

Secondary Student Achievement PLD

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National Newsletter: The Arts

Information and resources for middle leaders in secondary schools | Term 2 2016

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

Tungia te ururua kia tupu, whakarito te tupu o te harakeke
Clear away the undergrowth, let the new flax shoots spring through

In this newsletter the focus will be on:

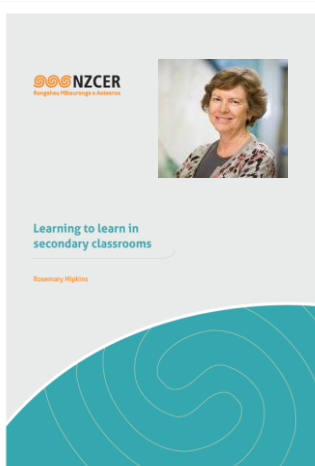
- Learning to Learn (Key Competencies) – Rosemary Hipkins
- Effective feed-back / feed-forward principles
- Good practice stories 1: Visual Art literacy

Already 3 months into the school year and term 2 is upon us. We are well into our round of the SSA Arts national workshops (RAPs) and these have been received well in the centres we have been to. We have the Central North, Auckland and the Northland workshops at the beginning of term 2 which we are really looking forward to. The key messages from the workshop are about building student autonomy and efficacy. Starting with the students; building relationships in the classroom and extending to the wider community; where have they come from? Where are they at? Where are they going?

There are some key messages shared in the workshops related to student efficacy, a couple of which we would like to take the opportunity to share with you all.

Learning to Learn and self-efficacy

Learning to Learn and the Key Competencies inform ways in which teachers can support students to take greater responsibility for their own learning. In order to address ideas around how and why students learn we would highly recommend the NZCER publication by Rosemary Hipkins, *Learning to Learn in Secondary Classrooms*.



There is a direct link between the key competencies and Learning to Learn in Secondary Classrooms. "The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved." "With appropriate teacher guidance and feedback, all students should develop strategies for self-monitoring and collaborative evaluation of their performance in relation to suitable criteria. - NZC (Ministry of Education, 2007, p. 12) "This interpretation links the principle of learning to learn to the key competencies if we assume that direct experiences of learning to learn underpin the fostering of a disposition to be a lifelong learner." (*Learning to Learn*, Hipkins, p 21).

<http://www.nzcer.org.nz/system/files/Learning%20to%20learn%20in%20secondary%20classrooms%20%282%29.pdf>

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Feedback-feedforward principles for the Arts

Also from the SSA national workshop are suggestions and approaches to engage your students in effective assessment for learning. These principles have been adapted from *Assessment: Feedback to Promote Student Learning, Teaching Development, Wāhanga Whakapakari Ako* Dorothy Spiller, 2009:

- ✓ Promote dialogue and conversation around the goals of the assessment task.
- ✓ Emphasise the instructional aspects of the feedback and not only the correctional dimensions.
- ✓ Remember to provide feedforward - indicate what students need to think about in order to bring their task performance to the specified assessment goals.
- ✓ Engage the students in conversation around the purposes of feedback and feedforward.
- ✓ Design feedback comments that invite self-evaluation and future self-learning management.
- ✓ Enlarge the range of participants in the feedback conversation - incorporate self and peer feedback.

Feedback strategies you could try

The literature (Duncan 2007) suggests the feedback process is most effective when all the protagonists are actively involved in the process. It is then not *teacher owned*.

If formative: Getting a *range* of feedback can enhance a student's reflections on a task and encourage them to think more deeply.

Seeing other students' work deepens understanding of the learning goals.

Invite students to submit a self-assessment sheet based on the task criteria and give feedback on the self-assessment instead of the task.

Ask students to select a particular area of their work in relation to the criteria to give quality feedback rather than the whole assignment.

Provide students with the whole data bank of comments given to the class. This gives more context for their understanding of their own performance.

Good work can benefit from dialogue as a student's learning can always be extended.

Breaking the assignment into stages and providing ongoing feedback allows the student to see the direct benefits of the feedback as this becomes essential to navigating subsequent stages.

Ask students to document how they used feedback to advance their work. (This encourages meta-cognition and makes them more active in the process). The increased time is reduced in the marking of the final work.

Focus on the instructional aspects not the correctional. (*Hattie and Timperley, 2007*).

Ask students to mark students' work from the previous year.

Students and teachers should use the term feed-forward to focus on future learning. Giving feed-forward as soon as possible after the completion of the task is usually more effective.

RAPs national workshops

Focus areas are:

- Key Competencies in the Arts
- Effective evidence/data collection and action
- Formative assessment
- Student-centred pedagogy

National workshop title

The title is "Classroom Communities; Engaging learners through effective planning in the Arts."

Starting with the students; building relationships in the classroom and extending to the wider community; where have they come from? Where are they at? Where are they going?

Remaining workshops

These workshops have been running nationwide since March 15. Remaining workshops in term 2:

| | |
|------------------|---------------------------------|
| Napier | Thurs 5th May |
| Whangarei | Mon 16th May |
| Auckland | Tues 17th May |
| Tauranga | Wed 18th May |

What's new?

Visual Art

ANZAAE's national conference, in partnership with UCOL, is at the Whanganui School of Design, 18-20 July, 2017. The theme is "Looking Back, Moving Forward". It will focus on moving image/digital media and how the new opportunities in the Visual Arts curriculum can be used effectively. No conference for 2016.

Tai Tokerau Conference, 9-10 July
[Auckland Art Fair](#) 25-29 May
[Centre of Contemporary Art in Christchurch](#) has now reopened.

