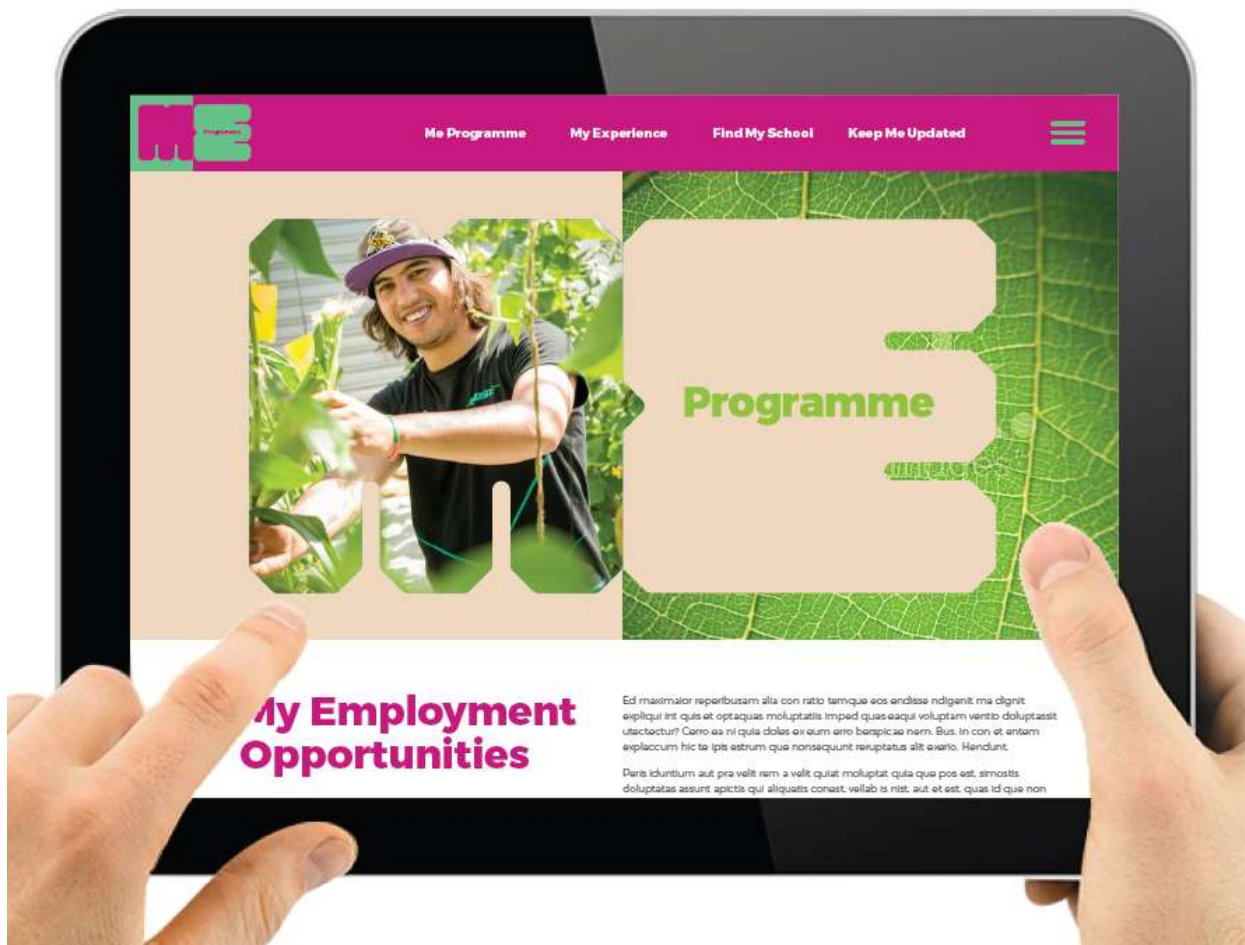


2016

# Pilot Project Plan



NZKGI

9/12/2016

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## 1. Background

Existing activities to educate young people about the opportunities for them in the horticulture industry are based on traditional methods (flyers, magazines, attendance at careers expos, bus trips, and presentations). Traditional methods focus on selling the industry to often disinterested students. It is time to change the methodology and consider the attributes that the industry needs in the future and how it may work with the education system to deliver those attributes and transition those students into horticultural careers.

