

National Newsletter: Technology

Information and resources for middle leaders in secondary schools | Term 2 2013

Kia ora te whānau Technology Education

Welcome to our term 2 newsletter. In this newsletter we share key ideas about Teaching as Inquiry with a focus on our priority learner groups; an update on the level 8 Teaching and Learning Guide material; and vocational pathways.

Vocational Pathways: what are they?

The Vocational Pathways are a new set of tools that provide a framework for vocational options, support better programme design and careers advice, and improve the links between education and employment. They are the product of a partnership between government agencies, the industry training sector, secondary and tertiary education representatives, and industry and employer representatives.

At present, there are five pathways which represent new ways to structure and achieve NCEA level 2 and provide a coherent framework for foundation vocational education and training. The pathways will help students to develop their own individual education plan, so they are better informed and able to make better choices to meet their goals. There are a range of tools you can use to help plan and design your programmes and help students to plan their future career opportunities.

Using the pathways tools

As a teacher you can search for the achievement standards you are using in your assessment and build a profile of the possible pathways this will prepare your students to take. It also allows you to match your choices with student need.

Here is a quote from a technology teacher regarding using this tool:

I discovered my courses were heavily weighted to construction and infrastructure which was interesting. I think I chose the standards and did not really listen to student voice about what they wanted to do (i.e. their pathways and aspirations).

Students can also enter all their achievement standards used in their subjects in this year to create a personal profile which will indicate possible pathways for them to explore.

On the next page is an example of a profile for a student being assessed by construction and mechanical achievement standards. Note we only used technology standards to build this profile. It would grow and change depending in what the student would enter as a whole profile with all their courses.

National Coordinators Technology Education

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Free national workshops continue in term 2

Facilitated by Lesley Pearce:

Whangarei

Friday 21st June

Auckland

Thursday 29th May

Hamilton

Wednesday 12th June

Tauranga

Wednesday 5th June

Napier

Wednesday 19th June

Facilitated by Cheryl Pym:

New Plymouth

Wednesday 29th May, Thursday 4th July

Wellington

Thursday 30th May, Friday 5th July

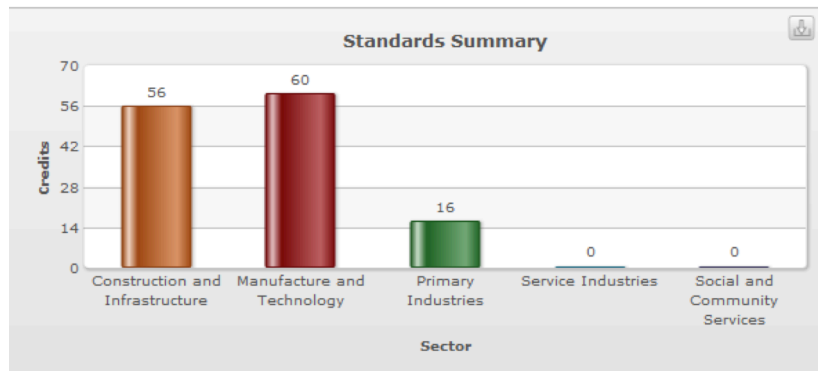
Christchurch

Monday 24th June

Dunedin

Tuesday 25th June

An example of a student profile built from the standards they are using:



Discover more at:

<http://youthguarantee.net.nz/vocational-pathways/>

Level 8 Teaching and Learning Guide

During the last week of the school holidays the National Coordinators met with the Ministry to finalise the publication of the Level 8 Teaching and Learning Guidelines.

This will be online this month. Look for it at:

<http://seniorsecondary.tki.org.nz/Technology>

Teaching as Inquiry

As technology teachers, we are challenged to make a difference for all students. Our aims must be to accelerate learning by:

- Using Teaching as Inquiry as a model for enhancing teacher practice and raising student achievement
- Embedding literacy into our learning programmes
- Knowing our learners, their whānau and their aspirations
- Exploring the pathways that will support their progress beyond secondary school
- Designing meaningful programmes of learning to support these pathways.

The diagram on the next page follows a cyclic process focused on priority learners.

