



TE PAPA SOUVENIRS

A Year 11 Materials Technology class was invited to develop a range of prototype souvenir items suitable for sale in the gift shops in The Museum of New Zealand Te Papa Tongarewa. The students were expected to interact professionally with Te Papa staff and patrons in a high-level public institutional environment, and were involved in Te Papa briefings on aspects of maintaining the standards of the institution and its brand, customer surveys, ongoing interaction with Te Papa staff mentors through the entire outcome development phase and an end-of-year display of their outcomes.

FOCUS POINTS INCLUDE

- Pre-planning
- Ongoing client relationship
- Unexpected project developments
- High quality student outcomes

RELATED LINKS

- [Museum of New Zealand Te Papa Tongarewa](#),
- [Case Study CP1002: Wearable arts collaboration](#)

CURRICULUM LINKS

On the [Curriculum links: Level 5/6](#) page, links to the case study have been made to the Technology curriculum in *The New Zealand Curriculum (2007)*:

- The learning environment
- Values education
- Developing key competencies

THIS CASE STUDY:

Go to...	
Delivery	2
Outcomes	3
Two years later...	4
Curriculum links: Level 5/6	5

TE PAPA SOUVENIRS

Background

Queen Margaret College is a composite (Years 1-13) single-sex decile 10 private girls' school in Wellington City, with a roll of around 650. This unit helps fulfil the college's original Beacon Practice proposal: to build links with businesses and organisations outside the school, giving the students the experience of working for real clients.

The unit was conceived and taught by Beacon Practice teacher Barbara Knight. Barbara's background is in fashion design and technology. After a diploma in these subjects, she worked as a pattern-maker and designer for a Wellington leather company, then decided to enter the teaching profession. She did a postgraduate year at Teachers College in 1997 and then spent five years in the technology department at Kapiti College. She joined Queen Margaret College as Materials Technology teacher in 2003, and was made Head of Department at the beginning of 2005.

The unit was the second of three projects planned for the 24 students in the Year 11 class:

- A 12-week carrier project for a client other than themselves, where most students make a form of bag and learn about pattern-making, basic sewing skills and functionality of design.
- The 12-week Souvenir Design unit, assessed against Achievement Standards: 1.2 AS90046 and 1.5 AS90049, to be made for a client connected to an outside business or organisation.
- A fashion-based 'special occasion' project in which most students make an object for themselves or somebody close.

However, in 2005, the Te Papa unit grew beyond its initial planned scope, and subsumed the third unit.

Pre-planning

Normal pre-planning before the beginning of the year was based on the experience gained teaching a similar unit the previous year. However, Te Papa was a new and major client, and as such required extensive pre- and ongoing planning in the weeks before the unit started.

Futureintech's Wellington Facilitator was asked to approach Te Papa on the school's behalf and set up the first meeting. At this meeting the proposed project was outlined and examples of student work that had achieved an 'excellence' grade from the previous year's souvenir topic were shown.

The response was positive - but approval was first required from the Te Papa directors. A formal proposal was developed, including a detailed plan of a class visit to Te Papa, the assessment criteria, and a sample workbook. Early in April, after a number of meetings with key staff, this approval was given - Te Papa store would be the class' client, and students would develop souvenir-type products for various scenarios, market niches/briefs identified by Te Papa store staff.

"All the pre-planning was really critical," says Barbara Knight, "Te Papa simply wouldn't have gone through with the client proposal if it hadn't been super organised and professional in everything we did. When you are working with 'real business' clients time is at a premium. It is critical to ensure the students also realise this and plan accordingly to meet the business deadlines."



Delivery

Term 2 weeks 2-3: Barbara introduced the project and the Te Papa visit to the class. Students investigated New Zealand / Wellington tourist attractions / icons / themes, the nature of souvenirs and the Te Papa context, and set out an initial timeline. A set of key factors were developed. Each student was assigned a question to ask Te Papa staff, who were sent the questions in advance so they could prepare their answers. A list of guidelines for student behaviour and procedure when carrying out the surveys was developed and coached, and a minute-by-minute plan was prepared for the visit.