The ME Programme is a framework for industry and communities to form enduring relationships with secondary schools by supporting the delivery of future focussed curriculum in mainstream classes in the context of the horticulture industry. 'Future focussed' is a commonly used term in education that refers to utilising teaching techniques that build students' knowledge and fosters critical thinking, collaboration, and creativity skills. In the 'context' of horticulture refers to incorporating facts, actions and elements associated with the industry to support students' learning of mainstream curriculum (a brief example can be found in Appendix 3. Example of 'contextualised').

## 2. Pilot Purpose & Goals

The purpose of the pilot is to test and validate the ME Programme, identify any additional improvements, and increase stakeholder buy-in before considering roll-out into additional schools and wider application of the programme.

The overarching goals of the ME Programme are to:

- a) Attract students into horticulture by presenting it as a progressive, growing and relevant industry and communicating future employment opportunities available.
- b) Reinvigorate secondary school education, enhance student achievement, and change people's views of horticulture being a low achievers career choice.
- c) Engage teachers and work with them to provide inspiring and interesting content to teach, from a credible and reliable source.
- d) Enhance the development of our students not only in the classroom but also with the growth of knowledge, self-esteem, aspiration, and cultivation of learning and life skills.
- e) Connect industry and schools to transition capable school leavers and graduates into the workforce.

The goal of the pilot is to be able to demonstrate that achieving these goals is possible through the implementation of the ME Programme. Measures of success include:

- a) The participating school see's the benefit of the programme in their school (Measured by school/teacher commitment to the programme).
- b) 70% of students involved in the pilot would consider recommending the programme to their peers at the end of the pilot.

- c) 70% of students involved in the pilot have an enhanced view of the horticulture industry at the end of the pilot.
- d) 70% of industry participants involved in the delivery of future focussed curriculum agree to ongoing involvement at the end of the pilot.
- e) The Horticulture Capability Group participants are satisfied that programme meets industry objectives at the end of the pilot.

### 3. Pilot Plan

#### 3.1 Scope

The pilot plan is a downscaled version or a skeleton of the ME Programme and focusses on the delivery of future focused contextualised resources. The details of the pilot are:

**When:** Term one (starts Monday 30 January) and term two (ends Friday 7 July), 2017

**Where:** Katikati College, 33 Beach Road, Katikati, Western Bay of Plenty, NZ

**What:** Two achievement standards in four NCEA level two subjects taught using future focussed methodologies in the context of horticulture.

**Who:** Four teachers from Katikati College have committed to the programme. These teachers are:

- Nikki Pooley (English)
- Mat Kindley (Biology)
- Peter Besley (Environment)
- Rebecca Atswood (Statistics)

The project is also supported by NZKGI’s Business Analyst (BA) Kate Longman and Chief Advisor of Achievement, Retention, and Transition for the Central North Island from the Ministry of Education Terry Collett.

**How:** The pilot has been split into three stages. Stage one involves preparing for the pilot, stage 2 is implementation of the pilot, and stage 3 is the review of the pilot. The key risks and opportunities for each stage have been identified in the next section.

#### 3.2 Actions, Risks and Opportunities

Stage One - Preparation (now - 30 January 2017)

The purpose of stage one is to prepare the teachers for the delivery of the programme and set up the programme governance.

Action	Risk	Opportunity	Resource
1. Each of the four teachers will select two standards to be contextualised.	Two standards may be too many. Will be mitigated by working closely with teachers	For the teachers to work together to reduce the workload.	BA 2 Days (0.5DAY PER TEACHER)

Action	Risk	Opportunity	Resource
	<p>and the BA taking on the time consuming aspects of resource development.</p> <p>The standard may change as more information becomes available that aligns better with a different standard.</p> <p>Teachers may leave all standards to be taught in Term Two which may intensify delivery.</p>	<p>To identify standards early so that timetable implications can be mitigated prior to finalisation of the schools timetable.</p>	
<p>2. The BA will work with the teachers to find out what areas of interest they have and the opportunities that exist to contextualise standards into future focussed horticulture standards.</p>	<p>If teachers do not find what they are teaching interesting then this may negatively impact their delivery.</p>	<p>Finding out what the teachers enjoy will support their engagement and commitment to the project.</p> <p>At this stage it will become clearer about the financial cost of delivery including (staff release requirements, transport etc.)</p>	<p>BA 4 DAYS (1DAY PER TEACHER)</p>
<p>3. The BA will find materials that have already been created that may be able to be tweaked to support the programme. Examples include: St Pauls Colligate (Agribusiness Subject), Te Wharekura O Mauau (Wetlands Project), Mt Hutt</p>	<p>There may be intellectual property associated with other materials.</p>	<p>Reduce the cost of developing resources and utilise great resources that already exist. The ME Programme could become known as the</p>	<p>BA 10 DAYS (2.5DAYS PER TEACHER)</p> <p>RF 5 DAYS (Retrieving and compiling materials, scheduling,</p>

