

Rotary club of Taieri

Rotary Club of Taieri, PO Box 195 Mosgiel
Next Meeting: Mosgiel Railway Station Wednesday 26th May 5.45pm
Apologies and Additions:
Phone Taieri Amcal Pharmacy Ph: 489 5171 before Noon Wednesday

President:	Denis Aitken		H 486 2786		M 027 443 4765
Secretary:	Gail Williams		H 484 7160	W 4797137	M 021 654 145
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09-10 Year: Issue 43 Record of meeting 19th May

Speakers Coming Up:



May 26th P J Bardsley Business Mangement Consultant
June 2nd Peter Forman Job Talk
June 9th Jane and Pip RYLA students
June 16th Dave Stevenson Search and Rescue
June 23rd Tick Paulin Oil Exploration North Caspian Sea
June 30th Club Meeting (before changeover)

Duties:

Date	26th May	2nd June	9th June	16th June
Badges	Alistair Kerr	Bill Sim	Mel Jack	Bill Botting
Host	Colin Brown	Bill Botting	Ross Gold	Russell Heckler
Vote of thanks	John Brieseman	Henriette Rawlings	Graeme Brown	Lindsay Strong
Grace	Russell Heckler	Brian Stevenson	Colin Brown	Phil Farquar
3 Minute Talk	Lew Davie	John Knight	Lindsay Strong	Brian Stevenson
Thought	Peter Forman	Drew Carruthers	Neil Simpson	Colin Brown
Bar Duty	Ross Gold	Neil Hodgkin	Lew Davie	Roger Nicolson

Club Events:

Fancy dress required



Home hosting, 12 June







Changeover night July 3rd

Kiwiana night











Statistics (for week 26th May – 2nd June):

Club anniversaries:	Member's birthdays:
	Ant Wither 30th may
Partner's birthdays:	**Wedding anniversaries:**
Leave of Absence:	Attendance: 28th April
Fay Tikey till further notice Chris Rudd 20 June - 18 July Ant Wither 9 June - 21 July Robert Reid 12 May - 3 June Bruce Cockroft 28 April - 2 July	Attended 31 Apologies 10 Guests - Silent -

3 minute talk

Neil Hodgkin on the Meaning of Life:

"I am alive. You are alive. We are living life and every Wednesday evening at six o'clock our lives cross and we meet here. Tomorrow will be Thursday, next month will be June and next year will be 2011. Life goes on. Ten weeks ago my mother died aged 94 so she had a long life. She had experienced a lot of living, and then three weeks ago our first grandchild was born (albeit four weeks early and backwards). one life ended and a new life began and we are excited as another grandchild's life is scheduled to begin in October. I've said to our children many times that life is not a dress rehearsal; it is the real thing so don't stuff it up. Life is to be enjoyed, celebrate the successes and if you do things right one chance at life is enough."

From the chair





Denis reported on his and John's attendance at the Timaru conference. A good lineup of speakers including Mike Sabin, Tom Henderson, Getrude Matshe, Steve Gurney, and Te-Radar. Of particular interest and concern is the P-epidemic; it appears NZ has one of the highest rates of use of P in the world. Its effect on the community, on crime and antisocial behavior are a worrying trend. Advice was given to learn the signs of P usage, and take an active role in reporting it's use to those who can help. Next years conference is at Invercargill, the request is for a large turnout of Taieri members. At directors, there were a number of requests for funding: many were declined. The role, functions and policy of the Trust was discussed, and will be the subject of a club meeting later in the year; probably 30 June: your thoughts are required

Guest Speaker

Ian Spencer introduced Christina Herrick, who gave us a detailed talk on NCEA. There is so much detail on the various levels that are achievable. Christina went through a number of scenarios using hypothetical academic paths and the outcomes achieved resulting from different levels of excellence. It would be difficult to describe the system in a few pages, and the writer apologises for any errors in reporting the facts. The following notes are a summary of various NZQA web pages and media publications on the subject. (click on picture to navigate to site)

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

NCEA stands for National Certificate of Educational Achievement. NCEAs are the most common qualifications you will be working towards in years 11 to 13. NCEAs and other national certificates are recognised by employers and used for selection by universities and polytechnics. NCEAs are also accepted by most employers and universities overseas. Independent research has shown that if you do well in NCEAs, you are likely to do well in your first year at university. NCEAs are gained by building up credits. Credits are awarded for each standard you achieve in the course or programme you are studying.

