

Integrating Curriculum with a Technology lens

Sarah Washbrooke
Dr. Kerry Lee
Lisa Switalla-Byers



He Karakia Tīmatanga

Mauri ora ki a mātou

Wellbeing to us all

Arahina mātou i a mātou mahi

Help us with our responsibilities

Kimihia he huarahi mō te kaupapa
o te mātauranga hangarau

*Seek a pathway for the understanding of
technology*

Awhina atu, awhina mai

To give help and receive help

Te pou e here nei i a mātou

The virtue that binds us as one

Hui e, tāiki e

Bind us together





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TENZ Heamana Tuarua | Deputy Chair

Kia ora,

Tēnā koutou, tēnā koutou, tēnā koutou katoa.

Ko Ingarangi te whakapaparanga mai,
Ko Lincolnshire te whenua tapu,
Nō Scunthorpe au,
Ko Aotearoa te kāinga,
Kei Tahuna au e noho ana,
Ko Sarah Washbrooke tōku ingoa.

Nō reira, tēnā koutou, tēnā koutou, tēnā Tātou katoa.

Dr. Kerry Lee

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TENZ Council

Haere Mai,

Tēnā koutou, tēnā koutou, tēnā koutou katoa.

Ko Aoraki tōku maunga

Ko Rangitata tōku awa

Ko Ionic tōku waka

Ko Kerry Lee tōku ingoa

Kei Long Bay ahau e noho ana

Nō reira, tēnā koutou, tēnā koutou, tēnā Tātou katoa.



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TENZ Council

Nau Mai,

Tēnā koutou, tēnā koutou, tēnā koutou katoa.

Ko Hiki ro roa te mauka

Ko Waikouaiti te awa

Ko Araiteuru rāua ko Waitaha ngā waka

Ko Puketeraki te marae

Ko Kai Tahu te iwi

Ko Hui-a-rapa te hapu

No Brinn's Point ahau

Kei te Ōtepoti tōku kainga inaianei

Ko Lisa tōku ikoa

Nō reira, tēnā koutou, tēnā koutou,
tēnā Tātou katoa.

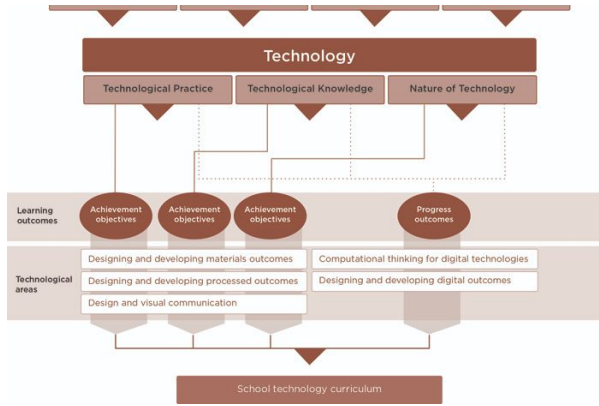


Today's workshop

An exploration of integration with different technological areas and connection to curriculum subjects for engaging & authentic programmes of learning.



- ➔ How can we combine different technological areas?
- ➔ How can we weave authentic contexts & local curriculum?
- ➔ How can we integrate digital technologies into our normal Technology programs?
- ➔ How can we develop deep learning through curriculum integrated projects?



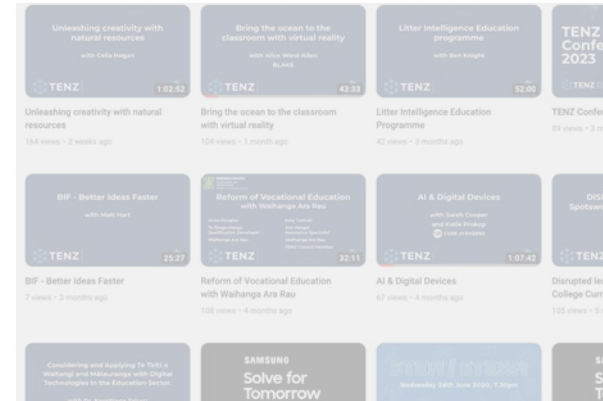
Background



Ideas



Workshop



Extra Support

Technology is **intervention by design**. It uses intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities.

Design is characterised by **innovation** and **adaptation** and is at the heart of technological practice. It is informed by critical and creative thinking and specific design processes. Effective and ethical design respects the unique relationship that New Zealanders have with their physical environment and embraces the significance of Māori culture and world views in its practice and innovation.

Technology makes enterprising use of knowledge, skills and practices for exploration and communication, some specific to areas **within technology and some from other disciplines**. These include digitally-aided design, programming, software development, various forms of technological modelling, and visual literacy – the ability to make sense of images and the ability to make images that make sense.”

- **TKI**

The New Zealand Curriculum

Vision

Principles

Values

Key Competencies

Technology

Technological Practice

Technological Knowledge

Nature of Technology

Learning outcomes

Achievement objectives

Achievement objectives

Achievement objectives

Progress outcomes

Technological areas

Designing and developing materials outcomes

Computational thinking for digital technologies

Designing and developing processed outcomes

Designing and developing digital outcomes

Design and visual communication

School technology curriculum

NCEA Level 1 - Connections

Materials and Processing Technology by its very nature has strong connections with all other subjects in the Technology Learning Area and vice versa.

