

Report from forum – Attended by Peter Arthur

- Below are the **minutes** of the forum from excellent chair and minute taker Judy Allison. They are very full and speak for themselves, and (bonus!) have **embedded attachments** from speakers. (*double click to open*)
- Attached: The programme for the two days.

It was very valuable and I recommend it anyone who might contemplate it.

Key issues flagged for our association:

1: **NCEA external grade score marking** – This looks to be a useful step forward in ensuring clarity around the grade boundaries, and especially with the post-marking moderation of the paper overall. Details and Min Ed PPT below.

2: **Communication within subject associations.** This ‘difficulty’ was shared by all other associations there. All who tried found some success and some roadblocks with emailing to school admin (items not forwarded or blocked as spam), using the TKI email register (incomplete, and sometimes inaccurate), faxing (not forwarded), Gazette (not noticed) and similar.

Otherwise, local networking was seen to be an effective tool – Making personal contact with nearby schools to ensure current emails and phone contacts that get through. As with any database – it requires maintenance.

From discussion, the request for a TKI Subject Associations ‘page’ emerged and is being proposed to Ministry. If this is accepted, it would provide a common focus for information displays by Associations (notices of meetings, workshops, conferences, nifty new resources etc.) It has the added benefit of inter-association information flow –see next point.

3: **Keynote speakers and conferences** and sharing. Many ‘smaller’ associations struggled to host biannual or other conferences with draw-card speaker due to costs. By hosting at the same time in the same city, associations can pool keynote speakers, and perhaps gain other economies of scale to make this more viable (see minutes).

4: Funding for professional development support / advisors. Requests have gone out for ‘expressions of interest’ to people and organisations to become a provider of PD to any degree. They are **not** required to be within an educational institution – i.e. anyone can apply from the public or private sector. The application can be for just one facet, or session, to a complex and longer term programme.

From the responses, the PD support will be selected. I personally hope that our experienced education professionals who have built up connections and depth of knowledge within our subject areas will wish to and be able to make a successful bid.

Minutes and Programme Appended. *Peter Arthur, Aug 4, 2011.*

Quick look (main sessions reported below in minutes)

- Plenary: What's on top for subject associations, and what do we need to tackle officials about today and tomorrow?
- Plenary: Senior Curriculum Design to meet the needs of all learners. Tony Turnock, Geoff Keith, MOE Secondary Outcomes team
- Workshops session 1 – see below for details
- E-Learning: outcomes from a blended/hybrid online course case study
- NEEDS INTERNET ACCESS, HAS TO BE MONDAY Sue Parkes, Pinelopi Zaka
- Plenary: Building Collective Collaborative Capacity in Education
- Marg McLeod will update you on current Ministry initiatives in e-learning and the roll out of ultra-fast broadband to schools. She will look at ways that we can improve New Zealand's highly devolved schooling system, building collective collaborative capacity in the sector - schools working in coordination with other schools and education organisations, such as the Ministry of Education. Marg McLeod, Ministry of Education
- Plenary: Grade Score Marking Sue Chalmers, NZQA
- Plenary: Working with primary teachers Wendy Morgan & Jane Taylor, NZRA
- A Great Day Out: Making the best of your LEOTC in the museum David Bell, Otago University
- Plenary: Creating courses for less able students in the senior school Judie Alison, Jenny Pollock
- Go mad, run a conference, bank some funds! Phillippa Doig
- Plenary: The way forward (including discussion of a PPTA proposal for 'PPTA keynotes" at subject association conferences) Judie Alison/Sarah Dalton

Details below:

Minutes of Subject Association Forum, 25 & 26 July 2011

Attendance

There were 22 representatives from the following subject associations (see updated glossary attached): ANZAAE, ANZFSSA, CATE, DSA, DramaNZ, ESSE, GANZ, HATA (Ag/Hort), HETTANZ, MENZA, NZACDITT, NZALT, NZAMT, NZASE, NZCLA, NZHEA, NZRA, PENZ, Philosophy, TESOLANZ, and also two members of the PPTA Executive (Sue McVeigh and Natalie Faitala) and PPTA staff member Judie Alison.

Apologies were received from Robin Duff (PPTA President), and the following subject associations: French Teachers Assn, Art History, Physics, NZCETA, Geography, BEANZ, Sue Parkes and Pinelopi Zaka (TENZ – trapped in Christchurch by weather).

Because of the size of the group, all sessions were in plenary.

Session 1: Welcome, introductions, review of 2010 forum minutes

Natalie Faitala welcomed participants on behalf of PPTA and representatives introduced themselves. The minutes were reviewed.

Session 2: Current issues for subject associations

Communications

Subject associations appreciated the recent email from Nigel Hill, but felt this should be happening more. Principal's Nominees get information but this doesn't get it to subject associations, and often not even to teachers. Communications don't come to people not in schools. It seems very ad hoc, e.g. a lot of material comes through Arts Online, but other subjects don't have this.