- ***Standards** are skills or knowledge that you are expected to achieve or know in a subject. For example, a Mathematics standard could be: Use decimals and percentages to solve problems.*
- ***Assessments** measure how well you meet these standards. Assessments can be internal (like a test or assignment) or external (like an end-of-year exam).*
- *When you achieve a standard, you also achieve a number of **credits** for that standard. The Mathematics standard above is worth 2 credits.*
- *When you achieve a certain number of credits, you gain an NCEA. There are **three different levels of NCEA** you can get, depending on the difficulty of the standards you achieve.*

Over time there have been discussions on the many Unit Standards issued by ITO's and developments made towards recognising achievement in the standards. In a recent report (12 May 2010) The NZQA has compiled a statistical analysis of the national NCEA and Scholarship statistics for 2009, now available in the Annual Report

on NCEA and NZ Scholarship Data and Statistics (2009). This report is the first of what will be an annual publication and covers information on student achievement, together with details on NCEA and Scholarship administrative processes.
The report contains information on:

- *analysis of student performance 2004-2009*
- *2009 examinations: facts and figures*
- *reviews and reconsiderations*
- *breaches of the rules*
- *moderation of internal assessment*
- *Profiles of Expected Performance.*

"The Annual Report on NCEA and New Zealand Scholarship Data and Statistics aims to bring together a range of statistical and project information into one easy-to-use volume.

One member asked what was wrong with the old system It seemed that a number of members had the same thoughts. In essence it seems that the old system did not recognise any achievements of those who did not sit school certificate or UE etc. The NCEA system was designed to recognise all levels of achievement. It appears that the qualification process is continually changing to the needs of the employment community, and this is reflected in comments made by Bill Lennox below

The following paragraphs give a bit of the history of the NZ education system, and was part of a research paper by NZQA Communications Manager Bill Lennox and recorded in the QANews # 38, June 2001. The topic was school assessment for the National Qualifications Framework and the extent to which "advocacy" and "evolution" had led to the Framework; in particular, looking at internal assessment and assessment against standards. Bill made the comment: *"I was able to establish a clear continuum in both advocacy and systems changes that led logically to the Framework. But there was one exception: I could find no continuum that led to the single level of performance model used in unit standards. Since then, of course, achievement standards for the NCEA have introduced graded standards. The continuum is restored."*

1934 School Certificate (SC) is introduced

1945 SC becomes the only form 5 award, awarded overall for results in English and best three other subjects

1967 SC awarded in single subjects only. Since 1967 there has been no such thing as a nationally recognised overall "pass" in SC

1969 Jack Shallcrass calls for SC to be abolished, largely because it imposes one course and one examination on all, regardless of ability

1969 Education in Charge (PPTA) calls for agreed criteria, clearly stated learning objectives and profile reporting instead of single figure results

1972 Warwick Elley and Ian Livingstone discuss the abolition (or at least partial internal assessment) of SC and University Entrance, and the need for specified learning outcomes

1974 Report on the nation-wide Educational Development Conference proposes that SC be phased out and replaced by moderated teacher assessments, reporting on "levels of attainment" in each subject. In 1974 the fully internally assessed option for SC Art and Mathematics were introduced. Similar schemes were introduced in subsequent years for Science and English (1976) and Workshop Technology (1979). These options remain today

1981 New Zealand Employers Federation booklet calls for full internal assessment of SC, assessment against standards, results as personal profiles and the removal of the distinction between so-called "academic" and "vocational" courses

1981 PPTA Journal contains a series of articles on assessment. Most writers (especially David Eddy) promote enhanced internal assessment and the recognition of a wider range of skills and abilities

1982 Bursaries English examination marking schedule uses written criteria for assessing literature essays. Over the next 20 years most marking schedules for School Certificate and Bursaries examinations introduce written criteria. In effect, student work is assessed against criteria (a form of standards) leading to the allocation of grades; then marks are allocated, generally without the use of criteria