Action	Risk	Opportunity	Resource
College (Smart Watering Case Study), Lindisfarne.		mechanism for the delivery of industry resources for secondary schools.	editing, formatting)
4. The BA will call a day meeting with the teachers to consider the aspects of “old” verses “new” achievement and what constitutes future focussed learning. Potential to introduce experts in this field and consider industry - teacher co-teacher partnerships.	The standards being in the context of horticulture but use traditional teaching methods that are not future focussed.		BA 4DAYS (1-2 DAYS Preparation, 1 DAY meeting, and 1 DAY follow up)
5. Where technical expertise is required the BA will source the expert to work with the teacher/s. Lain Jager and Bruce Campbell have agreed to the use of Zespri and Plant & Food staff time in-kind. The programme has also received letters of support for the Programme from the following: <ul style="list-style-type: none"> <li>a. Barry O’Neil (CEO KVH)</li> <li>b. Mike Chapman (CEO HortNZ)</li> <li>c. Jen Scoular (CEO NZ Avocado)</li> <li>d. Graeme Marshall (Acting Group Manager Youth Guarantee, MoE)</li> <li>e. Todd Muller (MP BOP)</li> <li>f. Andrew Coker (Priority One)</li> <li>g. Greg Simmonds (Project Director BOP Tertiary Intentions)</li> <li>h. Ross Paterson (Mayor Western Bay of Plenty)</li> <li>i. Craig Hart (General Manager - Compac North)</li> </ul>	Working within the teachers and industry experts timelines may become a barrier. This will be mitigated through having a range of industry experts to call upon.	Building enduring relationships between businesses and schools.	BA 5DAYS (Building relationships with industry experts and supporting them to assist teachers)  There may be the opportunity for support from PC here.
6. The BA will create a steering group to help inform the direction of the	Incorrect or inappropriate selection of	If the right candidates are selected, the	BA 5DAYS (Building relationships,

Action	Risk	Opportunity	Resource
<p>ME Programme and cement support for the project. The steering group members will be the champions of the project and should also benefit from the output. The steering group will give strategic direction and support the BA. A paper will be produced for the NZKGI Executive Committee considering who the members of the steering group should be. As an initial starting point the following potential candidates have been identified:</p> <ol style="list-style-type: none"> <li>a. Tony Leicester/Andre Hickson</li> <li>b. Jackie Aveling - Product Development Manager (Ballance Agri Nutrients)</li> <li>c. Ken Perszyk - Academic Director (Tauranga Campus Development, Waikato University)</li> <li>d. Hinga Marsh - (Plus Group and Tuhono Whenua Horticulture Ltd)</li> <li>e. Tina Jennen (CEO of Eurofins)</li> <li>f. Erin Simpson (Capability Manager, PipfruitNZ)</li> <li>g. Bruce Campbell/Juanita Dunn (Plant &amp; Food Research)</li> <li>h. Dave Courtney/ Nick Kirton (Zespri)</li> <li>i. Craig Hart (General Manager - Compac Sorting Equipment)</li> <li>j. Mat Flowerday (GPS-it)</li> <li>k. Terry Shubkin (CEO Young Enterprise Scheme)</li> </ol>	<p>members will be a missed opportunity for the programme.</p> <p>If Jane Gilbert (Prof. Ed. AUT) does not form part of the steering group then there needs to be another way that she can be brought into the programme to share her knowledge and expertise in future focussed teaching.</p> <p>If Todd Muller and Todd McClay are not on the Steering Group then there needs to be another forum to communicate needs to be established.</p>	<p>ME Programme will have every opportunity to be successful as their support of the programme will lead to wider commitment and support. For example, involvement of Waikato University could be a Segway for linking the ME Programme to a pathway into University.</p> <p>The Horticulture Capability Group members should also have involvement.</p>	<p>planning, paper, meeting, follow-up, ongoing communications</p>

Action	Risk	Opportunity	Resource
l. Jane Gilbert (Professor of Education, AUT) m. Steve Saunders (Plus Group/ PollenPlus) n. Terry Collett (Chief Advisor, MoE) o. Lyn Parlane (Priority One, InStep Manager) p. Barry O'Neil (KVH) q. Todd Muller/ Todd McClay r. Tauranga Port? s. Tim Lowe (Head of School Applied Science -Bay of Plenty Polytechnic) t. Dave Tanner (Start Afresh) u. Suppliers? v. Comvita?			