At the Te Papa store visit, staff introduced Te Papa and its souvenirs. This was followed by a question-and-answer session and discussion of business practice for marketing and purchasing for the Te Papa store. Students explored the children's Treasury Store to identify niche gaps for children's souvenirs products, then Te Papa itself to look for inspiration and ideas. Meanwhile, four girls did a market survey in the Te Papa foyer.

Term 2, weeks 4-6: Concept design and evaluation, and working through the 1.2 achievement standard written work, including needs and opportunities analysis. All concept designs were to be completed and evaluated against their brief before a visit by Te Papa staff - the second design consultation with the client - in early Term 3. Two types of evaluation were done - one against their brief, and a P/M/I (plus / minus / interesting) analysis. Students were also asked to evaluate their planned prototype with their targeted consumer if they could, and formulate Individual questions for the client visit to the school.

In consultation with the class, it was decided at this point to extend this second project through to the end of the year.

Term 2, weeks 7-9: Students undertook practical skill-building activities to give them a wider range of options in their prototype development, including screen printing, machine embroidery, hot plate plastic moulding, Fimo, felt and pewter.

Term 3, weeks 1-2: Concept and development sketches were finished. Students had one-on-one consultations with the teacher checking their books, in preparation for the second school visit from Te Papa staff in week 2. Each student had 5-8 minutes of individual consultation, showing their designs, talking through their brief and specifications, the type of souvenir and target consumer, and getting feedback.

Term 3, weeks 3-8: After revising their briefs in response to client feedback, students developed a final brief and constructed the prototype souvenir.

Term 4, weeks 1-2: In week 2 Te Papa staff re-visited - the third and final design consultation with the client - to see the finished prototypes and gave final feedback in short individual sessions.

Term 4 weeks 3-5: Bookwork was completed for external assessment, and the students prepared for the Year 11 Technology contribution to the Senior Art and Technology exhibition held in week 4.

Barbara Knight: *"Te Papa's staff pitched things at just the right level - they told the girls up front if their work wasn't saleable and suggested improvements. The girls learned how important quality was and that if their work was good enough, it may be displayed - and the girls were keen to impress the clients. The girls knew they weren't working for me - they were working for Te Papa and I was just helping them do it well."*



The Te Papa link . . .

Barbara Knight: *The main purpose of the Te Papa visit was to give each student the background to choose a market and a product. The target market choices were interesting- some chose children, others the older arty group or the more mainstream. But some girls identified a gap in the teenage market - that there was nothing really aimed at their own age group - and about ten picked up on that and took that through in the development of their brief.*

Student workbook extracts . . .

"Today I took a trip to Te Papa to look at their shops – The Te Papa Store and the Te Papa Treasure Shop. I went to these shops to get some ideas on what writing to put on the packaging for my souvenir gift item. I looked at similar existing souvenirs that were packaged similarly to how I had packaged my hat and scarf. I looked at these so I could get an idea of the writing they put on their packaging to help me think of some writing to put on my packaging. What I saw was things like '100% Natural', 'NZ Grown', etc... There were also the brand names written on the packaging, but I didn't have a brand name to put on. Some possibilities for my packaging are: 'Native Wool'; 'Hand made, hand felted for you'; 'Nature Felt'; 'Fuzzy Felt'; 'NZ Felt' 'Naturally Felt'."

"Tomorrow morning our clients from Te Papa are coming to view our products all finished and give final feedback, so I had to make my box label tonight so that it was all finished for tomorrow..."

"... I just had my talk with Clare, from Te Papa – she liked mine very much and said it had 'saleability'. A point she brought up was that in The Te Papa Shop the souvenirs that are in boxes are the most expensive, so I have to watch that my packaging doesn't make the value too expensive – otherwise teenagers may not buy it because they cannot afford it. Clare also suggested that a range could be made out of my product so that there are different bits and pieces that look similar, but are sold separately..."

Outcomes

The students' finished prototypes were of excellent design and quality - exceptional for a Year 11 class. This was recognised through their inclusion in the Senior Art and Technology exhibition in Term 4. Success was further celebrated with a display at Te Papa in September 2006.

