within 10m of buildings on campus

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CAMPUS MAP

Pay Parking ($2/exit)

Bus Stop

Library Carpark (weekend only)

Conference venue (30) Geography Lecture Block (Bicycle parking outside)

Presentation Length

Presentations are to be no longer than 20 minutes plus questions and will be monitored by the session chair.

Presentation Files

Please submit presentation files to the organiser at least 30 minutes prior to the session beginning as these will be loaded onto the computer ahead of time to minimise technical issues during sessions.   We should be able to accommodate most formats such as Powerpoint, pdf, video etc but contact the organisers if you're not sure.

Google Map of Palmerston North
Note Airport at top, university at bottom.

FRIDAY AFTERNOON PROGRAMME

Rooms open—12:00pm
Welcome—1:00pm

Professor **Paul Spoonley**
Pro-Vice Chancellor—College of Humanities and Social Sciences
Associate Professor **Christine Cheyne**
Programme Coordinator—Resource and Environmental Planning Programme

Keynote—1:30pm

Caroline Miller
Planning Heroes & Heroines? Does New Zealand Planning have any?

Afternoon Tea—2:30pm

Papers Session One—3:00pm

Session Chair: Caryl Bosman
Hamish Rennie & Jerry Weitz
Balancing the Requirements of Professional Planning Programme Accreditation and Academia: A comparison between the USA & New Zealand

Tooran Alizadeh & Samantha Colbran
Introduction and evaluation of an online assessment to enhance first year Urban and Environmental Planning students' time-on-task

Christine Cheyne & Angela Feekery
Developing an online module to support students understanding of government-provided information sources.

Nicholas Stevens, Johanna Rosier *et al*
Serious Urban Play – a digital game for teaching urban and regional planning

9:00am—Papers Session Two

Session Chair: Robin Goodman

Iain White

From rhetoric to reality: tracing the effect of resilience in planning policy and practice

Michael Gunder

The Role of Fantasy in the Evolution of Planning Policy Formation

Michael Bounds & Peter Phibbs

Putting Practice into Theory: Reconciling academic discourse with experience

10:30am—Morning Tea

Sponsored by Beca

Special Session—11:00am

Libby Porter and Michael Gunder

Publishing on the practice and theory of planning: Meet the editors of Planning Theory and Practice *and* Planning Theory.

12:00pm—Lunch

Sponsored by PNCC

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SATURDAY AFTERNOON PROGRAMME

1:00pm—Keynote

Trevor Budge
University City Partnerships - an Effective Method for Experiential Learning?

Papers Session Three—2:00pm

Session Chair: Simon Pinnegar
Christine Slade, Johanna Rosier, Claudia Baldwin, Andrew Harwood, Eddo Coiacetto, Trevor Budge, Tim Perkins
Enhancing Experiential Learning in Planning Education through an Online Toolkit of Resources.
Angela Feekery
Reflection, Values, and Learning in a New Zealand Planning Degree

Afternoon Tea—3:00pm

Papers Session Four—3:30pm

Session Chair: Michael Bounds
Caryl Bosman & Aysin Dedekorkut-Howes
Environmental Planning Educating and the possibilities for studio pedagogy
Karen Vella, Natalie Osborne, Severine Mayere, Douglas Baker
Studio Teaching in Australian Planning Curriculum
Jeffrey McNeill
"Just like real-life!" Collaborative planning, experiential learning and a class consultancy

NZ Planning Schools Session with NZPI CEO—5:15pm
ANZAPS Conference Dinner—6:30pm

Indian Indulgence, 63 George Street (own cost)

8:00am—ANZAPS HoS Breakfast

ANZAPS heads of schools breakfast, GLB3.09

9:00am—Papers Session Five

Session Chair: Iain White

Neeti Trivedi & Shahed Khan

Community participation in the delivery of infrastructure: a cross-cultural examination of its impact on the longer-term independence and resilience of local communities

Libby Porter

Bounded recognition: urban planning and the textual mediation of Indigenous rights in Canada and Australia

Pip Wallace

Fragmented landscapes: the challenge of conservation planning in a fragmented legal landscape.