### Stage two - Pilot Implementation (30 January - 7 July)

Stage two focusses on the delivery of the future focussed contextualised standards in the four NCEA Level 2 subjects.

Action	Risk	Opportunity	Resource
1. The BA will manage the delivery of the standards and seek advice on ensuring that what it being taught is future focussed.	The standards being in the context of horticulture but use traditional teaching methods that are not future focussed		BA 4 DAYS (1DAY PER TEACHER)
2. The BA will support teachers in perfecting their resource throughout its delivery including administrative support and facilitating connection with industry when and wherever necessary.		High quality and complete resources that can be re-used	BA 5 DAYS (1.25 DAYS PER TEACHER)  PC 5 DAYS (administrative support, editing, formatting, sourcing documents, images)
3. The BA will wherever possible capture the delivery of resources for	Not taking stakeholders on the journey of	Other schools may be interested to	BA 4 DAYS



Action	Risk	Opportunity	Resource
social media to support an online ME community. This will consist of a basic website with a timeline, and contact details of the BA. Possible links to the resources, and twitter feed.	the programme making it more difficult to sell the programme down the track	keep abreast of what is happening at Katikati and this will provide them the mechanism to do this.	(Coms planning and implementation)  PC 10 DAYS (Managing website development and content incl. social media)
4. Survey students following the completion of each standards delivery.	If this is left until the end of the second term the students may have forgotten about it.	To assess the students engagement throughout the delivery of the standards and look for ways to increase engagement throughout the pilot.  To look for learnings in one subject that may be able to be taken across to another subject.  Taking lessons learnt from the delivery of standards in Term One into the resources developed for Term Two.	BA 2 DAYS (1 DAY planning, 1DAY implementation)
5. Engage with the Steering Group	Do not leverage off the skills of the Steering Group  Insufficient engagement may lead to failure to get support for the programme at the end of the Pilot.		BA 2 DAYS (Planning, meetings, follow up, ongoing coms)

### Stage three - Pilot Review (7 July - August)

The purpose of stage three is to review the pilot and to consider next steps for the programme including whether the programme has met its objectives and whether to continue with the programme or not.

Action	Risk	Opportunity	Resource
1. Collect and compile feedback from the school, teachers, and students to produce a pilot report. Send the report to the Steering Group, and NZKGI Executive Committee for consideration of recommended next steps.		Involving stakeholders in the decision to progress the programme or not.	BA 5 DAYS

### 3.3 Milestones

Out of the actions outlined above there are a number of project milestones that have been identified in the following table:

<b>STAGE ONE MILESTONES:</b>	<b>Estimated due date</b>
Eight standards are selected	November 1, 2016
A paper will be produced for the NZKGI Executive Committee to consider steering group members.	November 9, 2016
At least three separate groups from different industries/ schools (water/ nutrition/environment etc.) have been contacted and potential resource collaborations identified.	December 1, 2016
An update is provided to the NZKGI Executive Committee on project expenses, allocation of sponsors funding, and resourcing.	December 7, 2016
A day meeting with teachers is held and considers education literature and how it may support the delivery of future focussed standards.	December 16, 2016
The steering group is formed and holds its first meeting.	December 16, 2016
The resources for the standards to be taught in Term One are complete and resource requirements have been arranged and notified. This is to include detail of what days, times, the standard will be delivered and how they will be assessed.	January 30, 2017
<b>STAGE TWO MILESTONES:</b>	<b>Estimated due date</b>
A one page website for the ME Programme is created with a timeline for the pilot, twitter feed, and contact details for the BA.	March 1, 2017
The resources for the standards to be taught in Term Two are complete and resource requirements have been arranged and notified. This is to include detail of what days, times, the standard will be delivered and how they will be assessed.	May 1, 2017

The students who participated in the programme in Term One are surveyed.	May 1, 2017
The Steering Group meets to discuss the outcomes of Term One and consider improvements for delivery in Term Two.	May 1, 2017
The students who participated in the programme in Term Two are surveyed.	July 7, 2017
<b>STAGE THREE MILESTONES:</b>	<b>Estimated due date</b>
Feedback is collected, compiled and a report reviewing the pilot written and sent to the NZKGI Executive Committee and the ME programme Steering Group.	1 August
Decision made on whether to stop the ME Programme or continue.	30 August

## 4. Resources

### 4.1 NZKGI Staff Time

The ME Programme will require considerable staff time resource of approximately 52 days from the BA and 20 days from the Project Coordinator (PC).