Curriculum alignment

Subject associations are dealing with big issues for Level 2 and Level 3, and their work is expected to be largely good will. This seems to vary enormously by subject the extent to which associations are involved in the work. There was slippage with timelines in 2010, and people are anxious that this might happen again this year and next.

Scholarship

Lack of clarity about where Digital Technologies will fit into this, and for everyone, when information about changes following from Level 3 will eventuate.

Quality Teaching Partnership Fund

The loss of this has had a very negative impact on subject associations.

Demise of advisory service

This is a real worry for associations, who wonder where teacher support will come from. There are demands that groups be of an "economic" size which smaller subjects can't necessarily deliver. The primary people in the room said that they had to use their own resources or buy in services. They have lost any kind of ongoing local relationship with advisers, and everything is run through Ministry brokers. They can't do anything ad hoc. This move will also reduce the involvement of subject advisers in associations.

Constant change

There is a lack of continuity of personnel.

Teachers Council

What is the Teachers Council's role in all of this change? They are supposed to be looking after the ability of teachers to keep up to date with their learning.

Session 3: Senior curriculum design to meet all learners – Tony Turnock and Nigel Hill

Tony said that the secondary outcomes team is small, and working in an environment where they are expected to focus on ways to improve student achievement, especially for Maori, Pasifika and students with special needs. There are three main priorities, one of which is that students leave schools with worthwhile/meaningful qualifications, i.e. qualifications that take them somewhere. To achieve this, the government has introduced the Youth Guarantee programme to try to reduce the NEETS, and their team's work has to link to that, in that the goal is that all students should leave school with at least NCEA Level 2.

Some students leave school with NCEA Level 2 but it doesn't add up to anything coherent that will get them somewhere. By 2009 we had reduced the number leaving without Level 2 was 30.2% which is down from 42% in 2005. It is not clear what it was that achieved that improvement: part must be NCEA, part must be improved pedagogy, and part is probably improved course design. How do we improve this further?

Only 30% of school leavers go on to University but there is little clarity around the pathways for the 70% that don't go on to University. There is a problem that many students don't see the relevance of what they are learning and this affects their engagement. Are teachers and schools keeping up with how the world is changing, in terms of technology, the lives of teenagers, and the career possibilities?

Tony talked about the vocational pathways being developed, which he felt would help with student engagement. He was asked to what extent these were about knowledge or skills?

The government has another priority, about all students having the numeracy and literacy skills that they need to be able to move into employment and tertiary study. This is a responsibility of all subject areas.

The alignment of standards to the new curriculum has proven to be a bigger task than anyone expected, but it has raised the quality and understanding of the standards and put the curriculum right in the centre. Where there have been challenges with subjects e.g. Maths, it has largely been because of the changes brought about through the new curriculum, or in the Teaching and Learning Guides, which have required teachers to define what the big ideas of their subject were. While the achievement objectives are not mandatory at Year 11-13, the front end is, and one of the things it says is that schools need to develop coherent pathways for students. There are big costs involved in producing two assessment resources for over 700 standards (across Levels 1-3), plus exemplars of student work, trialling in schools, etc. The timelines for Level 1 were not met, and the MOE was gutted by this and apologises. They are confident that the Level 2 process is much better.

Ernie Rosenthal, who is a careers adviser, said that there were big issues for schools when they move students on into Youth Guarantee places and therefore lose funding.

Nigel Hill focused on the more technical background of the alignment project. He circulated and talked about the MOE's work on course planning for the NCEA Resource Kit produced

for the Teacher Only Days: see <http://www.nzqa.govt.nz/audience-pages/secondary-schools-and-teachers/ncea-resource-kit/intro/>.

There was a question about review cycles. Nigel said that in future there may be a different process, e.g. by subject rather than level, but any standard which proves to have problems will be reviewed immediately.

Associations said that they had really appreciated the email from Nigel recently about the Level 3 consultation, but some (e.g. ANZAAE) had missed out, so he undertook to re-check his list.

There was a question about where the conditions for assessment are located. Nigel explained that for a registered standard, i.e. Level 1, they are currently on TKI because it is more flexible about changes. There was an issue about writers not being consulted about the conditions for assessment, but Nigel said that they would probably not be asked to be involved with that.

Someone asked where the MOE found their subject experts? He said it was through their own contacts, advisory services, subject associations, etc, and that while there were things they would love to do, they were very stretched. The associations felt that there was a lot of expertise that was untapped, and a tendency for cliques to dominate and take subjects in a particular direction that was not supported by the majority. The associations said that there was a transparency issue that concerned them. Nigel said that they tried to network, but perhaps they didn't apply rigorous criteria about who they used. They need a diverse range of skills for this work, and they are always looking at succession. Associations asked for a clear pathway for people to put their hands up to help.

There was criticism of the extent of the Ministry's reliance on goodwill from subject associations. Nigel believed that this was only when it was a very small package of work that wouldn't be worth the bureaucracy needed to pay for. There is an area of judgement about when it becomes excessive and compensation is warranted, and subject experts need to be assertive about what is above and beyond good will.

