



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

These national newsletters are produced by the **Secondary Student Achievement** national facilitation team, as part of supplementary PLD support for schools, from the University of Auckland and Mau ki te Ako project partners (University of Canterbury, University of Otago and Te Rūnanga o Ngāi Tahu).

# National Newsletter: Technology

Information and resources for middle leaders in secondary schools | Term 1 2016

Kia ora koutou, greetings to you all.

Naku te rourou nau te rourou ka ora ai te iwi.  
*With your basket and my basket, the people will live.*

This refers to co-operation and the combination of resources to get ahead. This proverb relates very much to the focus of the national workshops this year where we will be working in discipline specific break out groupings. (See page 3.)

In this issue we cover:

- Latest news and a welcome to new members of the technology facilitation team (see page 1).
- Updates to the Health and Safety legislation and the implications for schools (see page 2).
- National workshop outcomes and details (see page 3).
- Evidence for the standards (see page 4).

Ngā mihi nui  
Malcolm and Cheryl, National Co-ordinators – Technology

## Latest news

### Welcome to two new regional facilitators

We would like to welcome and introduce to you two new facilitators based with Team Solutions.

Elizabeth Ross is on secondment from Melville High School in Hamilton where she is the Leader of Curriculum (Technology). Elizabeth is an executive member of HETTANZ for the Waikato/Bay of Plenty region, a member of the PPTA Middle Leaders Task Force and also part of the Ministry of Education Vocational Pathway Advisory Group.

Pippa Lawlor is on secondment from Papatoetoe High School where her responsibilities include food, hospitality, textiles and ECE. Pippa is the chair of the Auckland branch of HETTANZ and a member of the NZ Chefs Association.

Contact details for both Elizabeth and Pippa can be found on page 4.

### A face-lift for the Careers NZ website

Careers NZ has launched a new and improved mobile-friendly website with a modern refreshed brand style.

<http://www.careers.govt.nz>



### Assessment overload - Have you read?

A recent ERO report identified over assessment as a stressor for students. See the article on page 4 for tips to streamline gathering evidence

## Resources

### Technology Online newsletters

Keep up to date with what's new on Technology Online with their newsletter available at

<http://technology.tki.org.nz/Resources/Technology-Online-newsletters>



### Planning and tracking NCEA progress - NCEA Student App

Did you know NZQA has developed a mobile App called NCEA Student to help students plan their NCEA study programme, set goals and track their progress? The App is available from the iTunes and Google Play stores.

<http://www.nzqa.govt.nz/audience-pages/students/ncea-app/>



### Careers NZ resources relating to technology classrooms

Classroom activities, teacher resources and posters to stimulate discussion about technology career related occupations. Includes resources for Māori and Pasifika students.

<http://www.careers.govt.nz/practitioners/tools-and-activities/technology-classroom-activities/>



## Health and safety

### New legislation coming

The new Health and Safety legislation comes into effect on 4 April this year. Are you ready? If your school's fully compliant with the current health and safety legislation you may find there is little that needs to be done to get ready for the change. For schools that are concerned about their health and safety system you'll need to think about what could go wrong in your school and how to manage your health and safety risks.

### What education providers should do to get ready for April 4

There are a number of things you and your school can do now to prepare for when the new legislation comes into effect:

- Familiarise yourself with the key requirements of the legislation.
- Review your health and safety policies and practices.
- Identify health and safety risks in your workplace and take all practicable steps to prevent these from causing harm.
- Make health and safety part of your workplace culture.
- Visit the Ministry of Education's dedicated health and safety web space (see below) for guidance and updates.

### Ministry of Education health and safety web space

Key information is available at

<http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/>

You can read news updates for health and safety at

<http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/news-updates-for-health-and-safety/>

### Technology safety guidance manual is changing



The current guidance manual (*Safety in Technology Education – A Guidance Manual for New Zealand Schools*) is in the process of being updated to reflect the changes in the legislation.

The updated version is expected in early April and will be available online.