10:30am—Morning Tea

11:00am—ANZAPS Annual General Meeting

Chaired by **Caroline Miller**

There will be a packed Lunch to take with you at the conclusion of the AGM

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KEYNOTE ABSTRACTS

Planning Heroes & Heroines?
Does New Zealand Planning have any?
Caroline Miller

Planning history research often focuses on the work and ideas of individuals who over time become the heroes & heroines of the profession often celebrated in detailed biographi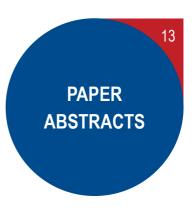es and lauded by the profession. The canon of New Zealand's planning history is small and often focused on events rather than people while the New Zealand planning profession generally seems unaware of its origins. Thus this address will ask if there are any individuals worthy of the title of hero or heroine in New Zealand's planning history, who they may or may not be and why they might aspire to such a title.

University City Partnerships – an Effective Method for Experiential Learning
Trevor Budge

This presentation explores the process and outcomes of a planning practice partnership developed by the City of Greater Bendigo and the Community Planning and Development Program at La Trobe University's Bendigo campus. The partnership has been designed to provide students with experiential learning through a series of strategic planning projects. Rather than see this as simply a student learning centred activity the design has focused on providing direct inputs to the Council's planning agenda and to directly assist the Council in a series of major strategic studies. The Bendigo Council is undertaking two major strategies; Residential Development and Integrated Transport and Land Use, these have been designed to fundamentally reshape the future urban form in response to unprecedented growth rates. As part of this program the City has directly worked with over 50 undergraduate students in projects involving applied research, direct input to the strategies and important contributions to urban design outcomes. Specifically this partnership has focused on a University Campus Precinct Plan, the City's Commercial areas development and the place based integrated strategy for the city's Northern Corridor which has focused on active transport. The paper evaluates the role and capacity of students to make substantive and meaningful contributions to real life projects. The project process has been guided by the author's participation in a recent national project on the role and value of experiential learning in the planning curriculum led by the University of Sunshine Coast and involving researchers from Griffith University, University of Tasmania, Edith Cowan University and La Trobe University.

PAPER ABSTRACTS

Introduction and evaluation of an online assessment to enhance first year Urban and Environmental Planning students' time-on-task—*Tooran Alizadeh, Samantha Colbran*
Planning studios are taught following 'learning by doing' approach to help students with a range of practical skills highly relevant to the planning profession. The problem is that not all students spend the required hours, to work on the hands-on activities, between the weekly studio sessions. They fall behind and it becomes more and more difficult for them to catch up as the semester progresses. The paper follows the 'Community of Inquiry' framework and proposes an online assessment task to ensure that three elements of teaching presence, social presence and cognitive presence are still strongly felt during the week when there is no face-to-face contact between the teaching team and students. The proposed 'Online Studio Diary' task aims to encourage students to actively engage with their learning tasks outside classroom. The paper also includes a range of evaluation techniques adopted to investigate the impact of the new assessment on learning outcomes. The proposed online assignment task could be understood as a much needed innovation in using technology for learning in studio teaching.

Developing an online module to support students understanding of government–provided information sources—*Christine Cheyne and Angela Feekery*
For planners and planning students government websites are significant sources of information. As e-government becomes more pervasive, Planning students and citizens more generally need to be able to evaluate the range of information found on government websites.
Understanding the complexity of government is a key element in planning education and being able to recognise the value of information created by, for and about government is a key competency for Planning students. Previous research into students' use of information in academic assessments (Feekery, 2013) indicated that 55% of sources in reference lists came from government websites, much of which was taken directly from home pages, rather than the more authoritative sources available.
Developing approaches and tools for explicitly supporting planning students' transition into information literacy is necessary due to the complexity of information on government and council websites. Information literacy can be defined as "a continuum of skills, behaviours, approaches and values that is so deeply entwined with the uses of information as to be a fundamental element of learning, scholarship and research" (Secker & Coonan, 2013, p. xxii).
To support Planning students' towards an understanding of government information, we created an online module encouraging students to explore a range of New Zealand government websites (domain: .govt.nz) and to recognise and evaluate the different types of information provided. This session provides an overview of the module, the successes and challenges of its implementation, and student responses to how it impacted on their understanding of the value of government information for their learning.

