

Secondary technology newsletter

Term 1 | February 2012

Kia ora koutou,

Welcome back to the start of the new school year. I do hope the long break has charged your batteries and you can now focus on the year ahead.

For 2012 the provision of professional learning and development services have altered as a result from changes in government policy and from contract decisions made by the Ministry of Education.

The Faculty of Education was successful in securing contracts for secondary student outcomes in Auckland, Northland and the central north regions of Waikato, Bay of Plenty, Gisborne and Hawkes Bay. This work will be delivered through Team Solutions and I will have a .5 national and a .5 regional role for Technology and DVC. The other .5 national role is to be held by Cheryl Pym from the Otago contract. A full time regional facilitator is to be appointed.

Due to the reduced Ministry funding Team Solutions are currently reviewing services in the professional learning and development area and are exploring innovative solutions and ideas to continue delivering a high quality service throughout New Zealand.

We are committed to our on-going partnerships with schools, especially in Northland and Auckland, and welcome any feedback you have about the services you would see as most valuable and that you would be willing to purchase. Our current services can be viewed at:

www.teamsolutions.ac.nz

I will continue to write a newsletter each term and be of assistance through emails and workshops whilst exploring ways of working for the year.

I wish you all a very successful term.

Best Regards,

Lesley Pearce, National and Regional Facilitator Technology

Email l.pearce@auckland.ac.nz

DVC Level 1 and 2 Alignment NCEA Course Code: KPST1

This is a workshop for those teachers accessing DVC standards for assessment and would like the opportunity to work through the requirements of the standards and the teaching and learning behind them. Level 1 external exemplars will be available to work with.

This course will investigate basic and advanced sketching and visual communication techniques, graphics practice, presentation and instrumental drawings. Developing assessment schedules that aid student learning through formative assessment.

DVC teachers wishing to up skill, overseas trained teachers, returning teachers and new teachers would benefit from this workshop.

Date: Wednesday 14th March. Time: 9am to 3.30pm

Venue Kohia Education centre, Epsom Avenue, Epsom

Cost: \$265 members, \$290 non-members

Book on line:

<http://www.edcentres.auckland.ac.nz/uoa/home/educationcentres/courses>

Cluster meetings Term 1

Generic Technology Level 1
Externals

Hopefully you have had time to reflect on and analyse your students' academic results. You may be still seeking answers or you may just wish to discuss other teachers' strategies regarding the teaching and learning. This is an opportunity to look at the marked examples of achieved, merit and excellence for each of the level 1 aligned externals, which I will provide from NZQA.

Bring along exemplars and student worksheets to share.

Dates and venues to be announced soon.

Any offers of venues please?

New Technology HOD's Workshop

A course for all recently appointed HoD's and HoD's who would like further support in middle leadership. Purpose: to lead a department by promoting and managing NZC, the alignment, pedagogical content knowledge, literacy, programme planning, curriculum matters, data analysis. Date: Thursday 8th March. Venue to be announced. No charge.

Contact

l.pearce@auckland.ac.nz

Middle Leaders Workshop

Accelerating student progress, pedagogical change within technology, level 2 alignment, literacy and language, identity language and culture and curriculum updates.

Monday 2nd April

Kohia. Code KPST2 Details on wiki under courses and separate flyer.

NZQA Updates

New resources on the Technology home page (www.nzqa.govt.nz/technology) include

- # A January 2012 newsletter (these are put out once a term)
- # Level 2 exemplars for the generic standards
- # Level 1 exemplars for some subject specific standards - more will be added as they are developed

From the Technology home page, there is also a direct link to the TKI assessment resources

"Final published" assessment resources for level 1 standards (Construction and Mechanical Technologies, Design and Visual Communication, Digital Technologies, Processing Technologies) can be found on [TKI](#)

Best Practice Workshops

Timetable for 2012 is also up on <http://www.nzqa.govt.nz/about-us/events/best-practice-workshops>
There are 3 different workshops offered for those standards in the technology matrix.

One workshop will focus on Generic Technology, with the main emphasis being on those standards that relate to technological practice. It is hoped that this will attract technology teachers from the full spectrum of specialist areas, thus providing a rich learning environment for all.

The other two workshops are specifically for the specialist areas of Design and Visual Communication and Digital Technologies.

Dates:

Digital: 30th April Auckland, 7th June Whangarei, 15th June Hamilton, 5th July Tauranga

Generic Technology: 15th June Hamilton, 1st September Auckland

DVC: 8th August Auckland, 15th June Hamilton

Indicators of Progression for specialist areas

Indicators of progression and teacher guidance have now also been developed for the learning objectives for each specialist knowledge and skills strand. At this stage, a matrix is provided for each component for curriculum levels 6 and 7. Find them on:

<http://www.techlink.org.nz/curriculum-support/indicators/Learning-Objectives/index.htm>

Optional Teacher Selected Evidence (OTSE) Process

This process continues to be an opportunity for teachers who are offering technology standards to get clarification on aspects of internal assessment. It could be particularly useful for new standards that have not yet been selected for moderation.

This process has been broadened and now allows the moderator to respond to specific questions about interpreting standards, judging student work or task design (the [NZQA Secqual document S2011/055 - 23 Nov 2011](#) provides further detail).

Useful websites

<http://designrfix.com/resources/photoshop-cs5-tutorials-30-creative-tips>

A collection of very useful [Adobe Photoshop tutorials](#) from around the web from the month of Jan 2012. You'll find everything from creating a Super Easy Pewter Style Metal Text Effect, to designing a Dramatic Film Poster in 5 Minutes Using Photoshop.