Nigel's presentation is embedded here:



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Tony Turnock talked about the changing PLD process. The change to open tender began last year for leadership, literacy and numeracy and something else, this year it is everything else: NZ Curriculum, secondary, GATE, secondary literacy and numeracy, etc. About 105 providers have bid for elements of this contract. He said that it was about the government getting best value for money. The RFP will be published soon, and it will be interesting to see what that produces. The biggest shift is that the PLD will have to be focused on raising achievement, especially for Maori, Pasifika and special needs students. He said that the advice that they have been providing internally is that you can do this through subjects for secondary. The question will be what level of subject support can be provided, because there just isn't funding to provide it for all the subjects. They need to think smarter about different approaches, e.g. web-based. Gunhild said that the issue of profit-making organisations coming into this space was big for schools. Will there be a requirement that a particular proportion of schools' Operations Grants will be used for PLD? (Answer: absolutely not.) He talked about the new role of regional MOE staff to act as brokers between schools and PLD providers.

Session 4 – Creating courses for less able students in the senior school – Jenny Pollock, NZASE

Jenny said that creating such courses is an increasing issue with the alignment making all standards at Level 1 having to be at Level 6 of the curriculum. With these students it is often not just designing an appropriate course, there are often classroom management issues as well. Possibly as many as 30% of students reach Year 11 and are still below Level 6. What do we do for them?

The less able students used to be able to achieve low level Science standards and achieve NCEA Level 1. Now these standards are disappearing. They were largely thematic standards, e.g. Science in sport, etc. The thinking was to ensure that all students could still learn some science in Year 11. All the way through the alignment project, the Ministry has ignored NZASE's pleas about the lower ability students and Science, and has referred them to the numeracy and literacy standards. They have been using the argument that students should be able to have only 20 credits below Level 1, and these are in the literacy and numeracy unit standards.

We talked about issues with the concept of “naturally occurring evidence” for the new unit standards, and how to manage that in a school. Jenny suggested that in Science, you could provide contexts for the development of evidence for the Level 1 numeracy and literacy standards. NZASE has also identified some achievement standards from its very large matrix that they think low ability students could achieve by aiming just for Achieved, and by choosing contexts and writing instructions that are more accessible. Even when students don't achieve these standards, they may generate “naturally occurring evidence” that could help them achieve the literacy or numeracy unit standards.

Ernie (CATE) talked about the potential of Gateway and STAR to enhance courses and make them more relevant to students but keep them within the school.

The coordination of the literacy and numeracy unit standards (and perhaps monitoring students' achievement of the nominated literacy and numeracy achievement standards) is a big task.

Session 5: Building collective collaborative capacity in education – Marg McLeod, Acting Group Manager Curriculum Teaching and Learning, MOE

Marg started by showing the group a short TED Talks film demonstrating an interactive book on climate issues. She asked what that meant for what teachers were doing in schools? Marg said that the time for the textbook was almost gone, because you can get much more up to date and high quality resources online.

People said that those resources were multi-modal (auditory, visual, kinaesthetic) and students are already competent with these modes. Marg said that the important point was that students actually interact with these resources, not just be recipients. Teachers can no longer be 'kings of content' and will have to put aside the control and authority of “I know more than my students”. This is not a comfortable place for some teachers to be, but teachers will have to step up so that we can meet the needs of all our students, including the 15% of our students who are not achieving well.

Marg then took the group through a presentation about the Ultrafast Broadband in Schools project. Almost all students carry a device in their pocket that could be used for learning,

but these are often banned in schools. The most important aspect is the ability to create, collaborate and learn which pushes students into higher order learning, but this creates a demand for ultrafast broadband in Otago and the East Coast as well as in the heart of Wellington. There are big issues of equity that must be addressed.

It is astonishing to think that we have only had the internet for 15 years, but that means that all our students have only ever experienced computers with internet connection. We've started connecting schools e.g. Nelson or Wellington Loops, now we are working towards a national education network, because the costs are enormous. Schools have to guard against becoming irrelevant, antique, if they have access to tools in their personal lives but not in schools.

The MOE has published various documents underpinning the *NZ Curriculum*, e.g. *Interactive Education*, *Digital Horizons*, and *Enabling the 21st century Learner*. But schools are at a range of places in their capability. Only a few have the bandwidth to stream movies, web conference, or use applications such as Google Earth. There has been a fragmented approach with schools purchasing individually whereas there would be big savings in collaborating.

The digital divide now is not about access to computers, it is about equitable access to the internet because that is the knowledge base.

Marg was asked what she thought a teacher of tomorrow would look like? She said that there was still a need for teachers who had a deep understanding of their specialist subject but also had the capacity to connect students with new and emerging knowledge and skills. She conceded in response to a question that initial teacher education needs to be addressed.

Schools are part of a much bigger government picture, with the rolling out of UFB across the country. She was asked about technical support, and her answer was along the lines of self-managing schools. There will be some increase in Operations Grants for ICT although it is not tagged. On the other hand, the MOE is proposing to government a business case that would enable collective buying power in regions.

