

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 1 2013

Greetings to you all, Kia ora, Talofa lava, Taloha malo elelei, Bula vanaka, Fakalofa lahi atu

Welcome to term 1 2013. We have had the most wonderful summer of sun, sea, lakes, beaches and mountains; for the last two months or so, they have been our special place to hang out. Now, as we head back to school we are hopefully feeling refreshed, motivated, re-energized, full of new ideas and fully focused on the challenges the new year may bring.

2013 sees the second year of the Secondary Student Achievement Contract continuing. It once again offers free workshops, focused cluster groups and, for selected schools, in-depth support. This professional development supports teaching and learning and aims to reach achievement targets for our priority learners, in particular for Maori, Pasifika, and students with special education needs.

Stephen, Polly, Jane and Di were privileged to meet with many of you around the regions last year and we are really looking forward to building upon those contacts again this year. Unfortunately Jane will not be with us this year as she has procured a position as Arts Co-ordinator at a Waikato school. We will miss her, but we wish her well with her new job. Whenever we can will be calling on regional experts to help fill gaps so all Arts discipline needs can be supported.

We hope your last year's students did you proud. We look forward to you and your students reaching the high standards and successful outcomes you desire for 2013.

## RAPs for 2013

Many of you attended our RAPs (Regional Arts Partnerships) workshops in 2012. RAPs are free for secondary middle leaders and TICs of Dance, Drama, Music and Visual Arts. Here are the details for this year's RAPs:

### RAPs 3

- Focus on the smaller arts departments.
- National coverage, targeting smaller regional centres.
- The 4 Arts disciplines will combine for a collaborative focus on developing the Arts in a secondary school.
- The majority of time will be spent with your discipline specific colleagues going over standards alignment and focusing in on Year 9-13 course structures and planning.

### RAPs 4

- Targeting 6 centres running the length of the country.
- Discipline specific focus.
- National priority foci of Literacy/Maori/Pasifika/Special Needs in the Arts.

The final agenda for these workshops has not been finalised, so we would appreciate any ideas or feedback.

## RAPs - Regional Arts Partnerships

RAPs are free Arts workshops offered nationally for secondary HOFs/HODs of the Arts and TICs of Dance, Drama, Music and Visual Arts.

There is no charge for these workshops as they are supported by the Ministry of Education though the Secondary Student Achievement PLD funding. Workshops will run from 9am-3pm. Morning tea is supplied but bring your own lunch.

### RAPs 3

Geraldine	26 <sup>th</sup> March	S
Hokitika	27 <sup>th</sup> March	S
Otorohanga	3 <sup>rd</sup> April	N
Kawerau	4 <sup>th</sup> April	N
Hastings	9 <sup>th</sup> April	N
Gisborne	10 <sup>th</sup> April	N
Wanganui	16 <sup>th</sup> April	S
Greytown	17 <sup>th</sup> April	S
Kerikeri	6 <sup>th</sup> May	N
Thames	7 <sup>th</sup> May	N
Alexandra	14 <sup>th</sup> May	S
Blenheim	22 <sup>nd</sup> May	S

To register: email the respective email addresses:

N=North [sw.rowe@auckland.ac.nz](mailto:sw.rowe@auckland.ac.nz)

S=South [essadmin@otago.ac.nz](mailto:essadmin@otago.ac.nz)

### RAPs 4

Taupo	27 <sup>th</sup> August
Hamilton	28 <sup>th</sup> August
Auckland	29 <sup>th</sup> August
Dunedin	3 <sup>rd</sup> September
Christchurch	4 <sup>th</sup> September
Wellington	5 <sup>th</sup> September

More details about RAPs 4 will be provided in our term 2 newsletter.

## NZQA's Moderation Best Practice Workshops

Best Practice Workshops are run by NZQA for teachers to improve understanding of achievement standards through the use of student exemplars. These workshops will:

- Clarify your understanding of grade boundaries of internally assessed standards.
- Work with supplied assessment materials including samples of student work at all levels.
- Engage in professional discussion.