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PAPER ABSTRACTS

Serious Urban Play – a digital game for teaching urban and regional planning

Nicholas Stevens, Johanna Rosier, Ben Rolfe, Uwe Terton, Christian Jones

Urban planning is a multi-faceted and collaborative discipline. Consequently, the articulation of the roles and complexities of spatial planning to prospective and first year higher education built environment students can be challenging for learning and teaching. This paper outlines the research and development of a 'serious' game (Prensky, 2006; Gee, 2007) which enables students to explore the relationships between and within complex urban systems. An interactive, multi-touch table PC allows teams of students to simultaneously collaborate on the spatial planning and design of an urban district.

Two major types of game have emerged which are of pedagogical interest to planning educators: simulation games and virtual worlds. While these digital games use urban planning and development as their premise, many rely on a singular user interface and the establishment of financially or environmentally successful communities. Few consider planning education as their primary purpose. Furthermore this game allows the development of multi-stakeholder collaborative and negotiated outcomes which seek to balance the social, environmental, economic, and mobility needs of a community.
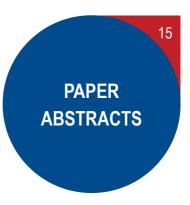
Design-based research (DBR) is the principal methodology and theoretical basis for implementing and evaluating this teaching and learning intervention (Anderson and Shattuck, 2012). DBR is valuable here as an established education based research framework which seeks to ensure the transfer of research into improved practice. The development of the game advances the pedagogy of the 'studio' for the teaching and learning of urban spatial design. This is the first 'fit for purpose' teaching and learning tool for urban planning, which is a simultaneous multi player 'serious' game, played cooperatively on a horizontal plane, with planning education as its primary purpose.

From rhetoric to reality: tracing the effect of resilience in planning policy and practice

Iain White

This paper analyses contrasting academic understandings of 'equilibrium resilience' (to recover) and 'evolutionary resilience' (to adapt) and investigates how these nuances are reflected within both planning policy and practice. Using a case study of UK and European planning the paper reveals that there is a lack of clarity in policy, where these differences are not acknowledged with resilience mainly discussed as a singular, vague, but optimistic aim. This opaque political treatment of the term and the lack of guidance has affected practice by privileging an equilibrist interpretation over more transformative, evolutionary measures. In short, resilience within planning has become characterised by a simple return to normality that is more analogous with planning norms, engineered responses, dominant interests, and technomanagerial trends. The paper argues that, although presented as a possible paradigm shift for planning, resilience policy and practice serve to underpin existing behaviour and normalise risk.

PAPER ABSTRACTS

Wider sociocultural concerns are unaddressed with resilience emerging as a narrow, regressive, technorational frame centred on reactive measures at the building scale. In much the same way that sustainable development captured the zeitgeist of the late-20th century; resilience may be the perfect symbol of its time—a conveniently nebulous concept incorporating shifting notions of risk and responsibility bounded within a reconstituted governance framework—all of which can engender confidence and potentially facilitate the transfer of costs away from the state to the private sector and communities.

The role of fantasy in the evolution of planning policy formation
Michael Gunder

This paper will explore the role of fantasy and argue that an understanding of the role of ideological fantasy is necessary for both planning theorisation and to develop an effective theory of evolutionary governance. The paper begins with an exploration of the psychoanalytical role of fantasy, discourse, jouissance and the subject's underlying desire for a sovereign good that will solve all problems and wants, so as to create the worldly impossibility of being free of anxiety and all other insecurities. Core to this exposé is the role of ideology, which is most powerful when subjects believe that they are free of its influence. The paper will conclude with a consideration of what a deeper engagement with ideological fantasy might mean for theorisations of evolutionary governance and planning.

Putting Practice into Theory: Reconciling academic discourse with experience
Michael Bounds and Peter Phibbs

This paper is based on our work with experienced professionals in the Practitioner in Residence (PIR) Program. The program allows an experienced urban practitioner to undertake a period of supported research in residence at the University of Sydney under the auspices of the Henry Halloran Trust.

The aim is to enable professionals to impart their knowledge to other urban professionals and thereby inform their practice. The PIR writes from experience on a topic of concern, relating it to the literature in the field and arguing the case for change. Our PIRs bring experience to the project and, under guidance derive a principle/s that can speak to other practitioners in a well researched and grounded argument.