	Stage One (now Jan 30 16)	Stage Two (Jan 30 - 7 July)	Stage Three (7 July - 3 August)	TOTAL
BA	30 DAYS	17 DAYS	5 DAYS	52 DAYS
PC	5 DAYS	15 DAYS		20 DAYS

### 4.2 Teacher Time

The BA's resourcing is in many cases split between teachers resulting in approximately 6.25 days per teacher. Much of this time the BA will require one on one time with the teacher particularly in Stage One.

	Stage One (now Jan 30 16)	Stage Two (Jan 30 - 7 July)	Stage Three (7 July - 3 August)	
Action 1.	0.5 DAY	0.5 DAY	0.5 DAY	
Action 2.	1 DAY	0.5 DAY		
Action 3.	0.5 DAY			
Action 4.	1 DAY			
Action 5.	1 DAY			
<b>TOTAL</b>	<b>4 DAYS/TEACHER</b>	<b>1 DAY/ TEACHER</b>	<b>0.5 DAY /TEACHER</b>	<b>\$5,720</b>

The cost of one day of relief is approximately \$260 GST exclusive, so 5.5 days for four teachers will cost \$5,720.

There may also be a requirement to pay for transportation, accommodation, and fees of experts in the industry or education sector to support the project.

Expert Expenses	Budget	Approx. \$
Expert time	3 DAYS	3,000
Expert accommodation	3 NIGHTS	600
Expert transportation/flights	2 Return Airfares	2,000
<b>TOTAL</b>		<b>5,600</b>

### 4.3 Cost to Teach the Resource

There may also be costs associated with teaching delivery such as teacher relief if taking students out of class for more than one period, transportation, and teaching apparatuses.

Other Costs	Budget	Approx. \$
Teacher Relief	1DAY/ STANDARD	2,080
Transportation/Rooms	\$40/student (60)	2,400
Teaching Apparatuses/ Resources	\$80/student (60)	4,800
<b>TOTAL</b>		<b>9,280</b>

It is anticipated that wherever possible out of school excursions will be made available to multiple classes where different standards cross over or where is it relevant to more than

one standard. Further it is expected that teaching apparatuses and resources will be able to be re-used.

#### 4.4 Cost of the Preliminary Website

A quote has been obtained from MOCA and Firefly which are valued at \$4,580 and \$2,800 respectively excluding GST and then approximately \$500 per year to administer. MOCA's quote includes a homepage plus 2-3 other pages whilst firefly's quote is for one page only. It is likely the costs will work out about the same for both however it is expected that the cost will end up higher than quoted so approximately \$6,000 is budgeted. Further one of the terms of Priority One's sponsorship was that a Priority One member is used to create the website. MOCA is an existing member whilst Firefly would have to become a member. If Firefly become a member it is recommended that we use them due to having already worked with them in developing the NZKGI website. If not, using MOCA to develop the website will be just as good and their reputation is possibly better for implementing creative ideas. The remaining funding will be utilised for the website at a later date.

Both quotes are available in Appendix 4. Website.

#### 4.4 Funding

Bay of Plenty Upskilling Inc. has received \$20,000 from Bay Trust, \$1500 from the Acorn Foundation for the pilot and a further \$10,000 from Priority One to fund a ME Programme website. The cost to implement the pilot and where the funding is coming from is identified in the table below.

	TOTALS	Priority One funding	Acorn Funding	Bay Trust
Funding	\$31,500	\$10,000	\$1,500	\$20,000
<i>Less</i>				
NZKGI Staff Time	In-kind			
Teacher Time	\$5,720			\$5,720
Expert Expenses	\$5,600			\$5,600
Cost to Teach the Resource	\$9,280		\$1,500	\$7,780
Cost of Preliminary Website	\$5,000	-\$6,000		
<i>Equals</i>				
Remaining Funding	\$4,900	\$4,000	\$0	\$900

In applying for Bay Trust Funding (Bay of Plenty) we also need to apply for funding from TECT (Western Bay of Plenty). It is more appropriate that TECT funding is used for Katikati given the school is located in the Western Bay of Plenty. The TECT funding will need to be applied for at the end of November which hasn't been accounted for in the resourcing but is expected to take 1-2days to make an application. If the application is successful, funding will be used to involve other schools as outlined in the ME Programme Business Case.