In different urban areas, there are "partners" that have won the contracts to work with schools to roll out fibre. There is separate funding for the rural areas, and Telecom and Vodafone are doing this. The fibre is delivered to the hub of the school's network at no cost to the school. The technology within the school is the responsibility of the school. They may get funding through the Schools Network Upgrade Project for cabling, switches etc. Hardware is the school's responsibility.

Storage issues might be addressed through collaboration. UFB helps with storage "in the cloud" but there are issues about capability to access this.

Someone asked whether school hours were going to change as a result of all this? Marg said that we have to think about the structures that hold us back: timetables, length of school day, meetings, etc. There is a lot to sort here, and we need good evidence about what works.

A Network for Learning would make a big difference, giving them high speed access to education/administration-related content and services, hosted and "cloud" applications, etc. This proposal is going to government in August. If it happened, it wouldn't be before the end of 2012. We need to stop our competitive practices and enable more equitable access to best practice e-learning.

Marg's Powerpoint is embedded here:



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Session 6: Grade Score Marking – Sue Chalmers, NZQA

Sue said that very few teachers at this stage have had experience with Grade Score marking. Grade Score Marking is a new way of marking NZQA External Assessments and nothing else. It will not change the way that teachers teach in any shape or form.

Grade Score Marking is still standards based assessment. It refers to the standard more closely than the usual A, M, E grades. A grade score 0-8 is used for all standards. Each grade is divided into 2 and a grade of 0 can also be awarded. Each question receives a grade and a score. The scores are totalled. A sample of papers on each score is judged by the panel leader and check marker to set the boundaries for each grade. The boundaries are called 'cut scores' and become the sufficiency statements for the grades.

The purpose of grade score marking is to improve discrimination between grade levels in NCEA external examinations. It makes the clarification between nearly merit or nearly Excellence. NZQA has researched the theory behind grade score marking (Item Response Theory/ Score based grading) which shows that the quality of examination questions is greatly improved under this methodology.

A number of trials and pilots were conducted. Real benefits for students were identified when grade score marking was put in place. Results show improved correlation between expected grades and grades awarded, and also a better alignment at Merit grade in particular. Markers found it easy to use and fairer to students. The 2010 Pilot included the subjects of Accounting, Biology, Dance, Economics, English, French, History, Japanese and Maths (one external standard at level 1).

All subjects were positive about the new marking structure except for Maths. This was found to be because the pilot standard for Math had 2 questions. Grade Score Marking works best if there are 1 or 3 questions. If there are 2 questions and one is wrong then it is difficult to grade this. The pilot indicated the implications of this method in terms of time, logistics and IT. It was found that grade score marking would be more costly, but it is thought the benefits were worth the extra expense.

The NZQA perspective of the pilot outcomes was that there was increased confidence in National Assessment Facilitators. Tracking of results and marking was straightforward as was data procedures post marking.

The markers' experience of the pilot was largely positive. Cut score meetings were held, and the markers felt that cut score marking enhanced the Panel Leaders' confidence that grade boundaries reflected standards and students were receiving better feedback. (Standards with a single item do not require a cut score meeting). There was lots of good feedback from most of the markers although not all markers liked it. The Math markers in particular did not like it.

NZQA hopes that with the implementation of grade score marking, greater accuracy in grade determination will be achieved. This will be fairer to students and reduce the year by year variability and the need for PEP's in the long term. Also the marking will be

transparent. Those from the forum that had marked NCEA exams in the past were pleased to hear that grade score marking would stop the need to remark papers when there were not enough students making a particular grade.

Sue showed how grade score marking might work in a 3 question standard. She explained that you don't have to get all the questions correct to achieve but sufficiency has to be shown across the standard. Holistic judgement is made at the cut score meeting which sets the grade boundaries by establishing the range for each grade.

A question was asked by David Bell with regards to providing this information to the tertiary sector. Sue's response was that it was most important to NZQA that secondary teachers receive this information and because good communication was so difficult to achieve, this was what they were concentrating on. She warned that the model could not really be used in a single school, because there is not the volume of papers to develop a cut score accurately so sufficiency marking has to be used.

There is a perception that NZQA is going back to "marks" but grade score marking is not that at all. There is some tension with holistic marking. Top down marking is being used i.e. looking for excellence first, and if it is excellent then that is the grade. It is likely in Sue's perception that there will be fewer Not Achieved grades when cut score marking is used.

The group learnt a lot from this presentation but there was a mixed reaction and not everyone was convinced of the benefits of grade score marking. Sue's PPT is embedded here.



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Session 7: Working with primary teachers – Wendy Morgan and Jane Taylor, NZ Reading Association

Jane outlined the history, composition, structure and scope of the NZ Reading Association, including its relationship with the international association which has over 80,000 members worldwide. At their national conference last week it became apparent that a name change might be in order to make it more relevant to the 21st century ~ it is likely that *Reading* will be replaced with *Literacy*. The Association's main focus is on promoting literacy and providing quality PD to teachers and about promoting literacy. They also publish a refereed journal called *Reading Forum NZ*. Perhaps like most other subject associations, NZRA faces challenges such as: communication, publicity and promotion, increasing membership, and earning funds for the association via the levy and conferences.