<http://www.denzomag.com/2012/01/30-stunning-fonts-to-enhance-your-designs/#more-5830>

30 different fonts that are great for all designers

<http://www.denzomag.com/2012/02/web-design-inspiration-37-creative-designs-and-ideas/>

Websites that are well designed and are good to use with students when talking about the use of design principles.



The chair is one of the most familiar and widely used mass produced items in the world. All students can relate to them, whatever their personal experience.

A great resource on chairs and other related design materials can be downloaded free from:

<http://designmuseum.org/education/teaching-resources>

Courses offered by other providers

2012 Design and Visual Communication (Graphics) Professional Development series

Informed and Confident teachers motivate their students to produce the best results.

The 2012 Design and Visual Communication (Graphics) Professional development workshops have been designed to upskill new and experienced teachers in the teaching techniques required for the delivery of a successful Design and Visual Communication (Graphics) programme. It is also very applicable to Art teachers wishing to diversify into product design and architectural briefs.

The aim of the programme is to raise standards, increasing student motivation, achievement and grade averages

It will be facilitated by Paul Bourdot - a highly experienced and successful teacher who will be passing on knowledge from tried and proven programmes.

The workshops will be run at Long Bay College on Auckland's North Shore, on the Thursday of the second week of the term 1 and 2 holidays - 19th April and 12th July 2012 from 8.30 – 4.30

Cost is \$350 plus GST per teacher for the full programme or \$200 plus GST for individual workshops. The programme is limited to 20 places per workshop so we do recommend early registration to secure your position.

Early bird registrations and deposits being received before 1st March are discounted at \$330 for the full programme or \$190 for the individual workshops.

The attachment provides course information.

Yours Sincerely

Stewart Thompson

Director

Nga Purangiaho Matauranga – Smart training systems for educators

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Courses

1. NCEA Electronics Level 1 and Level 2 (Digital Technologies- assessed with Achievement Standards).

Dates: March 19 (Auckland), March 20 (Hamilton), March 22 (Palmerston North), March 23 (Wellington), March 26 (Christchurch), March 28 (Dunedin), March 29 (Nelson).

2. NCET Level 3 Electronics (assessed by unit standards (with A,M,E grades)).

March 1 (Hamilton), March 2 (Auckland), March 8 (Wellington), March 9 (Christchurch).

You are warmly invited to register for either or both of these. These have proved to be popular courses in the past with good fellowship and offer an opportunity to develop hands-on skills, as well discussion as how to manage assessment.

These courses and course dates are also advertised on:

<http://www.brightsparks.org.nz/bright-sparks-supports-electronics-teachers/>

3. Fashion Design Workshop for Students
Ball dress pattern making interested contact

Wednesday 18th April

See website for details

<http://www.patternarchitects.com>

Enquiries to:

anne@patternarchitects.com

From Moderators Newsletters

- [Making Judgements for 'Implement' Standards](#)
- [Best Practice Workshops](#)

Making Judgements for 'Implement' Standards

These standards (91057, 91058, 91082) require students to implement basic procedures. That is, they must follow a set of techniques/processing operations and apply a range of tests to demonstrate a product meets specifications.

For a student to be at **merit**, they must *skillfully* implement basic procedures. This requires *independence* and *accuracy* to be shown.

For the teacher to validate that the student has shown *accuracy*, the product must be judged as overall being made with precision.

To make a judgement for *independence*, the following guidelines might be helpful:

The student:

- takes responsibility for achieving a quality outcome
- plans effectively, thinks ahead, is well organised, self starting, self managing
- makes their own decisions
- books equipment/machines in a timely fashion
- purchases and/or brings required materials in a timely fashion
- stores their work carefully
- carries out appropriate checking and testing and takes corrective action as necessary
- recognises and deals with issues promptly
- is always able to describe what they are doing and why and where their project is heading

It does NOT mean that the student:

- is unable to ask for help with technical (for example, faulty equipment) or safety issues
- is responsible for the consequences of inadequate project storage facilities

For a student to be at **excellence**, they must *efficiently* implement basic procedures. This requires *economisation* of *time, effort and materials* to be shown. Evidence of *economisation of time* is about personal organisation and might include such things as:

- completing the project in an acceptable time frame
- doing another job if the current one is held up
- looking after resources so students can quickly pick up where they left off
- minimal wandering/chattering
- planning/organising so that jobs do not need to be redone

Evidence of *economisation of effort* is about working efficiently and might include such things as:

- knowing what to do and getting on with it and not relying on trial and error
- using information from testing to guide practice
- using the best tool/procedure for the task

Evidence of *economisation of materials* is about minimising the use of materials. This might include such things as:

- laying out/marketing/cutting to use the least amount of material (photo's could provide sound evidence)
- planning so that materials are not wasted

Economy of time, effort and materials are often linked. For example, choosing the correct tool will save time and effort and minimise wastage.

Because the products that students make may be very similar, it is the way they carry out the procedures that will determine whether they are at merit or excellence. It is most important that the teacher is able to justify their judgement to the student, parents, the moderator or whoever else may question the judgement. A modified TKI assessment schedule that includes examples of possible evidence that matches the product being made could make the teacher validation of grades process very straightforward.

Textile colour resource

Swatches or small samples of fabric have been collected and compiled in the form of swatch books for at least 300 years. The Powerhouse Museum has several volumes containing thousands of bright, unfaded samples of fashionable fabric designs, braids and laces ranging from the 1830s to the 1990s. This site contains samples from the 1890s through to the 1920s. You can search by year or by colour.

<http://www.powerhousemuseum.com/electronicswatchbook/>



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