The NCEA results for this class were good, with a very pleasing number of 'Excellence' grades in both internal and external assessments. These reflected the quality of the practice and the outcomes produced, the hands-on teaching style and the ongoing and positive reinforcement from the teacher, and the invaluable input and support from the Te Papa Store staff.

The extension of this project to twice its projected length was a major factor in the restructuring of the school's Technology project planning for 2006 at all levels.

Teacher's comments:

"One of my aims this year was to continue to raise the profile of technology within the school - with students, parents, other teachers and the principal. The Te Papa project has helped do that - particularly the display within the senior art exhibition, which was a great success."

"The thing that worked really well in this unit was the enthusiasm of the girls. I was fed by how excited and into it they were, and by the way they talked about their practice to each other. We'd built up a culture of evaluation and consultation and stakeholder awareness - I didn't even need to be there. If I turned up to class two minutes late they'd already be in class with all their stuff out. It's probably the best class I've ever taught in terms of getting on and doing the business of technology the way it should be done."

Comments from three students:

What did you enjoy most about the project about the Year 11 project?

- "Developing a whole lot of new skills that we could use... that was fun."
- "The detailed research we did at the start... finding out more about souvenirs and how they could symbolise New Zealand."
- "I've always wanted a beanbag... and I got the chance to come up with a new design - and make it..."
- "Doing so well in the external assessment... that was a good feeling."
- "Working with Te Papa as the client... the meetings were really well structured and the comments and suggestions they gave when we talked with them were very helpful."

What did you have a bit of difficulty with?

- "On-going reflection - getting into a pattern of noting things down regularly... at first I felt a bit self conscious doing it, but I just do it naturally now."
- "Coming up with original ideas..."

Key elements for success:

- Always knowing what we had to do and when it had to be finished
- Getting help when it was needed
- Being able to visit the gift stores at Te Papa
- A teacher who made it fun
- Having the skills we needed
- Seeing the finished souvenirs on display

Client comments

Colin McFetridge: "At Te Papa Store, our staff have enjoyed working with teacher Barbara Knight and her students from Queen Margaret College. We were impressed by the professional approach shown by students involved with this project to develop prototype merchandise suitable for sale at either Te Papa Store or Te Papa Kids' Store. Successful outcomes have been mutual for those involved from Te Papa Store and Queen Margaret College. For students, they have achieved real life business experiences while for Te Papa's retail staff, participation has resulted in personal fulfilment from the sharing of skills and knowledge as part of the student interaction and project development."

What next?

Barbara's experience in 2005, particularly with the extension of the Te Papa project to twice its projected length, led her to restructure Technology project planning for 2006 at all levels.

"The biggest thing I've learnt this year is to only ever do two major projects in any year level," she says. "If you want to do good tech practice, you can't rush it. You need to allow learning to go where it wants to sometimes ... the unexpected becomes more important than what was planned."

Instead of three cycles for the Year 7-9 programme, there are now two. Only two major units of work for each of the Year 11,12,13 Materials Technology courses are being taught, with several achievement standards and unit standards combined into the respective units of work as appropriate.

These changes have been put in place to help ensure there is less stress on hand-in dates, more time to spend on practical skills and more time to develop in-depth work.

Of the 22 Year 11s, 14 continued into the 2006 Year 12 class. Two major units were planned for this year: the first a project designing and implementing a clothing item, entitled "What's the occasion?"; the second a conceptual design project that will have a class client, connected to an outside business or organisation.

"It took me a while to come up with a course for this Year 12 class," says Barbara. "Originally I was going to start off with a conceptual design unit, but then, since they didn't get to do any 'fashion' last year, I thought we'd start off with a special occasion type project that they can do for themselves or a selected client, one that they can do really beautifully, so they get that out of their system."



Two years later...

In July 2008, two years after publication of this case study, Barbara reflects on the Te Papa Souvenir unit.

