

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 2 2013

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

Welcome back to term 2, 2013. We hope your term 1 went well and that your students are set up with a sound foundation for a successful year to come.

National workshops: RAPs in term 1

Term 1 saw the first round of Raps 3, Regional Arts Partnerships workshops. We have been privileged to meet many of the Arts teachers in the smaller regions and we have been most impressed with the variety of good practice and great student work that is being produced within the Arts.

We have had middle leaders and teachers from each region sharing their unique teaching practices used to engage students and to improve achievement. These have been very valuable learning opportunities and we are collating them for wider distribution into a resource that we will call "The Arts room".

This year the Arts facilitators, Di, Steve and Polly, have been fortunate to work with Kim Bonnington, Verity Davidson and Patrice O'Brien, experts in their respective fields. This has enabled all regions to have all Arts disciplines covered in workshops, with the specialist knowledge and understandings teachers expect. We thank them for their generosity and time.

RAPs workshops continue in terms 2-3

RAPs 4 workshops will happen in term 3 in Auckland, Hamilton, Taupo, Wellington, Christchurch and Dunedin. The focus will be:

- Middle leadership strategies
- Creativity in schools
- Discipline specific focus (e.g. subject specific literacy strategies)
- Years 9 and 10
- Pathways.

See the side bar opposite for details of the RAPs workshop in a region near you.

RAPs - Regional Arts Partnerships

RAPs are 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 which will run from 9am-3pm. Morning tea is supplied but bring your own lunch. The workshops are funded through the Ministry of Education's support of the Secondary Student Achievement professional development.

RAPs 3

Alexandra	14 th May
Blenheim	22 nd May

To register: email essadmin@otago.ac.nz

RAPs 4

Taupo	27 th August	N
Hamilton	28 th August	N
Auckland	29 th August	N
Dunedin	3 rd September	S
Christchurch	4 th September	S
Wellington	5 th September	S

To register: email the respective email addresses:

N= sw.rowe@auckland.ac.nz

S = essadmin@otago.ac.nz

NCEA Arts data compared to other learning areas

This data shows NCEA level 1 achievement standards data from 2012. In this analysis, one standard from each learning area was used to compare - always the standard with the largest number of entries was chosen for that subject. For the Arts and Science results of the largest standard were combined from each of the four main subjects in the learning area.

The Arts: Dance AS 90002, Drama AS 90006, Music AS 91090 and VA AS 90914.

Science: Science AS 90950, Biology AS 90926, Chemistry AS 90930, and Physics AS 90935.

The first chart shows the number of entries (student numbers for each learning area). It also shows the percentage of students not achieving in each learning area and the ethnicity break down.

2012 level 1 internal % not achieved				
	Arts Da/Dr/Mu/V	Maths AS 91026	Science Sc/Bi/Ch/Ph	English AS 90857
# of Results	23,584	49,271	58,692	38,262
All	11.4	12.4	19.2	19.4
NZ Maori	19.5	19.5	29.6	32.7
NZ European	8.7	8.6	14.9	15.2
Pasifika Peop	14.4	23.1	28.6	28.9
Asian	5.4	8.1	14.9	13.5
Other/Unspe	11.0	14.1	20.2	15.9

Using the same collation method, the second chart shows the results for an external Level 1 standard. This chart shows overall student numbers and percentages for all achievement.

External L1	2012				
	# of Results	% Not Achieved	% Achieved	% Merit	% Excellence
ART's Da/Dr/Mu/VA	19,119	17.9	42.5	24.1	15.6
Science Sc/Bi/Ch/Ph	45,989	22.9	38	26.6	8.4
English AS 90850	37,255	25.3	41.8	23.7	9.3
Mathematics AS 91027	35,357	27.8	28.4	34.2	9.6

Analysing the data this way shows that teachers in the Arts are doing some good things and students show strong levels of achievement. There are areas in all of our disciplines that we can improve on but let's also celebrate - and evaluate what is working well and why.

Possible reasons for the results could be:

- Pedagogy that recognises the individual
- Content that differentiates and is engaging
- Lots of collaborating such as group work
- A variety of ways for collecting evidence
- Teachers who know the learner
- High level of trust and therefore risk taking in the class

What other possible reasons are there and have you shared any of these effective pedagogies with your colleagues in other learning areas?