The subjects of History, Pacific Studies, Geography, and Social Studies will support Health Studies will support the development of design ideas that seek to improve others' wellbeing and that keep considerations of people at the centre of their design thinking.

shared competencies including

Numeracy — shared competencies to manage numerical skills to measure, compare and communicate about the subject and among learning.

Literacy — Materials and Processing Technology has a distinct glossary and way of communication, including the use of technical drawings, diagrams and written reports.

Science — Materials and Processing Technology includes the study of the physical and social environment, and the application of scientific knowledge to design, colour theory, and the development of fit-for-purpose outcomes that improve the quality of life.

Visual Arts — shared topics include the study of the physical and social environment, and the application of scientific knowledge to design, colour theory, and the development of fit-for-purpose outcomes that improve the quality of life.

Chemistry and Biology, and Physics — shared topics include the study of the physical and social environment, and the application of scientific knowledge to design, colour theory, and the development of fit-for-purpose outcomes that improve the quality of life.

Mathematics — shared topics include the study of the physical and social environment, and the application of scientific knowledge to design, colour theory, and the development of fit-for-purpose outcomes that improve the quality of life.

Design — shared topics include the study of the physical and social environment, and the application of scientific knowledge to design, colour theory, and the development of fit-for-purpose outcomes that improve the quality of life.



MĀTAIAHO | Weaving learning within and across learning areas

The purpose, big ideas, knowledge, and practices for each of the eight learning areas

Mātai rangaranga te aho tū, te aho pae. | Weave the learning strands together.

Taratara-a-kae niho notches represent diversity, resilience, and mana. ←

While the learning areas are presented as distinct, this should not limit the ways in which schools structure learning experiences offered to ākonga. All learning should make use of the natural connections that exist between learning areas. The common UKD structure across the learning areas facilitates integration while retaining the integrity of each area. It is a future-focused approach that supports ākonga to take a critical view of information and make sense of it in an increasingly digital world.

Te Mātaiaho

Key competencies & Values

Key competencies

Competencies are ways of being and acting in the world. *Te Mātaiaho* identifies five key competencies:

- Thinking
- Using language, symbols, and texts
- Managing self
- Relating to others
- Participating and contributing.

All ākonga arrive at school with a rich set of competencies. They have already learned ways of thinking; of using language, symbols, and texts; of managing themselves; of relating to others; and of participating and contributing. These competencies continue to evolve over time, both within and beyond school. Ākonga use them in different ways and in different combinations, according to the context and purpose.

The five key competencies are the same as they were in the New Zealand Curriculum (2007) and are now woven within UKD in the learning areas. They are foregrounded in the disciplinary practices associated with each learning area – that is, the discipline-specific ways of thinking; using language, symbols, and texts; managing oneself; relating to others; and participating and contributing. These practices are typically found in the statements for ‘Do’.

Ākonga might be learning how to think like a scientist or historian – or as a member of kapa haka, the enviro-team, or the student council. Ākonga come to understand the similarities and differences between these different ways of thinking. They can use this understanding to make informed decisions when, for example, solving complex problems.

Also foregrounded are the social and emotional learning aspects within each learning area – that is, ways of using the key competencies to enhance learners’ engagement in daily tasks and challenges, both within and beyond school.

Ākonga might be learning to recognise and manage their emotions and to make responsible decisions; to develop concern for others, establish positive relationships, and handle challenging situations; to establish and negotiate learning relationships with people and places (the living and non-living world); manaakitanga, whanaungatanga, and mahi ngātahi; to value and recognise who stood before, who stands here now, and who is yet to be; to grow their sense of self as they progress towards mana motuhake. These examples encompass each learner’s capabilities as part of a whānau (with whakapapa), a wide and diverse community, and te taiao, the natural world.

Therefore literacy, numeracy, key competencies, and values are explicitly integrated within each learning area’s content.

- While English and mathematics and statistics anchor literacy and numeracy, each learning area describes the discipline-specific literacy and numeracy practices that enable ākonga to make connections, think critically, and communicate their ideas.
- Each learning area supports ākonga to progress in the key competencies through the disciplinary practices, social emotional learning, and self-monitoring practices.
- Values – those that are universal and those particular to each learning area – are reflected in the big ideas of Understand, the knowledge statements of Know, and the practices of Do that enable ākonga to explore their values and the values of others.