Barbara is still in her position as HOD Technology at Queen Margaret College, and since publication her enthusiasm and professionalism have been acknowledged both within her own school and nationally. She was awarded a QMC Travelling Fellowship, which enabled her to attend the 2007 Pupils' Attitudes Towards Technology (PATT) Conference in Glasgow, and at the 2007 TENZ National Technology Education Conference in Auckland she was presented with a TENZ/IPENZ Award for outstanding Technology teaching. In May 2008, Barbara was awarded the Independent Schools of New Zealand (ISNZ) National Excellence in Teaching Award for Exceptional Performance for Years 11-13.

What worked particularly well in this unit?

In reflecting on the planning and delivery of the Te Papa Souvenirs unit, Barbara is quick to identify the importance of the capability and enthusiasm of the group of Year 11 students she had that year. This enabled her to set high expectations of student achievement in terms of both their ongoing practice and the prototype souvenirs. The students more than matched her expectations, and four of them subsequently moved through the Year 12-13 Technology programme and achieved Scholarship awards in 2007.

What should teachers be looking to get out of the unit?

Barbara believes that 'Souvenirs' is a context that will work successfully in any school environment "I think it suited Year 11 really well as a good technological practice topic. We were lucky in that we had a high-profile client organisation, and got practical input from people with product development experience."

However, despite the advantages gained from this specialist input, Barbara is certain that it would be relatively easy to identify a suitable client/stakeholder group for the students to work with in any type of school.

Barbara's planning ensured that the Te Papa client group met with the students at three stages during the project, to give targeted and detailed individual feedback. This ongoing interaction set valuable deadlines for student encouraging them to keep up-to-date with their work and to produce

something of quality to put in front of the visitors. "It made it real for them. The client wasn't mum or nana, who'd usually be happy to accept the finished product without too much criticism, but representatives of a high-profile organisation and the responses had to be of real quality. That really lifted the bar and made it a much more interesting topic for the students."

Barbara also emphasised the importance of incorporating the skill-building component. In the Te Papa Souvenirs unit students worked on an extensive range of new skills, but a teacher adapting the unit could change this to suit available resources and the needs and abilities of a particular group of students.

How has the unit evolved since?

Barbara subsequently delivered the unit with her Year 11 students in both 2006 and 2007. She was not able to use Te Papa Store as the client organisation, so chose to focus on a different stakeholder group – international students within her school.

"We have a reasonable-sized group of international students so there was plenty of opportunity for stakeholder interaction and flexibility in the selection of individual opportunities to be addressed."

Although Te Papa was no longer a major stakeholder, Barbara continued to visit the store and get input into product development from the staff. "But we didn't have any follow-up interaction while the students were developing their products, which limited the depth a bit."

Barbara decided not to teach the unit to her 2008 class. "I'm always trying to plan units of work progressively across year-levels and, to be honest, I was feeling a bit 'souvenired out'. I'm now planning to re-focus the unit and do it in Year 12 next year, working with another one of the local museums – one with a different core theme - and approaching it as a conceptual design project."

Lessons learned that have influenced future planning and delivery?

As outlined in the case study, the 2005 Te Papa unit developed into a much larger project than originally envisaged and Barbara had to re-negotiate the year's plan with her class. This necessitated a mid-course planning re-think and she has now moved from three projects to two in all her senior courses.

An important change to her ongoing delivery has also been the embedding of an ongoing reflective component into all of her courses.

"That use of reflection is pretty much standard now – right from Year 7. With all of my classes, every Friday I put a few points up on the board such as: 'What problems did I have this week?', 'What do I need to talk to my client about?' or 'What am I most pleased about?' – it depends on the topic. Students write a reflection on each point – how much they write depends on how much they'd like to say."

Barbara has also consolidated her approach to intellectual property (IP) issues in technology, and finds that the IP material on the Techlink site is a convenient starting point.

"It depends on the project, but we always have some kind of IP or copyright input. This half-year the Year 11 class are doing a fashion item, so we're looking at their rights and obligations as a designer. It's never on a big scale, but I always try to make them think about IP in some way."



Curriculum links: Level 5/6

The Te Papa Souvenirs case study was originally published on Techlink in 2006. It details the unit of work delivered by Barbara Knight at Queen Margaret College in the previous year. It is Techlink policy to review published materials after they have been on the site for two years.