## 5. Future

The success of the pilot will inform wider applications of the programme. This includes but is not limited to:

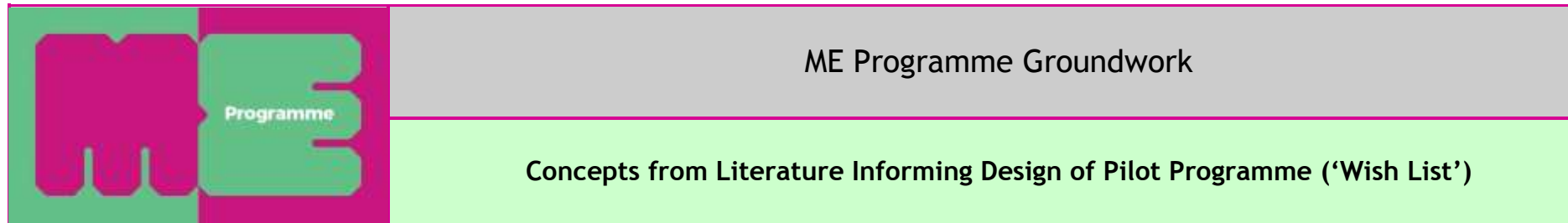
- Delivery in other schools throughout horticulture growing regions in New Zealand
- ME Programme schools to collaborate, share information, resources, and for industry NZ-wide to offer top students enviable opportunities (student exchanges etc.)
- Ability for teachers to receive ME Programme accreditation for their curriculum vitae and professional development that is transferable across schools.
- Industry supported transition for students through creating smooth pathways from the ME Programme into further training and the workforce supporting a culture of continuous learning.
- An avenue for businesses to offer scholarships and internships supported by strong pathways into the horticulture industry.
- Strong relationships between the ME Programme and training institutions to support student transition.
- The opportunity for individual businesses to lead the ongoing delivery of specific achievement standards.
- For the ME Programme to be known as the information source for horticulture careers and information nationwide.
- The delivery of the programme to have a strong link with the skills and future needs of the horticulture industry.

## Appendix 1. Guiding Principles

The following principles outline a set of criteria that those participating in the ME programme pilot will be guided by irrespective of any changes to its goals or leadership:

1. ***Collaboration with teachers, the community and Iwi is vital to our success.*** Communicating plans for, or conversations about, growth, changes, initiatives and events that create an opportunity for collaboration are how we build relationships and grow our programme. We must ensure the lines of communication are always open from both directions.
2. ***The ME Programme's vision is always forefront of everything we do.*** Upskilling, instilling students with the skills needed in today's workforce, retaining local talent and transitioning students into the horticulture industry is the reason the programme was seeded; However:
3. ***Teachers are our front line soldiers and therefore are treated as our number one priority.*** Initially, our programme educators are also learners themselves; therefore we must first develop and inspire teachers in order to have the desired impact on students. Only through asking questions and generating feedback, providing consistent support and incentivising performance will be able to accomplish what we set out to achieve.
4. ***The ME Programme strives for excellence in all we do through continuous improvement.*** Continuous improvement is sought both with the development of our programme and the development of our team. We encourage continuous learning and creative thinking, we promote team-based problem-solving, we acknowledge and learn from our mistakes and we share our successes.
5. ***For the ME Programme, respect for Maori Culture and their practices is imperative due to our shared reliance on, and affinity with the seasons, land and water.*** The ME Programme honours the status of Tangata Whenua in this land and the value of Maori knowledge in enriching and guiding learning, and to empower and relate to our Maori students.
6. ***In all that we do, the ME Programme will strive to be leaders in education.*** We aim to be **pioneering** by considering new ways to do things; **forward thinking** by aiming to reinvigorate the way that horticulture is taught; and **resourceful** by utilising local resources and talent to develop students to be future leaders.
7. ***The ME Programme will always act in ways that apply sustainable practices.*** Our programme teaches sustainability so therefore our organisation must also act sustainably in our day to day practices. Respecting and nurturing nature to maintain the health of our environment, society and culture is imperative now, and for our future generations to come.

## Appendix 2. Literature informing the design of the programme



### **Audience**

The audience for this information paper are the Katikati School teachers and Principal involved in the pilot, the Horticulture Capability Group, the NZKGI Education Portfolio Leaders, Tuhono Whenua Horticulture Ltd., Priority One, and the Ministry for Education. It is anticipated that this document will be shared and discussed with the different parties to assess whether there are any key concepts missing or whether any of the concepts are not agreed with.