STEM



STEAM



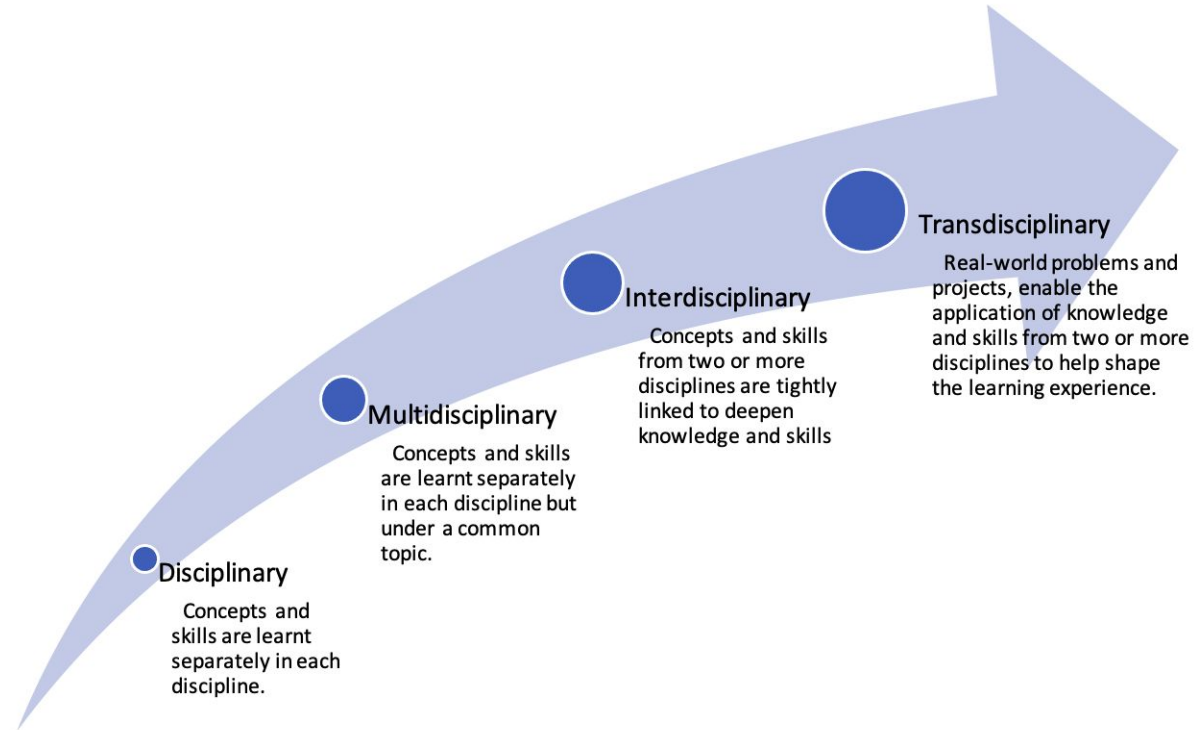
STREAM

Science
Technology
Engineering
Mathematics

Science
Technology
Engineering
Arts
Mathematics

Science
Technology
Reading
Engineering
Arts
Mathematics

Ways STEM is integrated



Theories about integration of learning

Theories which have informed integration of learning include the famous works by Lao Tzu, Buddha, Dewey, Piaget, Vygotsky, Rogers, Montessori, and Maslow

(Prince & Felder, 2006; Ultanir, 2012)

- Discovery methods
- Inquiry-based learning
- Project methods
- Discussion methods,
- Peer teaching,
- Integrated multicultural pedagogies,
- The use of tools as inquiry,
- Cognitive development theory,
- Bloom's taxonomy
- Problem-based learning
- Fischer's skill theory
- Practice theory
- SOLO taxonomy
- Just-in-time teaching
- Transfer of learning

Advantages

Research has shown integration provides

- ➔ Increased performance
- ➔ Authenticity
- ➔ Learner-centred approaches
- ➔ Powerful learning experiences
- ➔ "Border-crossing" allows learners to make linkages
- ➔ Integration of theory and practical work which can optimize delivery time
- ➔ Interconnectedness between STEM disciplines
- ➔ Learners to make linkages
- ➔ Exposure to multiple perspectives
- ➔ Awareness of self and others
- ➔ An opportunity to improve and develop critical thinking,
- ➔ Increased motivation and engagement

TRYING TO FIT THE CURRICULUM



fit2teach

INTO A SINGLE SCHOOL-YEAR...

**If well planned
STEM integration
has the potential to
pull learning
together into a
meaningful way.**

Issues & Considerations

- Authentic contexts
- Resourcing
- Timetabling
- Time
- Expertise
- Discipline priorities
- Buy-in & understanding
- Community engagement
- ???

Activity:

In groups, discuss how we can address the issues identified.

How can we enable all in the STEM space?



C



Collaboration

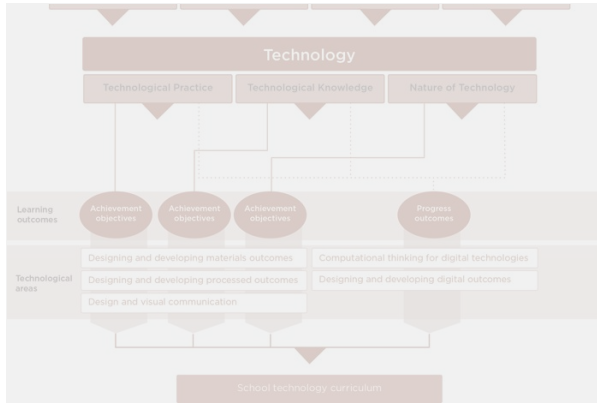


Confidence



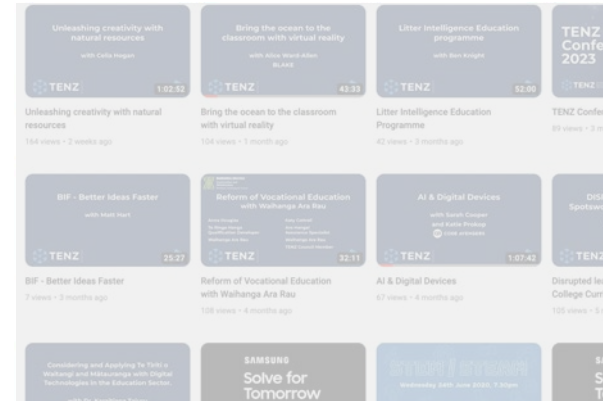
Community

Background



Ideas

Workshop



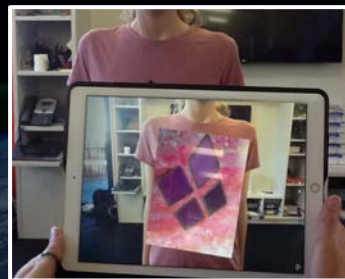
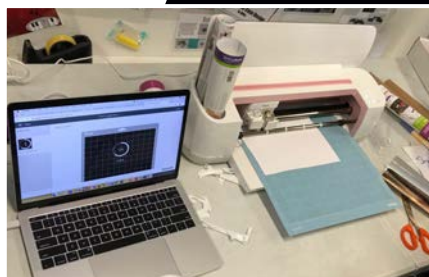
Extra Support