Art History

PD Art History day for teachers - sometime in the second half of term 2 - date TBC and another in Term 4 after senior students leave.
 Students' scholarship day - Term 3. Date and venue TBC.

Auckland University Art History day for students - Term 2 or Term 3 - date TBC.

Subscribers to NZAHTA please note the change in email address - nzarthistoryteachers@gmail.com

Subscriptions are \$30 - includes a digital copy of the journal as well as development of an interactive Art History website.

Good practice stories 1: Visual Art literacy

The following interview is the first of a series of interviews with Arts middle leaders who have made significant shifts in their teaching practice in order to help students with their self-efficacy, literacy and learning to learn capabilities.

Interview with art teacher Mike Christo from Mangere College

Mangere College is a decile 1 school in South Auckland. Of the 700 students, 80% are Pasifika and 15% are Maori. Last year all senior art classes at each level demonstrated a significant improvement in results with many more students gaining Merit and Excellence results in NCEA.

Mike reflects here on some of the strategies he had introduced which impacted on student achievement.

You introduced the 1.1 research standard for the first time last year. Do you think this contributed to the improved achievement?

This definitely improved performance. Everyone who went through this in NCEA level 1 has an advantage in NCEA level 2. Although they were working with high level concepts, because it related to their practical work it improved performance.

Did you see evidence of other changes in the classroom?

We looked at big concepts like globalization and data transfer and they got excited about it. You could see the lights come on around the room. The research helped them to understand and it supported the 'developing ideas' part of the programme.

Your students are wonderful at talking. There is no problem getting them to share their ideas. How did this work with the research?

I used story telling. You have to be able to tell a good story. Discussion allowed the students to gain their own interpretations and make inferences at a higher level. You could tangibly see in the room the level of conversations and critical thinking rising. This also resulted in more responsive and more challenging figure work. They engaged more in the process of clarifying their ideas.

You also gave the students written feedback sheets and grades during the year. What effect did this have?

The students were at first completely silent when reading their sheets. Then they were really excited, shared their feedback with other students and were motivated to do more work. Each sheet was signed by the teacher and the student, so it felt like a very formal process. Although their mark could still improve they loved knowing where they were at throughout the year.

You had the opportunity to share this work with the other staff members. They were very positive and surprised at what the students had achieved. You were also able to support the literacy goals of the school.

It enabled us to demonstrate what we can do in the Arts. In art we are able to put the work in a way that is different from other subjects. We are now regarded in a different light within the school.

Mike Christo and Jennie Williams

Music

NZ Chamber Music Regionals: 7-17 June

NZSM NZ Youth Jazz Festival: 8-11 June

Big Sing regionals: 14-16 June

NZQA have added two documents unpacking the NCEA Level 1, 2 and 3 Aural and Score Reading External Exams. Find them [here](#)

Music Education Aotearoa New Zealand (MENZA) is running professional development days for early childhood, primary and secondary teachers around the country during April and May. Check their calendar [here](#) to see when it's on in your region.

Drama

The Lord Lackbeards are presenting *Hamlet* and *Ophelia Thinks Harder* in May 2016 –book here for the North Island tour. [Details here.](#)

The Black Friars' production of *Macbeth*, re-set in Samoa, is coming in September to Mangere Arts Centre in Auckland. Students can audition for a role. [Details here.](#)

Ensemble Impact's [POWERPLAYS](#) is touring this country from May 2 2016.

Dance

Auckland Youth Dance Festival, Auckland

YouDance is an annual event for secondary age students to celebrate the work they are creating and performing in Dance. With two nights of fresh and inspiring work, YouDance showcases the tremendous depth of talent in secondary schools and youth dance companies. See our young choreographers and dancers in action! A large proportion of the work comes directly from work senior secondary students are doing in their school dance classes for assessment against NCEA standards.

Tuesday 31 May, 7.30pm
Wednesday 1 June, 7.30pm
Raye Freedman Arts Centre, Silver Rd, Newmarket (Epsom Girls' Grammar, off Gillies Ave)
Book at www.iticket.co.nz or phone (09) 361 1000

Student involvement in a Community Project: Polyfest

These images show some of the process behind the making of the artwork displayed on the Samoan stage at Polyfest 2016. This was made by a group of students from Mangere College. This work could be used to provide evidence for Visual Arts 1.5 AS 90917 or for 2.5. AS91325 as a group project.

This would need to be supported by clear documentation at each stage of the process. The students would need to include their own notes and individual drawings. The final design should be a collaboration synthesis of all the students' ideas. Individual parts could be allocated to students or they could be observed working by video or teacher attestation.



Digital moderation

NZQA is reviewing how it can better provide moderation services to meet changing assessor needs.

Amongst NZQA goals, they are striving to make external moderation findings more relevant to assessors, improve the timeliness and usability of external moderation findings, and provide a tool for use by assessors to support their own internal moderation practices.

The consultation process closed on 18 April. Although by the time you receive this newsletter the consultation process will be over. There are some interesting suggestions in the document.

Suggestions include removing submission dates (for secondary schools) to allow the timing of external moderation to take place when it is useful to assessors.

Here's the link if you want more information:

<http://www.nzqa.govt.nz/about-us/consultations-and-reviews/consultation-on-digital-moderation/>

NZQA assessor support options - reminder

For NZQA to consider scheduling a Making Assessor Judgements Best Practice Workshop in your region this year, teachers must register their interest.

The aims of these NZQA workshops are to increase assessor confidence when making assessment judgments for internally assessed standards; to discuss real samples of student work; and to engage in professional discussion with colleagues and the facilitator about interpreting the standards.

To register, click the link below and scroll to the registration of interest form half way down the page:

<http://www.nzqa.govt.nz/about-us/events/assessor-support/maj/>