There is a \$120.00 (GST inclusive) fee per person. The deadline for registration is 1 month prior to the workshop. If workshops are oversubscribed a waitlist will be created and a second workshop may be offered.

## University Entrance literacy requirement

From 2014, new requirements apply for University Entrance. Students must meet a new literacy requirement to enter into university-level programmes from 2015. (See [Secqual 2012/026](#) for further details). Students must now achieve 10 credits in literacy instead of 8, and these credits can be gained through identified achievement standards from across the curriculum.

The literacy requirement for the new University Entrance from 2014 is 10 credits at NCEA Level 2 or above made up of 5 credits in reading and 5 credits in writing.

This link to the [identified standards](#) lists the NCEA Level 2 and 3 achievement standards that can contribute to the new University Entrance literacy requirement. Note that the change occurs *from* 2014. Students in Year 13 this year, or those intending to enter university in 2014, are not affected by the changes – they need to meet the current requirements. Universities will accept University Entrance once awarded, regardless of the year that students begin tertiary study. This applies to students who gain University Entrance in 2013 (meeting all requirements) and do not immediately proceed to tertiary study in 2014. Students who are in Year 12 this year (who intend to enter university in 2015) will work towards meeting the new requirement of 10 literacy credits.

## Collecting, interpreting and using data to inform teaching

Middle leaders and teachers will now have access to their NCEA data. Collecting student performance data and using it to inform instruction is key to successful curriculum design to support accelerated student achievement, especially for priority learners. It is important all teachers are confident and skilled in applying this data in making future decisions about teaching and learning programmes.

Teaching as Inquiry that leads to professional learning and improvement in student outcomes begins with questions. The following are important questions that we as National Co-ordinators believe you should be asking:

- What student-focused data are you using that enables teachers to gather feedback about their own practice and performance from peers and learners to inform planning and demonstrate effective pedagogy?
- How is data being used to answer questions about student achievement?
- How were your department results overall in 2012? Were they better or worse than previous years? What are the trends in achievement and engagement data?

## NZQA's Moderation Best Practice Workshops

To register for a Best Practice Workshop complete the details using the online registration at the NZQA site:

<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops>

These workshops run from 9.30am to 3.30pm with up to an hour for lunch. Morning tea is supplied but lunch is not.

### Art History

Auckland	5 <sup>th</sup> September
Wellington	11 <sup>th</sup> July
Christchurch	4 <sup>th</sup> May

### Dance

Auckland	23 <sup>rd</sup> May
Wellington	4 <sup>th</sup> July
Christchurch	1 <sup>st</sup> August

### Drama

Auckland	4 <sup>th</sup> April
Hamilton	2 <sup>nd</sup> May
Palmerston N	11 <sup>th</sup> July
Wellington	9 <sup>th</sup> May
Christchurch	20 <sup>th</sup> June

### Maori Performing Arts

Whangarei	11 <sup>th</sup> August
Auckland	11 <sup>th</sup> July
Hamilton	27 <sup>th</sup> June
Napier	25 <sup>th</sup> July
Wellington	26 <sup>th</sup> September
Christchurch	29 <sup>th</sup> August