IDEAS

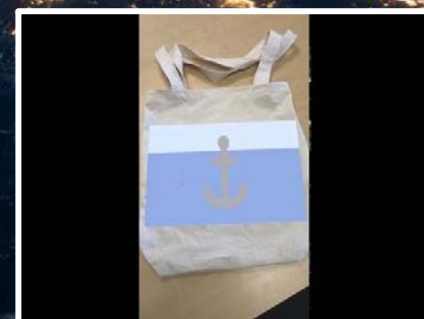
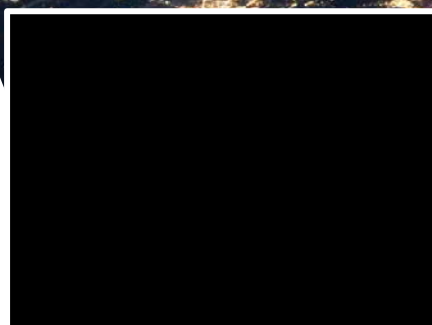
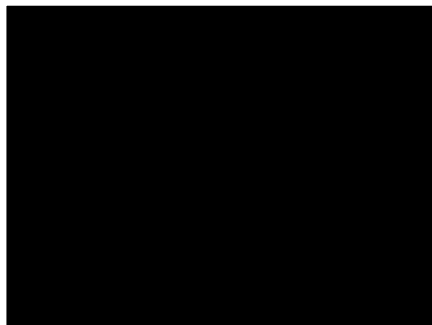
Year 8: Augmented Reality Technological Outcomes

Connections:

- Materials Technology - soft
- Digital Technologies (CT & DDDO)
- Visual Art
- Literacy



[Link to Soft Materials AR outcome workshop slideshow 2019](#)



IDEAS

Year 6: Plushie with a purpose

Connections:

- Materials Technology - soft
- Electronics
- Maths
- Science
- Literacy

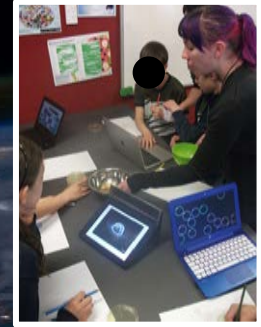
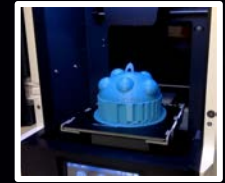


IDEAS

Year 6: LUMA

Connections:

- Materials Technology - hard
- Digital Technologies
- Maths
- Science
- Visual Art
- Social Studies
- Literacy



<https://luma.nz/schools-programme/>

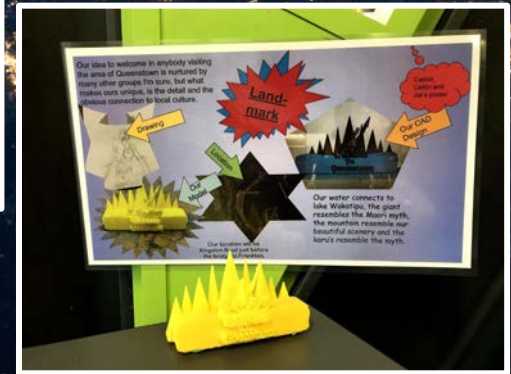
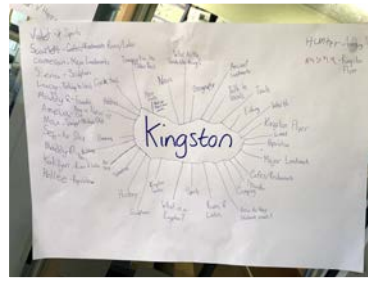
<https://technopolis.org.nz/Resources/Teaching-shots/Middle-Years-7-10/Local-curriculum-in-technology-using-a-light-festival>

IDEAS

Year 6: Landmark Design

Connections:

- Materials Technology - hard
- Digital Technologies
- DVC
- Maths
- Science
- Visual Art
- Social Studies
- Literacy



IDEAS

Year 6: Architectural Design with local contexts

Connections:

- Materials Technology - hard
- Digital Technologies
- DVC
- Maths
- Science
- Social Studies
- Literacy

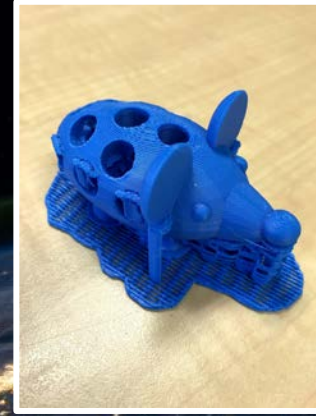


IDEAS

Year 8: Sustainability focused Technological Outcomes

Connections:

- Materials Technology - hard
- Digital Technologies
- DVC
- Maths
- Science
- Social Studies
- Literacy



IDEAS

Year 3-4 Pest and Predators: How can we bring the birdsong back to our Adventure Area?