### Workshops on Health and Safety

A half-day workshop for Technology teachers on the implications of the Health and Safety changes is planned for term two.

Watch the Ministry website for further details about dates and locations.

### Ask a question

If you have any questions please send them to the Ministry's health and safety team at [healthandsafety.info@education.govt.nz](mailto:healthandsafety.info@education.govt.nz). They will respond to your question and publish the Q&A anonymously for others to read.

To see a log of the questions and answers so far go to

<http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/questions-and-answers/>

Remember to keep going back to the health and safety web space as new material is being added all the time.

## Resources

### Ministry of Education website

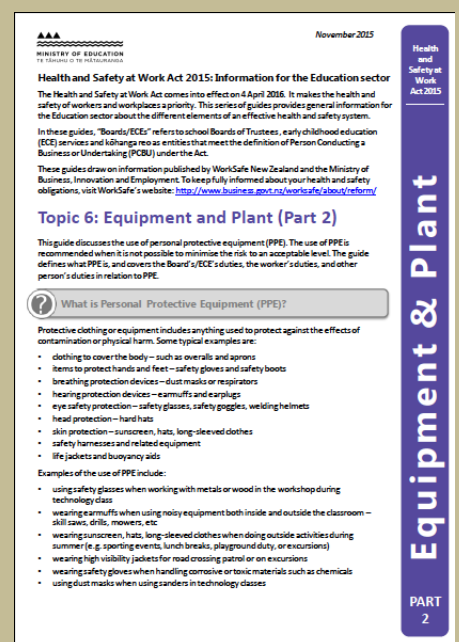
Look for the Health and Safety section on the home page of the Ministry of Education website.



<http://www.education.govt.nz/>

### Factsheets

A set of Factsheets are available to help prepare for 4 April 2016.



<http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/factsheets/>

## 2016 national Technology workshops

### A different approach in 2016

This year we aim to offer more choice at the national Technology workshops. Session one will be all together and then we will break into different groups for session two and three. Session two will involve working with resources relevant to your specialist area. We will divide into resistant materials, textiles, DVC, digital technologies, electronics, and food technology. Session three will provide an opportunity to choose which externally assessed standard(s) you want to focus on. There will be a greater focus at the workshop this year on groups of teachers with a shared interest collaborating together.



### Overview of the workshop 'Raising achievement in technology'

*Session one:* 'Scaffolding towards successful NCEA technology programmes'.

Learning outcomes:

- Develop understanding of how to scaffold for success, (what is scaffolding, what is the purpose, explore a range of strategies, how to remove scaffolding and when).
- Critique your current programme with a review to improving the scaffolding.

*Session two:* 'Improving student outcomes in your specialist area'.

Learning outcomes:

- Exploring the factors that lead to improved student outcomes in your specialist area.
- Evaluate the opinions of other practitioners and prepare a plan of action for your context.

*Session three:* 'Improving external assessment outcomes for students'.

Learning outcomes:

- Explore the resources associated with a selected externally assessed standard.
- Critique your current programme with a review to how you can improve external assessment outcomes for your students.

### What to bring

Please bring a laptop or other device with a USB port. You will need to be able to load files from a USB memory stick onto your device to use during the workshop. Also please bring headphones as you will need to individually listen to audio files during the workshop. And don't forget to bring your lunch!

### Dates and registration

See the sidebar for locations, dates, and registration details.

### Workshop dates

#### The venues and dates within the regions covered by Team Solutions:

Hamilton	10 May
Tauranga	12 May
Auckland (N & W)	17 May
Auckland (S & E)	19 May
Napier	24 May
Gisborne	26 May
Whangarei	31 May

To attend any of the above workshops in the region covered by Team Solutions, go to <https://intranet.teamsolutions.ac.nz/forms/index.php/forms/workshop-enrolment/KVTS09> and select the relevant venue from the 'Workshop' dropdown menu.