NZQA's Moderation Best Practice workshops

To register for one of the NZQA Best Practice Workshops complete the details using the online registration at the NZQA site:

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

These workshops are facilitated by NZQA and 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 5th September
Wellington 11th July

Dance

Auckland 23rd May
Wellington 4th July
Christchurch 1st August

Drama

Palmerston N 11th July
Wellington 9th May
Christchurch 20th June

Maori Performing Arts

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

Music

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

Visual Art

Whangarei 20th June
Auckland 25th July
Hamilton 11th July
Palmerston N 23rd May
Napier 4th July
Wellington 9th May
Nelson 18th July
Dunedin 27th June

If Walls Could Talk

Eileen Landay and Kurt Wootton

An article from *Educational Leadership* vol 70.



"The Performance (Inquiry) Cycle brings literacy and the Arts together to give students a reason to learn."

When high school teachers Newman and Kinslow began to plan their humanities classes for the year, they began by thinking carefully about the students they knew would be coming into their high school classroom. "What themes would they find compelling? What questions and academic challenges would resonate? What texts would be inspiring and informative and act as a springboard for their developing literacy skills?"

The students

The majority of their students were learners with English as a second language at Central Falls High School, Rhode Island, with a wide range of reading and writing skills. They would respond well to the use of a variety of Arts related forms and an inquiry approach to learning.

The big idea

The challenge was to choose a big idea around which to centre a year's work. The "walls metaphor" (paintings and stories about famous walls including the Lascaux Caves, Diego Rivera's Mexican murals and Jerusalem's Wailing Wall) created a coherent theme to integrate learning across curricula and enabled students to connect their own experience to a wider context.

A culturally responsive environment

Building and maintaining a positive and supportive classroom community was fundamental to the implementation of the inquiry cycle and to establishing a sense of purpose for the students' learning.

Inquiry learning (performance cycle)

Newman and Kinslow cultivated student engagement and commitment by introducing intriguing and relevant problems such as, "If the walls could see what would they see?" and, "If the walls could hear what would they hear?" Through numerous creative projects, students not only had the motivation to write and comprehend continuous text, they also learnt about each others' lives and established connections between their lives and new knowledge through the Arts and other mediums.

Students were inspired to want to read by learning to 'speak' in a range of art forms and/or literacies. At the end of the year students presented and produced 'The Talking Walls of Central Falls' as a public performance in a variety of ways, such as rapping, dancing, student murals and a widely circulated class book of stories and poems, to an audience of friends and family, teachers and the community.

Conferences coming up...

Dance, Diversity and Change conference

6th-19th July, Freyberg High School, Palmerston North

<http://www.trcc.org.nz>

'Te Aho I Muri' Visual Arts conference 2014, ANZAAE

15th - 17th July 2014
School of Visual Arts, AUT Auckland.

Contact Email:

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Secondary Student Achievement professional development

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

The 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.

For more information, visit these pages on TKI:

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

“The more arts that scientists, engineers and entrepreneurs engage in across their lifetimes, the greater their likelihood of achieving important results in the workplace.”



Few people are aware that Albert Einstein attributed many of his greatest scientific insights to musical thinking. As he put it, “The theory of relativity occurred to me by intuition, and music is the driving force behind this intuition. My parents had me study the violin from the time I was six. My new discovery is the result of musical perception.”

Walter Alvarez, a doctor and physiologist of some renown, decided to send his scientifically talented son, Luis to an Arts and Crafts school where Luis took industrial drawing and woodworking instead of calculus. Big mistake? Not exactly. Luis Alvarez won the Nobel Peace Prize in Physics in 1968. He attributed his success to an uncanny ability to visualise and build any kind of experimental apparatus he could imagine.

The Arts develop such skills as observation, visual thinking, the ability to recognize and form patterns, and manipulative ability. They develop habits of thought and action that include practising, persevering, trial-and-error problem solving and they pose new challenges. They also provide novel structures, methods and analogies that can stimulate scientific innovation.

‘Arts, in short, are not luxuries that we can dispense - or dispense with - as the mood strikes us.’

The Arts and Crafts of Science by Robert Root-Bernstein and Michele Root-Bernstein.

An article from the Educational leadership vol 70.

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