Jane and Wendy were not previously aware of this forum but welcomed the opportunity to interact with other associations with a view to strengthening all associations and, most importantly, enhancing learners' reading and literacy skills. Are associations interested in having (more) primary members? What value is there for associations? How can a subject association best attract more primary members? Are there common issues?

It was recognized that as most primary teachers teach across all curriculum areas there would be a significant cost barrier for individuals to join all relevant associations, therefore it is important that associations allow school memberships. How proactive is NZEI at

promoting membership of SAs? What is the most effective communication method for getting to primary teachers?

Discussion:

- Visual Arts want more primary/intermediate members but those sectors face financial and workload barriers; interestingly, there is greater participation by ECE teachers.
- TESOLANZ had smaller number of primary members initially but participation is growing.
- The PENZ sends its first journal of each year to all schools (approx 2,400) with a membership flyer.
- NZCETA sells resources that are in high demand by teachers; the price differential for members and non-members makes membership very desirable.
- The NZALT offers free membership to pre-service teachers.
- The Marie Clay Literacy Trust sponsors any teachers in their first six years to the NZRA conference ~ this tends to capture their membership for life as they are so grateful to have been able to attend.

There was discussion about the difficulties in maintaining up-to-date email lists. While the MOE schools directory is useful, a variety of contact methods is necessary. Wendy recommended that contact with primary schools be via APs/DPs as Principals tend to be bogged down with mail. Links for primary teachers on subject association websites would work, as well as links to the associations on the NZRA website. Christine from Drama NZ spoke about how she posts announcements on a listserv.

Session 8: Literacy – Rachel Wikaira, Ministry of Education

Rachel talked about the responsibilities for all subjects to help students develop their literacy to enable them to access the curriculum. She said that literacy was often invisible in school structures, although some secondary schools did have literacy leaders. Every subject poses different literacy challenges, has its own language, and this needs to be explicitly taught. Students need to develop both the content and literacy knowledge and skills in each learning area.

The Ministry's definition of literacy is "The ability to understand, respond to and use those forms of language that are required by society and valued by individuals and communities." Literacy is socio-cultural, integral to a student's identity. Adolescent literacy is variously called disciplinary literacy, subject-area literacy or content literacy. It is the increasingly specialised and specific literacy and language knowledge, skills and attitudes students require in order to meet the reading and writing demands of the curriculum. The demands increase, the texts become longer, text purpose and style varies across subjects, the structural complexity increases, word and sentence complexity increases, graphic representations become more important, conceptual challenge increases, e.g. being required to read across texts to locate, analyse, evaluate and synthesise information.

She said that just because a student comes into secondary school with good literacy skills, they won't necessarily succeed. They still need to be taught the specific literacy skills of the disciplines.

Gordon Paterson (PENZ) asked two questions: what is the basis for so much recent emphasis on numeracy and literacy (which he saw as being sometimes at the expense of physical literacy), and how does all this fit with the messages about students being able to access the internet and use it for their learning? She said that the literacy work long predated the National Standards. Ernie Rosenthal (CATE) asked where spelling fitted into all

this work? As a careers adviser, getting students to produce CVs, it was a concern that spelling mistakes can prove a barrier to students getting even a chance at a job. Rachel said that it was taught contextually.

There is a need to increase the:

- Time spent on independent reading and writing
- Quality of reading and writing opportunities
- Explicit teaching about reading and writing
- Cultural responsiveness in our teaching.

The MOE is developing a resource along with subject teachers that shows a range of techniques for literacy.

She asked what subject associations were doing to support teacher knowledge about the literacy demands in their subjects? She was told:

- Subject associations are run by volunteers, and this just looks like yet another task for them to do;
- For Maths, they are being expected to pick up numeracy and literacy at the moment which is huge;
- Maths teachers are complaining about the level of reading required for some of the Level 1 Maths assessments;
- For some students, reading and writing aren't their best route to learning – we need to acknowledge that not all students learn the same way;
- She was challenged about the emphasis on reading and writing by subjects such as Arts.

Embedded here are Rachel's PPT, and also a Framework for analysing texts that she circulated:



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Session 9: A great day out: Making the best of your LEOTC in the museum – David Bell, ANZAAE

David talked about his study of the work of teachers in museums and art galleries, and how class visits worked. Museum educators are struggling to get teachers to use their services. His research was across New Zealand and in the United States, in art education.

