

Katikati - Hillcrest partnership

“beacon practice in an ICT context”



Issues we had

- The amount of documentation required for technology achievement standards
- Getting the right balance between technological practice and ICT skills
- Retention of students
- Student (and teacher) enjoyment



1. NCEA comes 2nd

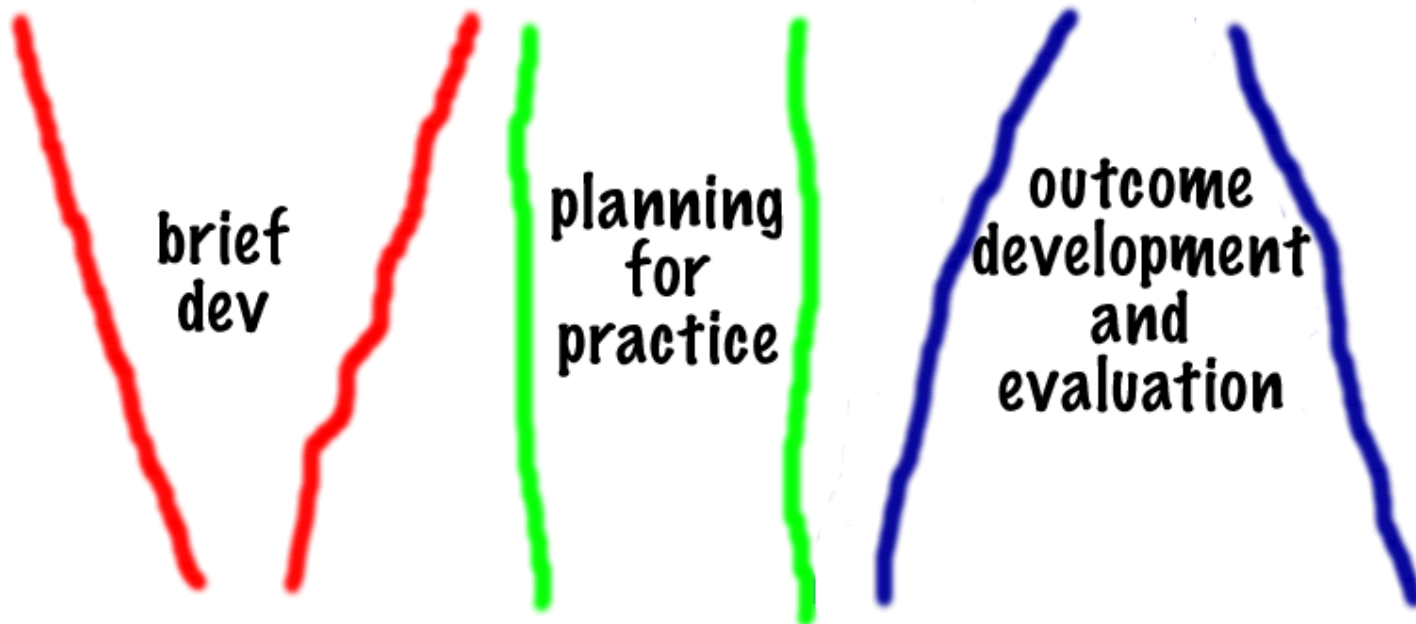
- Units of work are more project driven rather than assessment driven
- Naturally embedding technological practice within projects

2. Time to teach

- One project instead of two
- Time to teach skills
- Time to teach aspects of technological practice
- In future, would like to have greater range of ICT skills within the one project

3. CoPs framework

- Components of practice as a framework
- CoPs are practised in parallel





4. Encourage creativity

More emphasis is required on creativity, imagination and originality:

- spend more time on concept ideas and concept development
- concept design on paper and less designing on the screen

5. Hook 'em young

- Success in the seniors is based on a strong (and fun) junior programme
- The need to teach aspects of technological practice at year 10 (and below)

6. Assessment

Alternative ways for students to present evidence



Problem definition.doc



initial planning



stakeholder consultation



Gantt Chart.xls



key factors star diagram



Needs and opportunities



revised planning



initial brief



existing solutions



brief development.ppt



concepts



stakeholder evaluation

7. When to assess

- Assessment is an ongoing activity rather than an end of term chore for the teacher and it's good for the students to get ongoing feedback
- Final assessment has to be at the end of the project ... BUT... mark it (or check it) early for feedback and allow resubmits
- look for opportunities throughout the unit to collect 'bits of evidence'.

8. External assessment

- Leave term 4 for portfolio preparation for external assessment
- BUT... set up systems in term one to collect evidence throughout the year (eg for technological knowledge for 1.5)

9. Verbal assessment

- An alternative way for teachers to obtain evidence based on questioning students
- Lends itself to ongoing engagement with students throughout their practice

10. ...and finally...

- The Hydro Majestic on the banks of the Waikato river and the One WILD Chook on the main street of Katikati are excellent eating houses
- The importance for teachers from different schools to be able to share ideas and resources

Focus for next year

- Extend to other year levels
- Continue exploring alternative ways to gather evidence for assessment
- Consistent assessment in the junior school
- Balance between tech practice and ICT skills
- Nature and Knowledge



Contact

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