### **Purpose**

The purpose of the document is to identify a range of literature that can inform the development of the ME Programme pilot. It was recognised that there is an existing wealth of knowledge that can be used to guide the ME Programme to deliver outcomes sought by the New Zealand education sector, the horticulture industry and communities. The ME programme pilot could be cross checked against these concepts to assess the value of the programme in reaching wider education objectives. The concepts identified in the literature have been split into three key areas of teachers, schools, and students and are listed in the table below.



Teachers	Standards/Schools/Assessment	Students
<p>Flat career structure - management vs great teacher</p> <p>How do teachers become future focused?</p> <p>Re-thinking student-teacher relationships (and school community)</p> <p>Change ‘how’ they think not ‘what’ they think</p> <p>To be able to challenge, teachers require:</p> <ul style="list-style-type: none"> <li>- 3 years’ experience</li> <li>- Moral imperative</li> <li>- Tolerate uncertainty</li> <li>- Readiness for challenge</li> <li>- Support</li> </ul> <p>Key aspects to professional development</p> <ul style="list-style-type: none"> <li>- Re visit ideas</li> <li>- Network</li> <li>- In depth discussions</li> <li>- A co-teacher partner</li> <li>- Disruption of habitual practice</li> <li>- Texts <ul style="list-style-type: none"> <li>o Agrarian - Industrial - digital age</li> <li>o Changing the meaning of Knowledge</li> </ul> </li> </ul> <p>Learning materials must</p> <ul style="list-style-type: none"> <li>- Enable participation (Social/personal gain outweighs risks)</li> <li>- Lead development (challenge)</li> <li>- Have authentic value (meaningful)</li> </ul>	<p>“Future focus”</p> <p>Major economic change</p> <p>Knowledge = growth, innovation, creativity</p> <p>Exponential technology change</p> <p>“Old” achievement marginalises critical thinking, collaboration, creativity</p> <p>Strong school - community connection fostered</p> <p>A culture of continuous learning</p> <p>Working between discipline areas whilst respecting integrity of each</p> <p>NCEA - How you assess NZC(defines skills not context) NZC - What you assess</p> <p>University entrance standard impact</p> <p>Advocate for portfolio assessments</p> <p>“Outsiders” play critical role in holding a mirror to practice</p> <p>Transforming senior secondary school experience</p>	<p>Higher expectations = higher performance</p> <p>Better system perform = higher levels of achievement</p> <p>“Personalising student learning”</p> <p>Building students “Learning power”</p> <p>Limited evidence of course innovation for “Academic students”</p> <p>Students must be active partners in their education</p> <p>Assessment to occur when students are ready</p> <p>Holistic vs atomistic</p> <p>Big picture goals for learning</p> <p>Not a dead end course through use of lower level unit standards for struggling students</p> <p>Assessed by authentic tasks</p> <p>Responsible citizenship</p> <p>Early success is important</p> <p>Students sense they are part of a team</p>

Teachers	Standards/Schools/Assessment	Students
Open Learning Conversations <ol style="list-style-type: none"> <li>1. Say what you think</li> <li>2. Say why you think it</li> <li>3. Inquire</li> <li>4. Detect and check assumptions</li> <li>5. Establish common ground</li> <li>6. Make a plan</li> </ol> Helping teachers to meet the requirements of the NZC	Collective community support vision of development to maximise the achievement of Maori students	Authentic partnership between Maori students their school, and their community

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- Gilbert, J., & Bull, A. (2014 ). Exploring teacher professional learning for future orientated schooling - Working paper from the back to the future project Wellington New Zealand Council for Educational Research
- Hipkins, R., & Spiller, L. (2012). NCEA and Curriculum Innovation - Learning from change in three schools Wellington New Zealand Council for Education Research
- Hynds, A., Averill, R., Penetito, W., Meyer, L., Hindle, R., & Faircloth, S. (2016). Examining the impediments to Indigenous strategy and approaches in mainstream secondary schools. *International Journal of Leadership in Education, 19(5)*, 534-556. doi: 10.1080/13603124.2015.1051130
- Robinson, V. *Open to learning conversations: Building the trust needed to improve teaching and learning* The University of Auckland <https://northernleaders.wikispaces.com/file/view/Open-to-learning+conversations+Powerpoint.pdf>.