Connections:

- Living World Science
- Technology: Biodiversity, Materials
- Literacy
- Mathematics Measurement



Bird Friendly Urban Gardens			
Bird Friendly Features	Garden 1	Garden 2	Garden 3
Open, grassy areas and leaf litter to search around in the forest			
A watering place for drinking and bathing			
Safe trees that will be safe for nesting and landing			
Thick or prickly shrubs for nesting and shelter			
Indigenous and other bushy plants for hiding in			
Other bird friendly features like bird feeders, bird baths, bird houses			
Blue hails			

Instructions:

1. Walk around your neighborhood and look into gardens. These could also be friends or families gardens.
2. Draw a star on the worksheet to record bird friendly habitats that you observed in each garden.
3. Record the total star count for each property.
4. Comment on whether each garden is a good environment for birds.

If you were a bird, which garden would you prefer to live in? Tell me why?



IDEAS

Year 3-4 Journeys

Connections:

- Aotearoa NZ Histories
- Social Sciences
- Literacy storytelling
- Drama
- Music
- Mathematics - position & orientation

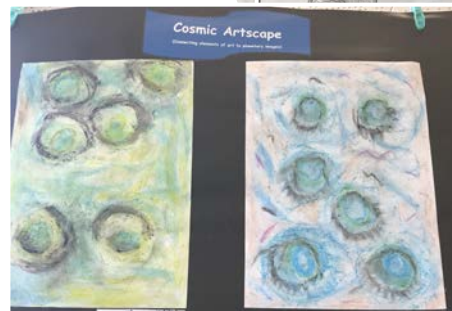
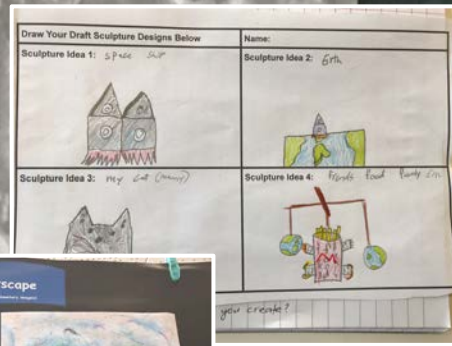
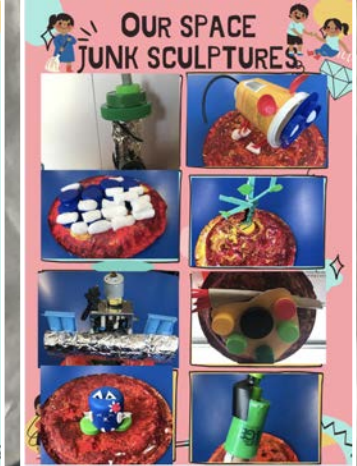
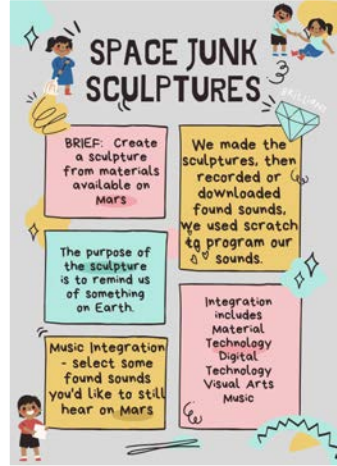


IDEAS

Year 3-4 Journey's Mission To Mars: What do we value?

Connections:

- Digital Technology - Scratch, Makey makey
- Technology Design Process
- Science
- Literacy
- Visual Arts - sculpture
- Music - soundscapes

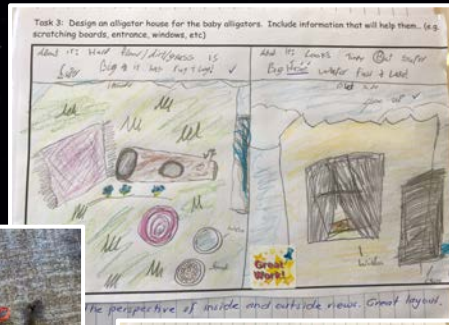
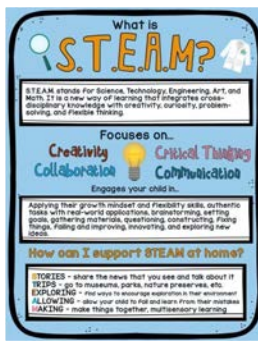


IDEAS

Year 3-4 STEAM Discovery Time

Connections:

- Materials Technology
- Literacy
- DVC
- Social Sciences

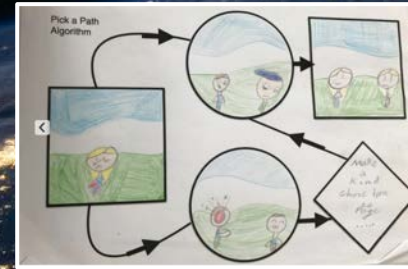


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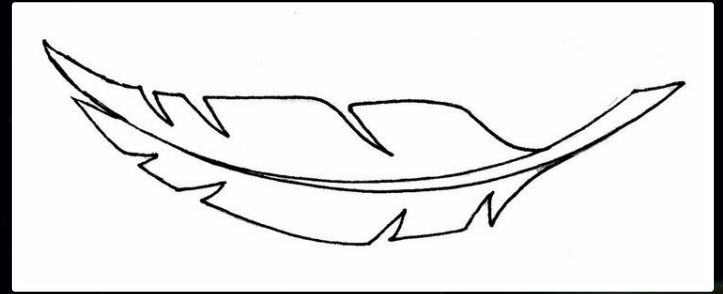
Year 3-4 Integrating Storytelling and Digital Technology