Outside the institutional constraint of their office PIRs are able to bring the wisdom of experience to discussing the politics and pragmatics that contend with planning goals. The program is part of a broader Trust agenda to better connect Australian urban planning practice to the evidence base within urban planning research. Through the program we hope to produce research outputs relevant and accessible to practitioners. The paper discusses the dynamics of the PIR program, the necessary links between theory and practice and the problems of relevance and accessibility of planning research.

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PAPER ABSTRACTS

Enhancing Experiential Learning in Planning Education through an Online Toolkit of Resources

Christine Slade, Johanna Rosier, Claudia Baldwin, Andrew Harwood, Eddo Coiacetto, Trevor Budge, Tim Perkins

This paper reports on the development of an online toolkit of resources to support the use and assessment of experiential learning (EL) across planning programs. Planning graduates face diverse workplace demands with expectations to address the local and regional implications of global trends, integrate technological advances with existing planning processes, as well as interpret and int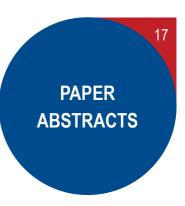egrate changing legislative and institutional arrangements. Planning education is about educators, practitioners and students coming together. Equipping students for increasing complexity and change requires planning educators to design programs that facilitate the learning of personal and professional skills and both broad and specialised planning knowledge. Planning practitioners, in partnership with educators, make further valuable contributions by providing a range of 'real world' learning experiences where students can directly develop new skills, knowledge and qualities. Experiential learning allows students to develop confidence within a safe environment through a series of activities and reflection that link theory to practice. However, developing EL learning outcomes, teaching activities and assessment can be demanding and time consuming for planning educators. In response, the Experiential Learning in Planning Education: Resources and Tools for Good Practice research project developed an online toolkit of case studies and associated resources to assist planning educators and practitioners in their application of EL. These case studies, developed by the partners in the project, explain the rationale of using particular EL activities based on a set of EL principles; how these activities are assessed; and reflections on how they could be improved for future use. The case studies also include numerous 'how to' resources, such as checklists and handy hints for organising activities, evaluation tools and examples of students' work. Furthermore, the toolkit website is an interactive and 'living' repository where additional case studies by other EL users can be included to enhance the diversity and richness of the resources available. The toolkit is expected to particularly benefit new planning educators but should also be of interest to planning schools and practitioners around the globe who are endeavouring to facilitate students' education in a rapidly changing world.

Reflection, Values, and Learning in a New Zealand Planning Degree

Angela Feekery

Part of becoming a successful Regional Planner involves learning to reflect on action and learning as an aspect of decision-making and professional practice. For any Planning programme, therefore, learning to be reflective is both an essential aspect of the curriculum and central to learning in terms of developing professional skills, supporting learning and improving communication in the discipline. However, creating space for sustained, purposeful reflection remains a challenging concept to apply in practice (Ash & Clayton, 2004; Hedberg, 2009; Moon, 2001). To be reflective learners, Planning students require repeated opportunities for engaging in purposeful reflection throughout their degree, and need to be supported towards becoming reflective learners from the beginning of their experience.

PAPER ABSTRACTS

This paper reports on two interventions designed as part of an action research study aimed at enhancing information literacy and writing development within a Regional Planning degree in a New Zealand university. New assessment tasks were designed to encourage reflection on learning related to Planning. The first assessment, a 'Reflection on Values' task, is a low-stakes personal narrative assessment designed to encourage first-year students to reflect on their personal values and how these would impact on their responses to environmental issues within their discipline and profession. The assessment provided an opportunity to support students to engage in reflective thinking and promoted a focus on clear, concise writing early in the degree. The second assessment, a senior "Reflective Practitioner' task, encouraged students to engage in regular personal and professional reflective writing connected to an experiential learning class project. This paper outlines key considerations in developing the reflective assessments, and key modifications made based on student feedback, and the instructors' and researcher's reflections. It explores the value of encouraging reflection through assessment, the impact of the reflective exercises on students' writing, critical thinking and professional development, and the challenges and implications for faculty when integrating reflective assessment into the curriculum.