1983 Alison Gilmore (NZCER) discusses ways of moderating teacher assessments, including inspection, consensus and "group standards" as alternatives to statistical moderation

1985 Warwick Elley (in PPTA Journal) describes our "sluggish advance towards internal assessment" and points out that few comparable countries have national examinations at all three levels. Elley promotes greater school flexibility in organising learning and sees the abolition of ranking and descriptions of what students "can do" as "a long-term ideal"

1985 Interim report of the Committee of Inquiry into Curriculum, Assessment and Qualifications in Forms 5 to 7 leads to the immediate abolition of the University Entrance examination and its replacement with

fully internally assessed Sixth Form Certificate (SFC), statistically moderated as proposed by Elley and Livingstone in 1972. (SFC had been in place alongside UE since 1969.) For the next 18 years, until the introduction of NCEA level 2 examinations in 2003, New Zealand has two examinations for senior school students

1986 Learning and Achieving (the full report of the 1985 Committee of Inquiry) calls for far-sighted reforms. This is a key document in the evolution of assessment and qualifications in this country. Overall, the report says, the move should be to enhanced school flexibility, enhanced internal assessment, and assessment against criteria. The report proposes:

- *For form 5: Full internal assessment using standards at three levels and leading to profile reporting. Schools should be able to design their own courses*
- *A similar system for form 6*
- *For form 7: An achievement based system using five levels of achievement, partially internally assessed*

1986 Department of Education commences form 6 achievement based assessment (ABA) trials. Grade-related criteria are developed (at 4 or 5 levels) in the various aspects of each subject and trials held to investigate ways of moderating teacher assessments. This was an attempt to remove the predetermined national distribution of Sixth Form Certificate grades (where 4% of all candidates get grade 1) and statistical moderation of teacher judgements (using the previous year's SC results). In essence, the aim was to attach meaning to SFC grades. The trials ran until 1988 and were discontinued when more radical qualifications and assessment reform was signalled by the 1988 Hawke Report, in effect leading directly to the establishment of NZQA and the NQF.Many schools continued to use grade-related criteria in assessing for Sixth Form Certificate and the practice is common today. This creates confusion and frustration when schools have to reconcile their standards based results with the national norm-referenced structure

1989 The Project ABLE report confirmed the directions of Learning and Achieving and added "SC has largely outlived its usefulness". The report called for a standards based approach and a single cumulative national certificate for school learners

By 1990 the writing was on the wall. But little of it was legible. Even at the end of that decade much remained unfulfilled, despite three dramatic developments of the nineties:

- *The national curriculum that was introduced for schools was based squarely on written descriptions of learning outcomes for the separate aspects of each subject.*
- *For the first time, all secondary qualifications were administered by one government agency, the New Zealand Qualifications Authority.*
- *The National Qualifications Framework had a demonstrable impact, especially in schools that were trying to introduce more varied and flexible learning in response to increased senior school retention rates.*

But some of the evolution and advocacy had been absorbed into the system. There was full or partial internal assessment in about two thirds of School Certificate and Bursaries subjects. Many examination prescriptions described outcomes and objectives, rather than just content. In 1998, when government policy was being finalised, NCEA was described by some as a way out of the so-called "dual system": unit standards and the traditional examination based awards. Schools could offer either or both. Of course, it was not a "system" at all. It was a discordant medley resulting from years of uncoordinated and unresolved incremental change. Government's intention throughout the nineties had been to remove the examination-based system once the Framework was in place. (In 1993 the aim was to base all national schools qualifications on unit standards by 1997.)

The NCEA can be seen as a blend of the Framework and the traditional examination based awards. Most see it as a compromise. But it is also a sensible and inevitable product of the previous 30 years.

One thing that officials, politicians, principals and teachers do agree on is that the NCEA will change over time. Perhaps an understanding of the continuum that brought us, however haltingly, to the NCEA will make it clear where we should be going over the next few years.

In his thanks Noel Davie recognised the difficulty in comprehending the different levels of excellence, but Christine reminded us of the versatility young students have in understanding the system and doing just the right amount of work to get the required standard.

Thought for the week





Mel Jack: Life is short, break the rules, forgive quickly, kiss slowly, love truly, laugh uncontrollably, and never regret anything that made you smile