#### The venues and dates within the regions covered by Mau ki te Ako

Balclutha	10 May
Palmerston North	17 May
Christchurch	19 May
New Plymouth	24 May
Wellington	26 May
Nelson	31 May

To attend any of the above workshops in the region covered by Mau ki te Ako, go to the online registration at <https://secure-www.otago.ac.nz/ess-enrolment/secondaryncea.html> Note fliers will be sent to all schools in the region covered by Mau ki te Ako, or see the information at <http://www.otago.ac.nz/education/ess/secondarytechnology.html> For questions, contact University of Otago College of Education. Email: [essadmin@otago.ac.nz](mailto:essadmin@otago.ac.nz)

#### These workshops are free

There is no cost to register as the workshop is funded by the Ministry of Education as part of support for the Secondary Student Achievement professional development.

Note: Morning tea only is provided, you will need to supply your own lunch, and **please bring a laptop (or other device with a USB port), and headphones.**

## Considering the evidence: student evidence for the internal assessments

In using standards based assessment teachers must decide how to appropriately collect the evidence in order to show learner achievement in a meaningful way and judge this against the relevant standard. Trying to keep things streamlined and focused for assessment is essential to avoid burnout of students and teachers when considering the nature and amount of evidence provided.

### Some key ideas to consider regarding students providing evidence for internal assessment

1. Embedded assessment in the context of learning is more meaningful for the student than isolated assessment tasks.
2. It should be noted that evidence does not have to be written; it could take on different formats, for example videos of student activities such as evaluations, interviews with stakeholders; detailed checklists of observed tasks; annotated photographs; transcripts of oral explanations; or audio-visual recordings.
3. Consider digital evidence so that it is coherent and easy to navigate for assessors and moderators. Ensure that files are embedded and linked rather than having multiple single files.
4. Think about ways of reducing written work, for example the *internally assessed Implement standards* could be more streamlined and be about 1-2 A3 pages with relevant text and photographs or annotations from the teacher, such as in the diagram below

Standard Criteria	Student evidence	Supporting Teacher Comment (As Required)
selecting techniques to achieve special features <b>structural:</b> e.g. mortise and tenon joint, lapped dovetailed drawer, annealed component, MIG-welded panels, sandcasted component, milling an advanced component <b>aesthetic:</b> e.g. parquetry, inlaid design, turned table legs, taper turned component, dressed edges.	Give at least one example for each special feature used	
undertaking testing to monitor special feature construction to demonstrate that the product meets specifications This may include but not limited to measuring, trialling techniques, fitting and visual tests	Produce evidence of at least 2 tests you did to monitor special feature construction to demonstrate that the product meets specifications.	
Applying techniques that comply with relevant health and safety regulations	Produce evidence of at least 2 ways you complied with health and safety regulations	
<b>Merit</b> showing independence and accuracy in the execution of the techniques and tests. <b>Excellence</b> undertaking techniques and tests in a manner that economises time, effort and materials.	<b>Teacher Comments for Merit and Excellence: Grade (Accuracy, Independence, efficiency, if needed)</b> e.g. The student has independently reviewed the website and tested for accuracy and made the appropriate corrections. The student worked independently on the creation of the website	

5. Evidence for the *internally assessed Knowledge standards* could be reduced to between 1500-3000 words using a clearly structured report format with succinct detail rather than a portfolio of all the learning undertaken. Remember, this is evidence of understanding - not a compilation of a year's work.
6. Selecting suitable projects and authentic contexts supports your students to provide appropriate evidence.
7. Remember to triangulate the standard, schedule and tasks when considering what evidence you are asking students to provide.
8. Ensure you are working at the appropriate curriculum level and not asking for evidence of material beyond the scope of the standard or the curriculum level.

Resources for assessment of standards are available on the NZQA site: <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/>

## Contact details:

### National Co-ordinators

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## Technology PLD wikis

Southern Technology Wiki  
<http://southern-technology.wikispaces.com/>

Team Solutions Technology Wiki  
[technologynz.wikispaces.com/](http://technologynz.wikispaces.com/)