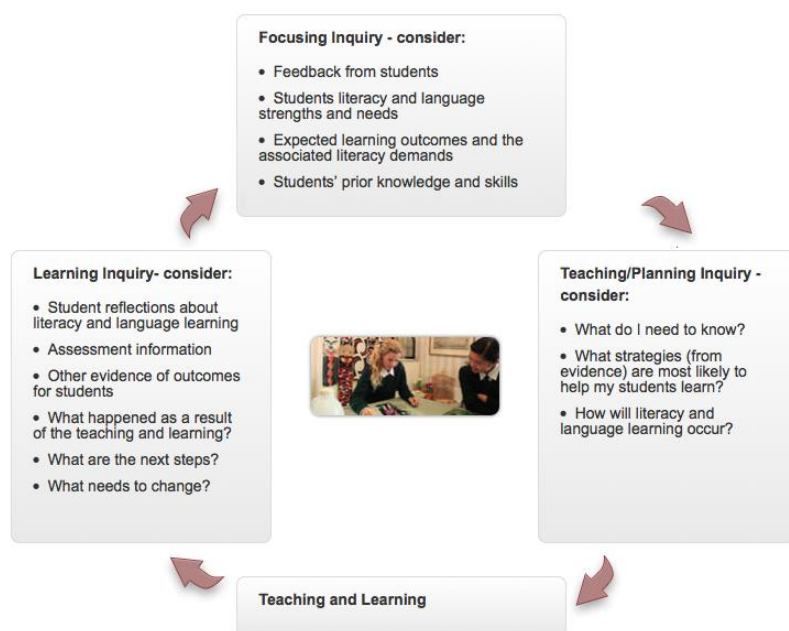
### Music

Auckland	3 <sup>rd</sup> October
Hamilton	4 <sup>th</sup> July
Palmerston N	1 <sup>st</sup> August
Wellington	11 <sup>th</sup> April
Christchurch	27 <sup>th</sup> June

### Visual Art

Whangarei	20 <sup>th</sup> June
Auckland	4 <sup>th</sup> April
Auckland	25 <sup>th</sup> July
Tauranga	2 <sup>nd</sup> May
Hamilton	11 <sup>th</sup> July
Palmerston N	23 <sup>rd</sup> May
Napier	4 <sup>th</sup> July
Wellington	9 <sup>th</sup> May
Nelson	18 <sup>th</sup> July
Christchurch	11 <sup>th</sup> April
Dunedin	27 <sup>th</sup> June

- Did your students perform as well as students in another comparable school (using comparative functions in the NZQA data base search functions)?
- How is data being used to modify teaching and learning practices?
- How is data being used to interact with other teachers about student progress?
- How do you know that you are making a difference for students, particularly your priority learners?
- How do you chart student progress?
- What strategies has your department found effective in working with students who are not progressing?
- What are the top 3 – 5 strategies that your department has found most effective?



Teachers need to dig deep in order to gather and examine where their students and programmes are now, where it could be, and the best path to get there. NCEA data is not the only data teachers need to use to examine the effectiveness of their teaching and learning. Other data can come from the school's demographics, attendance, behaviour, performance, learner achievement data (formative) and student voice. Possible data tools could include observation tools, rubrics and descriptions of pedagogy, class lesson plans and curriculum plans.

All teachers need to develop a data culture. The middle leaders need to support their departments to be active players in this data rich environment. They need to develop a system where collecting, interpreting and using data is integral in analysing the effectiveness of their programmes.

- Student centred programmes that address identified needs
- Helps to identify the strengths and weakness of students
- Improved programme performance
- Identifying strategies that are most likely to help students to learn
- Engaging students in their learning
- Student centered decision making.

For more information about producing NCEA result reports, and how to customise them, see How to create and print reports and Secondary statistics user manual:

*Innovative Ways to Use Data to Inform Planning Of Teaching to Enhance Student Learning*: K. Rice, R. Smith. University of Otago, Education Support Services, College of Education (NEW ZEALAND)  
<http://library.iated.org/view/RICE2011INN>

## Dance, Diversity and Change conference

6<sup>th</sup>-19<sup>th</sup> July, Freyberg High School, Palmerston North  
<http://www.trcc.org.nz>

## Drama conference

Te Kore, 26<sup>th</sup>-28<sup>th</sup> April, 2013 in the Waikato.  
<http://www.drama.org.nz/>

## MENZA day

10<sup>th</sup> May  
 MENZA's national music teachers' professional learning and development day.  
<http://www.tunemein.co.nz>

## Visual Arts conference 2014

ANZAAE. Will be at AUT, Auckland. Details to come.

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