David outlined strategies to ensure the experience is a quality one:

1. Define your territory;
2. Go with a sense of purpose, including being aware of the museum's own principles, which are often linked to the state curriculum;
3. Define pedagogic goals for learning;
4. Minimise risk factors, e.g. participants, museum protocols, pre-arrange roles of adults;
5. Pre-negotiate visits to embrace diversity, quality, multi-dimensional, learner-focused experiences;
6. Alternatively, informed self guided visits favour independent learning pathways that tailor content to class contexts;
7. Utilise all institutional facilities, including the way it is structured, and the environment of the museum – “the environment as the third educator” – providing an aesthetic experience on top of a cognitive experience;
8. Capitalise on all quality museum resources, including resource centres, on-line access, interactive access, ensure students take experience home in photos, etc;

9. Generate opportunities for linking and connecting the museum experience to the class programme;
10. Seize opportunities for multi-visit participation – there is very strong evidence that this greatly enhances the benefits – acculturation, knowledge help;
11. Develop partnership programmes to promote diverse engagements with museum and art world networks;
12. Engage through thematic exploration;
13. Foster somatic, sensory engagements and pose qualitative questions – learning by handling, weighing, walking around, etc, and making qualitative judgements like is a garden an art work? Which of these objects is an art work? etc;
14. Benefit from interactive learning opportunities;
15. Realise quality museum based learning through inclusive transactional pedagogies;
16. Quality learning builds on appropriate pedagogies e.g. Visual Thinking Strategies (VTS) three question strategy: What's going on in this picture? What do you see that makes you say that? What else can you find? (see vtshome.org) – though not all learning is open-ended – debate around pedagogies;
17. Quality museum learning develops through appropriate pedagogies: critical thinking in visual art experiences – developing active, reflective and questioning critical thinking skills for visual arts engagements;
18. Open pedagogies challenge through imaginative engagement;
19. Quality museum learning can extend beyond the gallery experience;
20. Allow room for enriching subjective responses through reflection and contemplation.

How well do teachers, children and communities benefit from museum programmes? Principals are gatekeepers, and some programmes are really under-utilised, both in the States and in NZ. And yet there are huge benefits for educators and for students.

David's PPT has been circulated separately.

Session 10: Go mad, run a conference, bank some money – Philippa Doig, NZALT

Benefits of running a conference:

Teachers have:

- Interesting, useful and stimulating experience
- Opportunity to network, share and be reinvigorated
- Opportunity to share their own good practice in plenaries or smaller sessions
- Chance to view and order new resources.

Other advantages:

- Incentive to teachers to join NZALT – boosts membership
- Big chance to bridge the primary/secondary divide
- Important messages can be given to large numbers of teachers at one time
- Organisation gains some funds – usually
- Enormously satisfying for organising committee – if they survive!

NZALT has a national organisation, and regional offices based on the universities which are autonomous – own bank accounts, etc. Every two years they run an international conference, with about 200-300 participants. They usually use a school as the venue, which is significantly cheaper. They have overseas keynote speakers. Some come just for the cost of their travel, others charge fees. Especially if there's a fee, it pays to use them well, e.g. keynote, workshop(s). They always have 'sections' (or themes), e.g. a primary/intermediate section, and sections for the different languages, running consecutively, but participants can pick from across the sections.

Every other year they run regional Langsem seminars, which offer one day of PD, although sometimes people come together the night before for dinner and a get-together. Educational institutions are good venues because they usually have data projectors installed in all rooms, etc. The only trouble is that you usually have to run on a Saturday in a school. Registration ranges from \$45/\$55 (non-members) for primary/intermediate teachers and \$80/\$150 (non-members). (The NZALT registration is \$80.)

For Langsem, Section facilitators get free registration and are paid \$100. For the big conference, conference committee members (who would be based in the region whose turn it is to run the conference) get free registration and are paid \$1,000 for their work (monthly meetings, etc). But no-one was paid to present and they were expected to pay their own registration, travel, etc. Various associations confirmed that this was their pattern as well, and although the occasional person would refuse to present unless their costs were paid, this was not the norm.

NZRA has three levels of sponsorship, gold (\$17k), silver (\$10k) and bronze (\$3k), but it is becoming increasingly difficult to get this.

The state of professional development budgets is an enormous problem, and things are becoming tighter. Teachers are also increasingly resistant to going to conferences in their holidays – they're very tired, but if they make themselves come they'll often leave really energised. NZRA felt that their numbers had been reduced by having two long terms this year, and schools' budgets are increasingly committed to school-wide projects like ICT clusters.

Philippa said she favoured a small committee for efficiency. The date and venue need to be decided 18 months ahead for the big conference and 6 months ahead for the Langsem. The registration fee needs to be set well ahead and communicated and not changed after that. There seemed to be a general view that price doesn't make a significant difference to the number of registrations, it is other things that matter, e.g. location, programme, etc. The committee for the big conference met monthly for many months, but Langsem can be organised by email.

Communications are vitally important, and you can't really do too much although a range rather than overuse of one method is better. It needs to range from fliers, advertisements, messages on listserv, ads on website, regional advisers, newsletters, Gazette, etc. The average classroom teacher has so much to try to absorb coming from such a range of sources, it's really hard to break through it. Having something regular helps, because teachers then look out for it.

Avoid at all costs:

- Overestimation of delegate numbers
- Forgetting to charge GST - if projected income is likely to be \$40k you have to register for GST and charge it
- Fog at the airport!

