

This newsletter and the Secondary Student Achievement Professional Learning and Development initiative is funded by the Ministry of Education. The providers are The University of Auckland and Te Tapuae o Rehua consortium.

# National Newsletter: The Arts

## Information and resources for middle leaders in secondary schools | Term 4 2014

Greetings to you all. Kia ora, Talofa lava, Taloha ni, Malo e lelei, Bula vanaka, Kia orana, Faka'alofa lahi atu

Term 4 is upon us, and the next few weeks will no doubt be spent on external exam revision and reflective improvements towards final folios and internal assessment submissions. It will be a challenge for some teachers and students in getting up to speed and a coast towards the end for others. All the best for the coming weeks and the remainder of the school year, and we hope that your efforts result in the satisfaction of successful outcomes for all your students.

Di Smallfield will be stepping back from her current role at the end of the year but continuing part-time as National Co-ordinator for 2015. Team Solutions is in the process of advertising for replacement arts facilitators for the Northern and Central North regions which is likely to include one full-time and one part-time role. These positions will be advertised in the Gazette in term 4 and also promoted through arts networks.

Have a safe and enjoyable festive season and a well-deserved and restful holiday break.

*" True Leadership lies in guiding others to success. In ensuring that everyone is performing at their best, doing the work they are pledged to do and doing it well." - Bill Owens*

*"Education doesn't need to be reformed – it needs to be transformed. The key is not to standardize education but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions." - Ken Robinson*

### ERO Report - Raising achievement in secondary schools (June 2014)

ERO visited 40 secondary schools in 2013 and investigated how well they analysed and responded to their NCEA data. ERO looked for evidence that schools had identified student achievement issues and developed initiatives that improved learning. Although a range of achievement data was considered, the focus for this work was schools' investigation of NCEA Level 2. This report documents the findings of ERO's 2013 evaluation.

Ten of the 40 secondary schools in this evaluation demonstrated effective inquiry and improvement processes. These schools were a variety of sizes and from both rural and urban settings. Four were high decile schools, five middle decile schools and one was low decile.

These schools each had a culture of inquiry and a focus on improving achievement. Staff demonstrated an urgency to both identify achievement issues and developing responses that would improve student learning and engagement. They were focused on identifying 'who' were the students underachieving, 'what' needed to change, and 'how well' new school initiatives had contributed to any gains in achievement. The leaders and teachers were confident that they could work with students and their families to change things for the better. Good levels of teamwork and co-ordination supported this belief across the school.

### Facilitator contact details for the Arts

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In this newsletter the focus will be on:

- ERO June report – Raising student achievement
- Effective Teaching Practices – John Hattie, Shirley Clarke
- Reflection on Visual Art Conference

### National newsletters

To download the latest newsletter or for more information about Ministry-funded professional development for secondary middle leaders, visit this page on TKI:

[Newsletters](#)

In addition to the above qualities, these schools had:

- levels of academic achievement that were rising and/or above schools of a similar decile, and Māori student achievement in NCEA Levels 1 and 2 (but typically not University Entrance) was comparable to that of all leavers
- leadership that underlined the importance of investigating and responding to achievement information, including evidence of student underachievement
- a shared commitment from staff to improve the status quo and a relentless focus on improving student achievement
- a focus on engaging individual students at risk of not achieving and helping them succeed
- made a difference for targeted groups of students, including Māori and Pacific students
- trustees who received information about student achievement and used this to inform school strategies and operations
- made some modifications to the curriculum to respond to the identified needs of students
- well-developed school-wide frameworks, guidelines and expectations for inquiring and responding to student achievement information
- professional development and support for teachers to develop skills in analysing data and to manage teaching as inquiry projects
- an integrated approach to achievement information that was not limited to academic achievement but also included a range of student aspirations (e.g. vocational, sporting and cultural)
- co-ordinated pastoral care and careers systems that were effective at identifying and responding to the needs of students, including developing support structures for student learning and vocational pathways
- an increasing focus on involving families/whānau in strategies to improve student achievement
- an emphasis on students as 'self-managing' students who can take responsibility for their achievement.

#### What all schools can do?

This report underlines the importance of tracking and supporting the achievement of individual students, including those at risk of under-achievement. It also emphasises that schools should investigate how they can make achievement gains by implementing improved curriculum structures, options and delivery.