This provides the opportunity to link the teacher planning and delivery of this unit to the Technology curriculum in The New Zealand Curriculum (2007). These pages identify some possible links to The learning environment and 'Values' education and developing 'Key competencies' for Level 5/6.

Teacher reflection on successful aspects of the Te Papa Souvenirs unit and directions taken since can be found at: Two years later...

THE LEARNING ENVIRONMENT

In the planning and delivery of the Te Papa Souvenirs unit, the teacher:

- established an environment that encourages and supports student innovation, by:
 - creating a busy but 'fun' classroom atmosphere.
 - encouraging student interaction.
- selecting a suitably broad context and planning research and development processes to accommodate variety in possible outcomes and ensure individual engagement and ownership.
- providing opportunities for extensive skills building activity to extend the potential scope of individual development work.
- provided a context and an issue for students to undertake technological practice, by:
 - selecting souvenirs as the broad context.
 - working with local Futureintech Facilitator to select a high profile client/ key stakeholder which established the issue
 - ensuring that students determined potential consumer groups and opportunities as a class.
 - ensuring that the final selection of the target audience and developed outcome was made on an individual basis
- supported student learning as they structure and plan activities as required to enable them to undertake their technological practice to develop an appropriate outcome, by:

- establishing an initial timeline (and re-negotiating this with students as the situation changed).
- making extensive use of whole-class activity in the research/exploration phase, such as in the development of the market survey.
- making selective use of templates to scaffold key aspects of learning and evidence gathering.
- having regular one-on-one consultation with students.
- encouraging individual reflection and ongoing planning.
- supported students in accessing resources, by:
 - providing equipment and materials to enable students to gain experience in areas such as screen printing, machine embroidery, hot plate plastic moulding, Fimo, felt and pewter work.
- planning and supervising class access to client establishment and to related tourist venues to thoroughly research the chosen context.
- ensuring regular access to key stakeholders.
- provided opportunities for students to access key and wider community stakeholders in a safe and appropriate manner, by:
 - planning an initial whole-class visit to client establishment.
 - arranging for regular visits from key stakeholders to meet with the class and discuss development work on an individual basis.
 - developing and organising a market survey to be carried out on behalf of the class at the host establishment by a small group of students.

VALUES

Students explored a range issues associated with values in order to develop and present prototypes of souvenirs appropriate for sale at Te Papa, their client organisation. Not only did they need to research and develop an understanding of what New Zealanders' 'valued' as being significant to their heritage and identity, but also they needed to understand the 'values' of potential customers to Te Papa across a broad range of ages and cultures (workbook p5, p6, p7, p8, p9). The students also needed to appreciate the expectations inherent in working with a high profile client organisation. Issues associated with such things as intellectual property, corporate identity, economic worth and profit margins were critical for students to understand for the discernment and development of high quality but affordable souvenirs.

KEY COMPETENCIES

Thinking

- Ongoing decision-making informed using Plus/Minus/Interesting (P/M/I) analytical technique (workbook p29, p30, p31, p32, p33)
- Identification of key considerations that needed to be addressed in terms of Te Papa management, souvenir shop workers, potential purchasers, Te Papa's corporate image, etc. (workbook p9)
- Reflecting on the technological practices of others (workbook p6)
- Planning out own technological practice and undertaking it (workbook p76)
- Analysis of existing products (workbook p7)
- Addressing copyright issues (workbook p70)

Using Language symbols and text

- Annotating own sketches and class photographs (workbook p44)

Managing self

- Regular self review built into the development process (workbook p66)
- Planning ahead in terms of tasks to be done, resources and time required (workbook p10)
- Ongoing review of brief (workbook p64)
- Individual research planned and undertaken
- Reflection integrated into process (workbook p3, p16)

Relating to others

- Obtained regular feedback from key stakeholders and selected target audiences (workbook p63)
- Accepted constructive critique of concepts and final prototype from representatives of client organisation

Participating and contributing

- Whole-class brainstorming sessions (workbook p12)
- Carried out research on the chosen context as a group (workbook p11)