Accommodation – it is quite a big challenge to negotiate deals at particular hotels etc, so some do that and others leave it to participants to find something.

Mary Gray (CLA) asked whether anyone had thought of having a public meeting as part of a subject conference? Older people for example, and perhaps students, would love to hear about what teachers do, e.g. what the issues are in a subject area like Science. It could be around a really interesting keynote speech. Ernie said that they had a motivational speaker at their last conference, and they opened that to the public and a lot of people came.

Subject associations could record video clips of keynote speakers and make DVDs or put them on their websites.

Session 11: The way forward

PPTA 'keynotes' at subject association conferences

Judie discussed a proposal from PPTA's Professional Issues Committee that had arisen after the recent professional conference 'Edscapes', and was going to the August Executive meeting. This proposal was for 'PPTA keynotes' to be offered to subject associations for their conferences, where an expensive overseas speaker who could be of interest to a number of associations, might be brought in and present at a number of conferences if they were occurring over a particular holiday break. This would provide economies of scale for associations and give PPTA a profile to a range of teachers.

Responses were generally positive. People would value being able to share the costs of speakers, but wondered how people can find out when other associations are having conferences? This led on to discussion (see below) about PPTA adding to its section on subject associations (see <http://www.ppta.org.nz/index.php/subject-association/1238-subject-assns>) a calendar of subject conferences.

Some associations work with TRCC, others don't. Most of their websites would give at least a year's notice in advance – people said that it would be really useful to have a grid showing when people's conferences were. Smaller subject associations in particular find it hard to finance big note speakers. Judie said that she would communicate with associations once Executive has made a decision about all this.

Meeting the ongoing and future needs of subject associations

Discussion:

- The forums are really helpful, and the inclusion of primary people was particularly beneficial this year. Could we work harder to get cross-sector participation?
- PPTA was asked to continue to host this forum, and next time to invite the Minister to talk to associations.
- PPTA was asked to make another attempt to get NZEI involved, even if it is just to advertise subject associations to its members.
- Could PPTA find a way to share between associations the information about when and where they are having their conferences and who they want to have as speakers, so that they could do deals, and also this could link to the PPTA idea of having PPTA 'keynotes' at subject association conferences.
- Could PPTA explore with the MOE whether there could be a section on TKI for subject associations?
- Could PPTA add a discussion forum to its subject association section on its website?
- Could there be a Wiki or a Google calendar established that everyone could access, hosted on the PPTA website, showing subject association conferences?
- The Ministry of Education is increasingly asking subject associations to do their work for them on the basis of good will, to the extent that the Health Educators association was asked to produce an answer to a ministerial! There need to be contracts for service for work that can be quite substantial. They don't want to withdraw goodwill, and if they are resistant to such requests the Ministry may increasingly avoid consulting with subject associations and just go increasingly to compliant individuals.
- There is an issue around a lack of continuity in some subject associations, and a lack of institutional knowledge. This weakens you in terms of ability to grapple with difficult issues, relationships with the MOE and NZQA, etc. PENZ board members are elected for a three year term, NZASE/NZAMT/ANZAAE are two years, others are annual. With

NZALT, regional reps are elected every year, but the president is two years (having had one year as vice and a fourth year as senior).

General business

Mary Gray (NZCLA) told the group about an excellent book, with an accompanying CD Rom, that introduces people to the Chinese language. An information sheet and order form were circulated to the group and are embedded here.



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Associations\SA Forur

Farewells

PPTA was thanked for yet again organising the forum. They appreciated the flexible programme. We were asked that in future with important visitors we try to ensure that they don't talk for too long, e.g. 15 minutes within the hour. NZRA thanked the forum for being so inclusive of them as primary teachers. They had learned a lot. They felt we were luckier than them with NCEA, at least we had drafts for consultation, their PLD has been appalling, and the workload has been horrendous.

Appendix: Glossary of subject association initials – updated 27/7/2011

Initials	Association
ANZAAE	Aotearoa New Zealand Association of Arts Educators
ANZFSSA	Aotearoa New Zealand Federation of Social Studies Associations
BEANZ	Biology Educators Association NZ
CATE	Careers and Transition Education Association
CETA	Commerce and Economics Teachers Association
DSA	Dance Subject Association
DNZ	Drama New Zealand
EONZ	Education Outdoors New Zealand
ESSE	Earth and Space Science Educators
GANZ	German in Aotearoa New Zealand
HETTANZ	Home Economics and Technology Teachers' Association of New Zealand
HATA	Horticulture and Agriculture Teachers Association
MENZA	Music Education New Zealand Aotearoa
NAME	National Association of Media Educators of New Zealand
NZACDITT	New Zealand Association for Computing, Digital and Information Technology Teachers Incorporated
NZACT	New Zealand Association of Classical Teachers
NZAAE	New Zealand Association for Environmental Education
NZAFT	New Zealand Association of French Teachers
NZAHTA	New Zealand Art History Teachers Association
NZAJLT	New Zealand Association of Japanese Language Teachers
NZALT	New Zealand Association of Language Teachers
NZAMT	New Zealand Association of Maths Teachers
NZAPT	New Zealand Association of Psychology Teachers
NZAPT	New Zealand Association of Philosophy Teachers
NZASE	New Zealand Association of Science Educators
NZAST	New Zealand Association for Sociology Teachers
NZATE	New Zealand Association for the Teaching of English
NZBGT	New Zealand Board of Geography Teachers
NZCLA	New Zealand Chinese Language Association
NZGTTA	New Zealand Graphics and Technology Teachers Association
NZHEA	New Zealand Health Education Association
NZHTA	New Zealand History Teachers Association
NZIC	New Zealand Institute of Chemistry - Chemistry Teachers group
NZIPES	New Zealand Institute of Physics Section
NZRA	New Zealand Reading Association
PENZ	Physical Education New Zealand
STANZA	Spanish Teachers Association of New Zealand Aotearoa
TESOLANZ	Teachers of English to Speakers of Other Languages New Zealand
TENZ	Technology education New Zealand