Environmental Planning Education and the possibilities for studio pedagogy

Caryl Bosman* and Aysin Dedekorkut-Howes

Environmental planning has a substantial impact on social, economic and environmental welfare and getting it right is a complex challenge. Teaching environmental planning is challenging at the best of times but periods of rapid political change can present additional difficulties. Planning studio pedagogy (a student-centred, collaborative, inquiry-based/problem-based pedagogy based on a 'real world' project) is a unique and valuable learning and teaching method used to educate environmental planners. Planning studio pedagogy teaches students how to successfully work, in a collaborative way, with 'wicked', complex issues. This paper will focus on the role of studio pedagogy in teaching students about the political landscapes of environmental planning. Students are required to be up to date with the current political contexts of planning during their studies and also develop an understanding of the challenges they will face in the workplace. A number of wicked learning and teaching issues arise in environmental planning education, these include:

- Developing student awareness of ethical responsibilities and personal values and dealing with potential conflicts driven by political contexts;
- Developing student awareness of the impact of choices made (neutral or advocate) in the workplace and the outcomes of those choices in practice and;
- Dealing with the hopelessness students may feel due to particular political setups

We argue that studio pedagogy is an ideal learning and teaching environment and approach to address these issues and achieve successful planning graduates that are leaders in their field.

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PAPER ABSTRACTS

Studio Teaching in Australian Planning Curriculum

Karen Vella, Natalie Osborne,
Severine Mayere, Douglas Baker

Planning studio pedagogy has long been a part of planning education and has recently re-emerged as a topic of investigation. Scholarship has: 1) critically examined the fluctuating popularity of studio teaching and the changing role of studio teaching in contemporary planning curricula in the USA and New Zealand; 2) challenged conceptualizations of the traditional studio and considered how emerging strategies for blended and online learning, and 'real world engagement' are producing new modes of studio delivery; 3) considered the benefits and outcomes of studio teaching; and 4) provided recommendations for teaching practice by critically analysing studio experiences in different contexts (Aitken-Rose & Dixon, 2009; Balassiano, 2011; Balassiano & West, 2012; Balsas, 2012; Dandekar, 2009; Heumann & Wetmore, 1984; Higgins, Thomas & Hollander, 2010; Lang, 1983; Long, 2012; Németh & Long, 2012; Winkler, 2013).

Twenty-three universities in Australia offer accredited planning degrees, yet data about the use of studio teaching in planning programs are limited. How, when and why are studio pedagogies used? If it is not a part of the curriculum – why?, and has this had any impact on student outcomes? What are the opportunities and limitations of new models of studio teaching for student, academic, professional and institutional outcomes? This paper presents early ideas from a QUT seed grant on the use of studio teaching in Australian planning education to gain a better understanding of the different roles of studio teaching in planning curricula at a National level and opportunities and challenges for this pedagogical mode in the face of dilemmas facing planning education.

"Just like real-life!" Collaborative planning, experiential learning and a class consultancy

Jeff McNeill

Increasingly, collaborative governance models are employed in environmental planning practice as regulation is seen to fail to deliver public environmental goals. This form of engagement marks a point of difference with previous regulatory focused management practice and requires new sets of skills for planners. At the same time, learning-by-doing, or 'authentic learning' is widely recognised as the most effective way to learn. The real-life experience also provides opportunities for students to developing interpersonal relationships and group management skills necessary to undertake collaborative decision-making as they seek to achieve their project goals. The experience of contracting the fourth year planning class to a regional council to produce a resource management report for the council's region is evaluated in terms of students developing understanding of environmental management, but also on interpersonal relationships and group dynamics. The research draws on reflective essays and tasks written by the students as part of their coursework over the four years this approach to teaching has been taken.

PAPER ABSTRACTS

Community participation in the delivery of infrastructure: a cross-cultural examination of its impact on the capacity building of local communities

Neeti Trivedi and Shahed Kahn

Community infrastructure plays an important role in improving the quality of life of the urban poor. Much research has focused on the impacts of such infrastructure provision on resident wellbeing, but less attention has been focused on the potential to further improve quality of life through the use of community participation in the provision of that infrastructure.