## Appendix 3. Example of ‘contextualised’

**AS91105** – Use information literacy skills to form developed conclusion(s)

Credits: 4

This standard assesses your ability to

- conduct an independent inquiry into an issue
- gather information and ideas from a range of sources
- draw and present developed conclusions

### Assessment

This standard is internally assessed and can be completed over a period of 5 weeks.

You will be assessed on:

- Your ability to frame your inquiry around an issue discussed in a published piece of writing.
- Your ability to select and use appropriate strategies for locating and processing information
- Your ability to evaluate the reliability and usefulness of the information
- Your ability to create and build insightful and/or original conclusions.



**Topic:** your starting point will be an article on a current biosecurity issue in the Kiwifruit industry. You will use this article as a jumping off point to begin framing your research.

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**Background:** You will be provided with a resource pack which will expose you to a range of information, opinions and responses to the issue. You should use this to frame your research.

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**Locate and process:** You will need to independently locate and process at least 3 different sources of information

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**Develop conclusions and present findings:** You will use the information you have gathered to form and present perceptive, developed conclusions. You need to create new knowledge/understandings from the information you have found out.

**Activity Outline:** This task requires you to carry out an independent inquiry into the ideas behind an article on a current horticultural biosecurity issue.

You can complete this task in and out of class. You will have access to a laptop and your teacher’s feedback.

## Appendix 4. Website Quotes

### MOCA

Project Tasks	Fees (excluding GST)
<p><b>Website Design and Development</b></p> <p><b>Website Design</b></p> <ul style="list-style-type: none"> <li>Convert Wave Design into Developer Brief across all pages</li> <li>Manage and complete revisions, changes and enhancements</li> </ul> <p><b>Website Development</b></p> <ul style="list-style-type: none"> <li>Content Management System</li> <li>Build Homepage plus 2 to 3 pages</li> <li>Basic Timeline tracker</li> <li>Social Media links</li> <li>Sponsors logos (fat footer?)</li> <li>Visual layout of client approved content; including loading of text, images and creating links. 5 hours allowed for in quote.</li> <li>Client Review</li> <li>Responsive Testing (mobile and tablet devices)</li> </ul>	<p>\$600</p> <p>\$2,980</p>
<p><b>Search Engine Optimisation</b></p> <ul style="list-style-type: none"> <li>Technical SEO Setup</li> <li>Metadata, On-Page Optimisation, H1 tags</li> <li>Image Optimisation, Open Graph Tags</li> <li>Custom Anchors</li> <li>Forced Titles at an item level</li> <li>Google Analytics for reporting</li> </ul>	<p>\$500</p>
<p><b>Project Management</b></p>	<p>\$500</p>
<p><b>MOCA Hosting Plus - Hosting plus Technical Support</b> We have based our quote on 1GB of bandwidth per month - this also includes basic technical support.</p>	<p>\$45/mth</p>
<p><b>TOTAL INVESTMENT (EXCL GST)</b></p>	<p><b>\$4,580</b></p>

## Firefly

### One Page Content Requirements:

- » Enticing branding, as supplied by Wave (photography to be sourced by Firefly Creative).
- » Overview of the programme.
- » Business case with link to PDF document.
- » Editable timeline of milestones (we will find a plugin for this).
- » Live social feed.
- » Sponsors logos with a link through to sponsor website.
- » Contact details.

### Our Process:

- » Simple wireframe of webpage layout.
- » Responsive design, bringing the wireframe to life with photography & branding.
- » Timeline set up and styling.
- » Build with editable CMS.
- » Browser testing & go-live.

**Investment: \$2,800**

### 1. Hosting & website maintenance

Hosting includes storage of the website's database, code, images and files. To maintain optimal performance and security of our service, Firefly Creative will perform routine maintenance on the website and will ensure all code and plugins are kept updated.

### 2. Security & backups

At Firefly Creative, we take your website security very seriously. We continually monitor the status of your website, perform regular malware scans and update plugin & core files when necessary.

We take weekly backups of all website files and database backups several times per week so you can rest assured that if anything happened to your site it can immediately be restored to its previous state.

### 3. Website support

Firefly Creative will be your digital support service. This hosting agreement includes website support for services of 15 minutes or less.

1. All support requests will be responded to within one business day.
2. All work over 15 minutes of completion time will be quoted and signed off prior to completion.
3. All additional work charged at \$80 - \$100 (dependent on work required) per hour.

Support Hours: 8.30am to 5.30pm NZST (unless an emergency).

Available Monday to Friday

support@fireflycreative.nz

**Investment: \$500 annually**