Subject Association Forum

25 & 26 July 2011 –

DRAFT Programme

Monday 25 July		Facilitator	Chairperson	Room
9.30am	<i>Morning tea</i>			<i>Upstairs foyer</i>
10.00am	Welcome, introductions, housekeeping, review of 2010 forum minutes	PPTA		Room 2
10.30am	Plenary: What's on top for subject associations, and what do we need to tackle officials about today and tomorrow?			Room 2
11.30am	Plenary: Senior Curriculum Design to meet the needs of all learners.	Tony Turnock, Geoff Keith, MOE Secondary Outcomes team		Room 2
12.45pm	<i>Lunch</i>			<i>Restaurant</i>
1.30pm	Workshops session 1 – see below for details			
	1. E-Learning: outcomes from a blended/hybrid online course case study	Sue Parkes, Pinelopi Zaka		Room 2
	NEEDS INTERNET ACCESS, HAS TO BE MONDAY			
2.30pm	Plenary: Building Collective Collaborative Capacity in Education Marg McLeod will update you on current Ministry initiatives in e-learning and the roll out of ultra-fast broadband to schools. She will look at ways that we can improve New Zealand's highly devolved schooling system, building collective collaborative capacity in the sector - schools working in coordination with other schools and education organisations, such as the Ministry of Education.	Marg McLeod, Ministry of Education		Room 2
3.30pm	<i>Afternoon tea</i>			<i>Upstairs foyer</i>
4.00pm	Plenary: Grade Score Marking	Sue Chalmers, NZQA		Room 2
5.00pm	Plenary: Working with primary teachers	Wendy Morgan & Jane Taylor, NZRA		Room 2
5.30pm	End of day - relaxation time			

7.00pm	<i>Dinner - Kingsgate</i>		<i>Restaurant</i>
Tuesday 26 July		Facilitator	Room
9.00am	??Plenary: Literacy across the curriculum	Rachel Wikaira, MOE	Room 2
10am	<i>Morning tea</i>		<i>Upstairs foyer</i>
10.30am	Workshops session 2 – see below for details		
	1. A Great Day Out: Making the best of your LEOTC in the museum	David Bell, Otago University	Room 2
	2.		Room 5
11.30am	Plenary: Creating courses for less able students in the senior school	Jenny Pollock, NZASE	Judie Alison Room 2
12.30pm	Lunch		<i>Restaurant</i>
1.30pm	Workshops session 3 – see below for details		
	1. Go mad, run a conference, bank some funds!	Phillippa Doig	Room 2
	2.		Room 5
2.30pm	Workshops session 4 – see below for details		
	1.		Room 2
	2.		Room 5
3.30pm	Plenary: The way forward (including discussion of a PPTA proposal for ‘PPTA keynotes’ at subject association conferences)	Judie Alison/Sarah Dalton	Room 2
4.00pm	Close/poroporoaki		Room 2

Workshop Details

Session 1 1.30-2.30pm Monday

1. E-Learning: outcomes from a blended/hybrid online course case study – Sue Parkes and Pinelopi Zaka

Thinking of implementing blending/hybrid learning? The challenges of implementing blended and online learning in a school are complex with many threads connecting to make it happen. This presentation is about some experiences, the positives as well as the challenges and what would be done differently next time.

Session 2 10.30-11.30am, Tuesday

1. A great day out: Making the best of your LEOTC in the museum – David Bell, Otago University

This paper will draw on recent research of teacher visits to museums and art galleries in New Zealand and North America to identify a range of ways of making the EOTC learning experience a profitable one.

Session 3

1.30 – 2.30pm, Tuesday

1. Go mad, run a conference, bank some funds! - Philippa Doig, NZALT

Philippa has experience of running both an international conference in Wellington (once) and regional conferences (three times). These conferences provide funds for the national association and the autonomous region. She will give a brief rundown of the way they ran successful conferences and then be part of an open discussion about this method of providing professional development for teachers and raising funds for the association.