Find out more about Teaching as Inquiry on New Zealand Curriculum online:

<http://nzcurriculum.tki.org.nz/Curriculum-stories/Case-studies/Teachers-as-learners-Inquiry/Teaching-as-inquiry>

How will we meet this challenge?

"Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students." New Zealand Curriculum, page 35.

A short reading

We recommend this reading:

"Leading inquiry at a teacher level: It's all about mentorship" by Mike Fowler.
Set 3, 2012

<http://www.nzcer.org.nz/nzcerpress/set/articles/leading-inquiry-teacher-level-it-s-all-about-mentorship>

Useful links and resources

Explore the Vocational pathways site and the profile builder with your students!

Vocational Pathways

<http://youthguarantee.net.nz/vocational-pathways/>

Profile builder

<http://youthguarantee.net.nz/vocational-pathways/profile-builder/>

Digistore: Māori resources

A catalogue has been created to showcase resources within Digistore that are either in Te Reo Māori or have a Māori cultural focus.



<http://digistore.wikispaces.com/Maori+related+content>

Cultural competencies

A resource explaining the progression of the competencies teachers need to develop so they can help Māori learners achieve educationally as Māori.



<http://www.minedu.govt.nz/theMinistry/EducationInitiatives/Tataiako.aspx>

Evaluation at a Glance: Priority Learners in New Zealand Schools

(ERO, August 2012)

In this report, ERO identifies three key issues facing New Zealand's education system. ERO believes that these issues are hindering efforts to raise the achievement of New Zealand's lowest performing school students, our priority learners.

<http://www.ero.govt.nz/National-Reports/Evaluation-at-a-Glance-Priority-Learners-in-New-Zealand-Schools-August-2012>



Inquiry with a focus on Māori students



Focusing Inquiry

Teaching Inquiry

- Who are my underachieving Māori students?
- What do I know about these students' identity, language and culture?
- Why are they at risk of not achieving at the expected level?
- What evidence/data do I have about their achievement?
- What's getting in the way of these students achieving and what do I think this student could achieve?
- What do they need to learn and do?
- How do I build on what they know?
- What am I already doing that has helped create success for my students' achievement?
- How do I connect to their culture?

- What am I going to change in my practice that will create success for these Māori students?
- What strategies can I use to make a difference to raise Māori achievement? (These strategies must be researched based and be different from what I usually do.)
- Have I thought about relevant contexts and linking this to my Māori students' prior knowledge?
- How do I use Te Reo Māori and Tikanga Māori?
- How will I work on creating effective relationships with whānau, iwi - this includes high expectations.
- How do I support learners to realise their full potential?

Learning Inquiry

Teaching Actions

- What strategies worked best for this inquiry?
- How can I use Tātaiako to review the outcomes that relate to Māori learners achieving education success as Māori?
- How can I (will I) use student voice to inform my questions?
- Where have I positioned myself after reading Tātaiako competencies?
- How/where has this given me an indication of where I needed to go next in this inquiry cycle?

- What progress did I see in my Māori students' progress towards their learning goals?
- What opportunities did I provide to listen to my Māori students' perspectives and what did they say?
- How did I recognise diverse learning styles?
- How will I get feedback from my Māori students/their whānau?

Teacher Learning Needs

- Who will critique/support my new practice? Who can I observe? How can I use my student feedback to improve or modify my planning and delivery?

Is there something I need to change in my practice?

What are the next steps for teacher learning?

National Newsletters

These national newsletters are developed for every learning area by National Co-ordinators from The University of Auckland and Te Tapuae o Rehua consortium. To download the latest newsletter or for more information about Ministry-funded professional development for secondary middle leaders, visit this page on TKI:

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development>

Secondary Student Achievement professional development

The Secondary Student Achievement professional development is funded by the Ministry of Education.

A Government goal is that 85% of all 18-year-olds will have achieved NCEA Level 2 or an equivalent qualification by 2017.

To support this, the focus for the Secondary Student Achievement professional development is to work with secondary middle leaders to help raise achievement for all students, and particularly for Māori students, Pasifika students and those with special education needs.

Support is available to all middle leaders in the form of workshops, clusters and e-newsletters in every learning area and in a range of subjects. More intensive, in-depth support is also being provided for selected schools / departments / faculties allocated by the regional Ministry of Education offices.