Connections:

- Digital Technology - Beebots, Stop motion, Augmented Reality
- Literacy - storytelling, Visual language - static images
- Mathematics
- Materials Technology
- Health Values
- The Arts - visual, drama



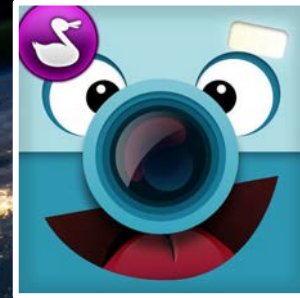
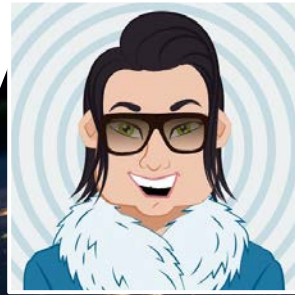
IDEAS



Year 2-3 We are all connected

Connections:

- Languages - pēpeha
- Literacy
- Health - Values
- Social Sciences
- Digital Technology
- Design Process



IDEAS

Draw Your Draft Playground Design Below	
Playground Equipment Idea 1:	Playground Equipment Idea 2:
Playground Equipment Idea 3:	Playground Equipment Idea 4:

Draw Your Chosen Playground Design	
Name of Playground Equipment:	Why should you make this design?
Materials Used in my model:	

Strengths of my Design	Weaknesses of my Design	So What Next
•	•	•
•	•	•

Site Plan



Year 2-3 Technology In The Playground

Connections:

- Science: Physical World
- Literacy
- Languages
- Materials technology
- Design Process

Papa Tākaro - The Playground

- | | |
|-----------------|----------------|
| porowhawhe | merry-go-round |
| retireti | slide |
| pouaka kirikiri | sandpit |
| tārere | swings |
| tūtakarau | jungle gym |
| tieme | seesaw |
| taura rere | flying fox |

Ko wai kei te papa tākaro?

Who is at the playground?

Ko wai kei runga i te

Who is on the

Ko te tama kei runga i te

A boy is on the

Ko te kotiro kei runga i te

A girl is on the

Ko ngā tamariki kei runga i te

Children are on the

Playground Exploration

- Visit the various areas of the playground and talk about how the different objects move - straight line, circular movement. How do you use the equipment e.g. swing, slide, tree, bars, seesaw, whirligig etc ...
- Use images of the objects and label the forces as a push or a pull etc how can we start a movement, speed it up or slow it down?
- Local Playgrounds - visit some playgrounds and explore the equipment present - hopefully we have some more information of the physics of force and motion and teachers can help learners explore and describe with more understanding.
- Some possible questions
 - Do these objects look like any that you have at school?
 - What are some interesting things about these playground objects?
 - How you would play with each of these playground objects?
 - What would you need to do to make each playground object move?
 - What are some ways that you would sort these playground objects into different groups?

Playground Equipment:

- What is a push? What is a pull? What is a twist?
- Do any of these playground equipment need to be pushed or pulled when played with?
- Do we need to twist any of these playground equipment when playing with them?
- Explain how we would start the movement of each of these playground objects?.
- For each object explain how, once it's moving, it can be slowed down or stopped?

Elaborate - possible learning activities

- **Integration with Technology:** Design a prototype of playground equipment
 - Using construction materials available in the classroom, instruct students to draw and build a piece of playground equipment that needs to have a push or pull applied to make it work. (look at tech online)
 - Students may offer a verbal explanation to the class about how they can play with this toy to start and stop its movement. Encourage the students to use the words push and pull in their verbal descriptions.
 - use the engineers design process to solve the following problem - using what you know about various playground equipment. Which piece of equipment would be a good addition to our playground at Tainui School?
 - Explain the forces of motion that are used when playing on this piece of playground equipment

IDEAS

Year 3 and 4: Tree Houses

Connections:

- Mathematics
- Te Tiriti o Waitangi
- Literacy
- Technology:



IDEAS

Year 3 and 4: The gift of giving

Connections:

- Mathematics - measurement, 3D shapes
- Science
- Technology



IDEAS

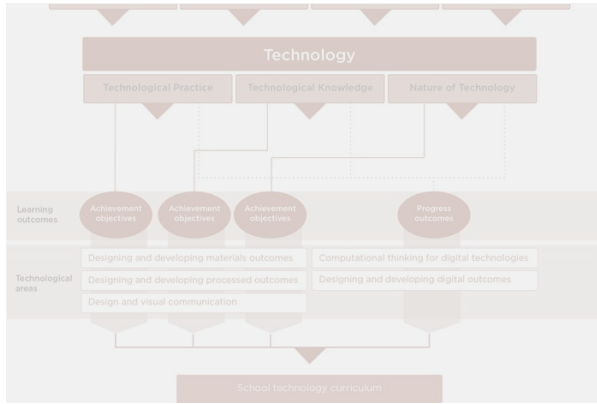
Samsung Solve for Tomorrow Competition



Cameron's invention of a 'Humane Trap for Wallabies'.