### **Effective Teaching Practices:**

#### **Why are so many of our teachers and schools so successful? – John Hattie**

What really matters in schools? What pedagogies have the biggest effect on student learning?

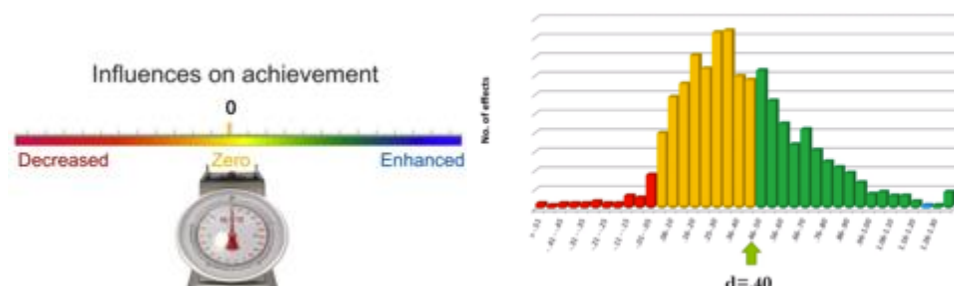
As effective teachers of learning "our job is to understand our impact on student learning"

John Hattie states that the "Power of passion and teachers' collective expertise" has a significant impact on student learning. In terms of influences on learning there are 6 teaching strategies that have the greatest effect size on learning over any other factor. This is based on a scale of negative influence (red), to no real difference (yellow), to enhancing learning (green/blue). If the effect size is above .40 it infers the greatest influence on enhanced learning for students.

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|--|-----|
| 1. Teachers working together, as evaluators of their impact  | .93 |
| 2. The power of moving from what students know now towards explicit success criteria                                       | .77 |
| 3. Errors and trust are welcomed as opportunities to learn   | .72 |
| 4. Maximize feedback to teachers about their impact  | .72 |
| 5. Getting the proportion of surface to deep correct (SOLO taxonomy)   | .71 |
| 6. The Goldilocks principles of challenge, and deliberate practice to attain these challenges (not too easy, not too hard) | .60 |

To find out more check out John Hattie's book - "Visible Learning" A Synthesis of Over 800 Meta-Analyses Relating to Achievement ([Routledge](http://www.routledge.com/9780754678565)) (Paperback)

Or <http://tedxtalks.ted.com/video/Why-are-so-Many-of-our-Teachers>



### **TKI**

The Secondary Education portal:

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders>

Secondary Literacy online:  
<http://literacyonline.tki.org.nz/Literacy-Online/Secondary-Literacy>

The Senior Secondary Guides – The Arts

<http://seniorsecondary.tki.org.nz/The-arts>

### **NZQA**

Arts Subject Home pages:

[Dance](#)

[Drama](#)

[Music](#)

[Visual Art](#)

[Art History](#)

### **Arts Online Newsletter:**

Vol - | 24 Sep 2014

[visartsnet@lists.tki.org.nz](mailto:visartsnet@lists.tki.org.nz)

Some upcoming events to look out for in term 4

Making a Difference...in New Zealand Music Education,  
Auckland 1<sup>st</sup> -2<sup>nd</sup> October,  
Hamilton 2<sup>nd</sup> -3<sup>rd</sup> October,  
Christchurch 7<sup>th</sup> – 8<sup>th</sup> October

NZSM Jazz Festival,  
Wellington, 21<sup>st</sup> -23<sup>rd</sup> October  
APO Kiwi Kapers Concert,  
Auckland, 22<sup>nd</sup> October all-day

ChCh Big Band Festival  
<[http://menza.co.nz/ai1ec\\_event/chch-big-band-festival/?instance\\_id=97708](http://menza.co.nz/ai1ec_event/chch-big-band-festival/?instance_id=97708)>  
October 24<sup>th</sup> to 27<sup>th</sup> all-day

## Effective learning through formative assessment - Shirley Clarke

<http://www.shirleyclarke-education.org>

Shirley Clarke provides a wealth of high quality ideas, practical strategies, classroom examples and whole-school case studies for teachers in primary and secondary schools. She provides clearly structured ways in which teachers actually teach, with QR coded web video clips to illustrate key points in action.