This paper reports on the approaches adopted for in-situ redevelopment housing projects in Victoria, Australia (Victoria Neighbourhood Renewal) and Pune, India (Yerwada Slum Upgrading project) to consider whether these approaches to community infrastructure provision have assisted in capacity building of the local residents.

The paper draws on evidence collected through observational study, informal discussions and analysis of relevant media in both case studies, in addition to structured questionnaire/surveys of households and the organisations involved in the Pune project.

The paper discusses the effectiveness of collaborative planning strategies developed through community participation, in terms of capacity building outcomes based on findings from the two case studies.

The paper concludes with a discussion of the lessons learnt from the two case studies regarding the role participatory planning in built environment renewal can play in capacity building for the urban poor. It also comments on the extent to which such projects can contribute to the independence and resilience of communities after the renewal has been completed.
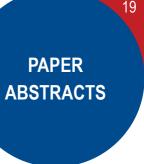
Bounded recognition: urban planning and the textual mediation of Indigenous rights in Canada and Australia
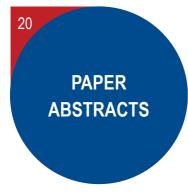
Libby Porter and Janice Barry

While the recognition of marginalized social groups has become widely accepted as an important consideration for contemporary planning, the particular challenge of Indigenous recognition has barely registered in urban planning contexts. In this paper, we use a discursive and interpretive analysis of urban planning texts from Victoria, Australia, and British Columbia, Canada, to illustrate how the 'contact zone' between Indigenous peoples and urban planning is produced and reproduced through texts. Discursive processes serve to bound and limit the recognition of Indigenous rights and interests, allowing only very small and shallow zones of contact in each place. Our findings from these cases show that these processes arise from quite different orders of discourse, and two social fields: Indigenous recognition and urban planning. The discourses present in both fields really matter for how the contact zone is persistently bounded to established territorial, political and administrative orders. In identifying these boundaries, our paper opens up new ways of thinking about, and engaging in, boundary-crossing work in planning.

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PAPER ABSTRACTS

Fragmented landscapes: the challenge of conservation planning in a fragmented legal landscape.

Pip Wallace

Connectivity and integrity in the landscape are vital components of conservation biology. But in a different sense, they are also important characteristics of a regulatory regime. This paper examines the disjointed arrangements of the law which frame planning for biodiversity conservation in New Zealand. A lack of dedicated threatened species legislation means that the protection of threatened and at risk species is shored up by a range of statutes with disparate foci and function. The intersection between human activity/development and harm to species is a space where the consistent protection of threatened species is not well resolved.

Although the Wildlife Act 1953 provides absolute protection for most endemic species, the protection is diluted in several important respects. In particular, protection from incidental take is compromised and protection under the Resource Management Act 1991 (RMA) is commonly the default position. Conservation legislation, such as the Conservation Act 1987, the National Parks 1980 and the Reserves Act 1977, is strongly place-based and this contributes to uneven protection of wildlife. This problem is accentuated by the focus of the RMA upon protection of habitat as opposed to habitat and species. As a consequence of this fragmentation, conservation planning documents tend to lack a consistent strategic approach.

This paper argues that not only does the lack of a consistent legislative focus weaken protection, it also influences the strength and effect of the regulatory community, which includes planners and educators. The law requires reform to enable more effective protection of threatened and at risk species.

Balancing the Requirements of Professional Planning Programme Accreditation and Academia: A comparison between the USA and New Zealand

Hamish Rennie and Jerry Weitz

The interrelationship of planning as a distinct academic discipline and planning as a professional activity would seem full of potential for fruitful mutual support. However, the needs of each may be quite different and create tension between the 'academy' and the 'profession'. Academics have research activity requirements and academic perspectives that do not necessarily fit well with maintaining professional practice credibility; while the 'guardians' of professional practice seek certainty that planning graduates are 'work-ready' and maintaining the reputation, and employability, of the professional planner. In this paper we compare and contrast the requirements in the USA – for accreditation of academic programs by the Planning Accreditation Board (PAB) – and those of the New Zealand Planning Institute (NZPI). We focus on the issues that the relationships between academics and practitioners create for the academy. We particularly draw attention to the strengths and weaknesses of the key differences between the two approaches and comment on their implications.