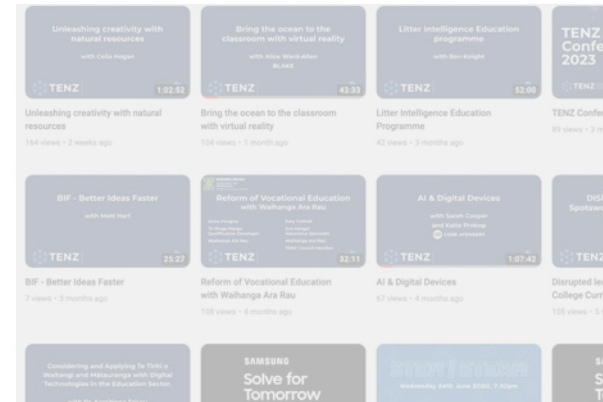


Background



Ideas

Workshop



Extra Support

Learning & Contexts

Think of a context.

This is your overarching 'umbrella'.

It can link to local curriculum, student/whānau voice, national & global issues - AUTHENTIC

What opportunities for learning can you think of linking to curriculum subjects & key competencies?

Add ideas to post its and place on wall.



Brainstorming Activity

In groups, think of authentic projects that can weave and integrate two or more technological areas.

SPEED DUMP!

Write ideas on post it notes & add to our ideas wall.

Example: Cookie making kit for school carnival

Hard Materials: Cookie cutters (plastic/metal), rolling pins, chopping board, recipe holder etc

Soft Materials: Apron, oven gloves, tea towel, etc

DVC: Recipe cards, How to use, package, etc

Food Tech: Cookie recipe, batch production

DDDO: Recipe app, AR code with how to use the kit

Revising existing activities

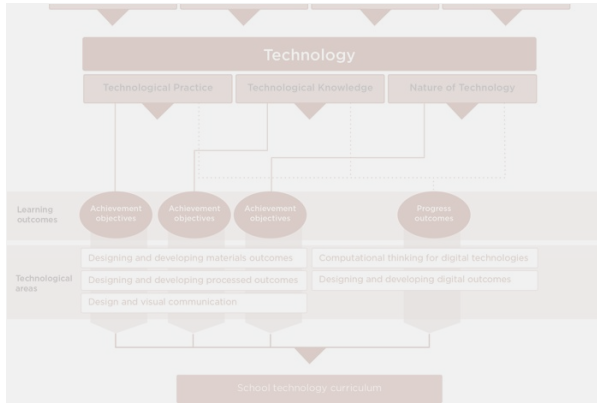
Revising activities with more focus connecting to key competencies.

Template:

<https://nzcurriculum.tki.org.nz/Key-competencies/Tools/Key-competencies-in-activities>

Revising and improving existing activities....				
The original activity:		➔	The improved activity: How could the teacher improve the activity to strengthen the development of key competencies? Add to the suggestions below:	
THINKING?	RELATING TO OTHERS	USING LANGUAGE, SYMBOLS & TEXTS?	MANAGING SELF?	PARTICIPATING AND CONTRIBUTING

Background



Ideas

Workshop



Unleashing creativity with natural resources with Celia Heggin 1:02:52 164 views • 2 weeks ago	Bring the ocean to the classroom with virtual reality with Alice Ward-Allen BLAKE 42:33 104 views • 1 month ago	Litter Intelligence Education programme with Ben Knight 52:00 42 views • 3 months ago	TENZ Confer 2023 89 views • 3 months ago
BIF - Better Ideas Faster with Matt Hart 25:27 7 views • 3 months ago	Reform of Vocational Education with Wahanga Aia Rau with Sarah Cooper and Katie Prokop 32:11 108 views • 4 months ago	AI & Digital Devices with Sarah Cooper and Katie Prokop 1:07:42 67 views • 4 months ago	DISRU Spotswood 105 views • 5 months ago
Considering and Applying To Te Kōi o Whāngai and Mātauranga with Digital Technologies in the Education Sector with Dr. Kaitiaki Te Whiwhi	SAMSUNG Solve for Tomorrow	STREET CRAFT Wednesday 5th June 2023, 7:30pm	SM So To