**"Outstanding Formative Assessment – Culture and Practice"** by Shirley Clarke - this is an excellent recent publication on effective classroom practices to enhance student achievement.

- It helps teachers create an environment for pupils to be active learners, constant reviewers and self-assessors.
- Ensures teachers start and finish lessons effectively by initially establishing student prior knowledge and capturing their interest and finally encouraging pupil reflection to find out what has been learnt and what still needs to be developed.
- Develops learning by helping children articulate their understanding and by focusing on constant review and improvement.
- Focuses on whole-school development including lesson study, assessment policies and stories from outstanding schools.

## 'Te Aho I Muri Nei – Supporting Innovation'

### Aotearoa New Zealand Association of Art Educators Conference

AUT University, Auckland from 15<sup>th</sup> -17<sup>th</sup> July 2014.

Ma te rongo ka mohio	Through sounding comes awareness
Ma te mohio ka marama	Through awareness comes understanding
Ma te marama ka matau	Through understanding comes knowledge
Ma te matau ka ora	Through knowledge comes well being

'AHO' provided the underpinning philosophical and educational framework for the conference. The term 'Aho' translates as a thread, cord, string, line, line of descent, genealogy and can also be used to refer to a radiant light. The conference offered opportunities to share ideas, perspectives and experiences; to expand our thinking and weave links that connect us to people, knowledge, theory and practice in the Arts. The 3 areas focused on were activating connections, honouring culture and optimising creativity.

Highlights of the conference were the key-note speakers; Dr Rita Irwin, Billy Apple, Ngahiraka Mason, Kolokesa Mahina-Tuai, and Welby Ings. There was also a rich and diverse range of talks and practical workshops, a print exchange and folio board display.

#### Feedback:

"I find myself reflecting on the challenges and questions that were presented around inclusion, assessment, creativity, technology, and community." - Madeline Campbell, Arts Online - Visual Arts Community Facilitator

"The whole experience was inspiring, thought provoking and thoroughly enjoyable. I had such a fantastic time listening to some awe-inspiring speakers. Congratulations all round! It is so heartening to know that Visual Art Education in Aotearoa, NZ is in very capable hands for now and into the future." - Di Smallfield, National Co-ordinator (Arts)

"I'd like to say a huge "thank you" to everyone that made this conference a reality. There were so many fabulous speakers and a great venue. I gained so much, 3 jam packed days of quality PD. I strongly recommend that all teachers consider attending the next one." Bree Smith, Darfield High School

Print Workshop



Welby Ings, keynote



## 2014 Exam Timetable

### Dance

Scholarship Tues Nov 4<sup>th</sup>, am  
Level 3 Wed Nov 26<sup>th</sup>, am  
Level 1 Thurs Nov 27<sup>th</sup>, pm  
Level 2 Fri Nov 28<sup>th</sup>, pm

### Drama

Scholarship Fri Nov 7<sup>th</sup>, am  
Level 2 Thurs Nov 27<sup>th</sup>, pm  
Level 1 Mon Dec 1<sup>st</sup>, am  
Level 3 Mon Dec 1<sup>st</sup>, pm

### Music

Level 1 Music Wed Nov 26<sup>th</sup>, pm  
Level 3 Music Studies Wed Nov 26<sup>th</sup>, pm  
Scholarship Music Thurs Nov 27<sup>th</sup>, am  
Level 3 Making Music Thurs Nov 27<sup>th</sup>, pm  
Level 2 Music Tues Dec 2<sup>nd</sup>, am

### Visual Art Verification and Marking

The folio submission due dates are:

Level 1 Wed Oct 22<sup>nd</sup>  
Level 2 Wed Oct 29<sup>th</sup>  
Level 3 and Scholarship Thurs Nov 6<sup>th</sup>

### Art History

Level 2 Tues Nov 18<sup>th</sup>, am  
Level 3 Thurs Nov 20<sup>th</sup>, pm  
Level 1 Fri Nov 28<sup>th</sup>, am  
Scholarship Mon Dec 1<sup>st</sup>, am



Sam Cunnane, Bronwyn Taylor, Donna Tupaea – 'Te Aho I Muri Nei' Conference Awards dinner



Kiri Turketo, Donna Tupaea, Dr Rita Irwin, Dr Jill Smith at The 'Te Aho I Muri Nei' Conference