Extra Support

STEM/STEAM Webinar

STEM / STEAM

Wednesday 24th June 2020, 7.30pm



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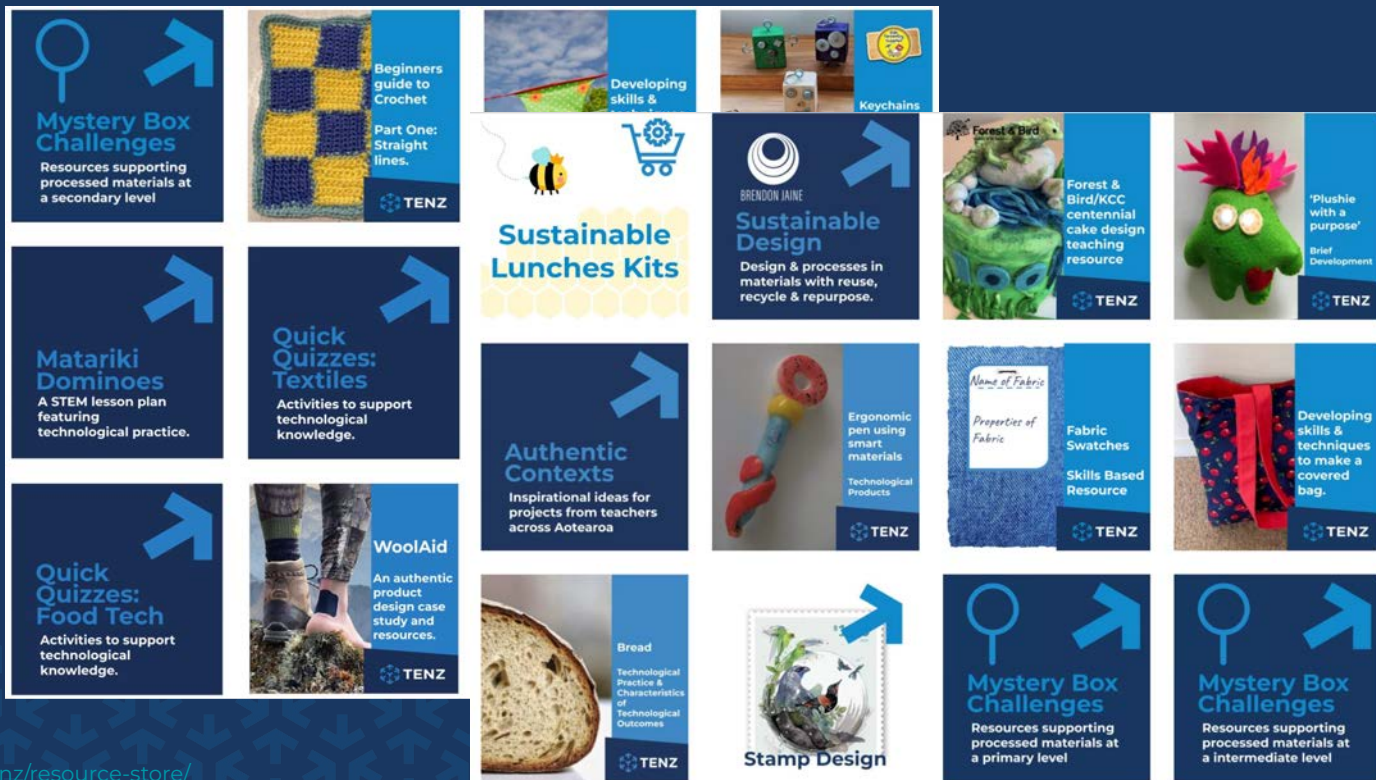
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TENZ Resource Store



TENZ Authentic Contexts

Authentic Contexts

Inspirational ideas for projects from teachers across Aotearoa

Aim of the resource

TENZ is committed to developing and sharing educational resources that support Technology education across Aotearoa New Zealand. This particular resource has been developed with support from educators from across the motu and aims to support kaiako with:

- Local curriculum links
- Ideas for authentic contexts
- Inspiration for planning - programmes, units & lessons

All aspects of NZC Technology can be taught through this resource including, but not limited to, technological practice & the design process, brief development, making connections with stakeholders and linking to the community. Plus it can support problem and place based learning, inquiry, STEM by providing ideas for teaching and learning.

Access Now

Full Member Access Now \$0.00

This document is a 'LIVE' teaching resource which is regularly updated for members & educators of Technology. It offers an idea to this resource placed in the resource to a google search of your ideas.

Included in the resource

- The "LIVE" Authentic Contexts document with 60 ideas

On slide 14 you will find the classroom to support

For more information see the support page

Real world design briefs	Local curriculum integration	Authentic needs, opportunities and contexts
Butterflies, attracting native species, local curriculum, habitat, insects, minibeasts	Hard materials, Biotechnology, Food technology, Soft materials	1 to 8 Butterflies are so valuable and lovely to have. Decide on an environment/location and design some ways to attract them. Don't forget to think about what else you could attract.
Can collection	Hard materials, DVC	1 to 8 The Lions are collecting cans, can tabs and wine tops as a way to raise money for Kidney Kids. Design a non-problematic collection of these items: https://kidneykids.org.nz/about-us/kantabs/
Classroom environment monitor	Digital Technologies, Electronics, Hard Materials	11 to 13 Students learn better in a healthy classroom environment. Develop a sensor that will alert the teacher when the classroom gets too hot or too cold. Possible extension: add a CO2 sensor to check.
Classroom attendance system	Digital Technologies	11 to 13 Taking the roll wastes lesson time. Develop a system that will enable students to record their own attendance when they enter the classroom. The system must be accurate and reliable. Extension: the system outputs an attendance file that can be loaded automatically into the school's Student Management System.
Classroom design	All	4 to 6 To consider the elements of a great classroom, why these designs were chosen including furniture, collaboration and productivity.
Classroom noise/sound sensor	Digital technologies, Electronics	7 to 8 Design and make a digital outcome to check the noise levels in the classroom to warn learners when noise becomes too loud and can be damaging or affect auditory/sensory learners.
Classroom resources, toys, games, storage	Hard materials	7 to 8 Design and make resources to support teaching in younger classrooms. Interview students and teachers to discover the needs. Use hard materials to create the storage, signs, etc.
Coastline Focus topics (Erosion, Flooding, Climate Change, Safety, Mana Whenua, Management Plan).	Hard Materials, Digital Technology, Bio Technology, STEM	1 to 8 Design Brief: Students tackle the problem of erosion at the beach caused by pedestrian movements in a popular amenity space. Design signage/fencing or feature to deter movement at or near the area and thereby protect the coastal environment.
Community centre, local curriculum	DVC	11 to 13 Designing a new community centre for a local community: user input from the city Council.
Community textiles, local curriculum	Soft materials	7 to 8 Contact local volunteer groups and community groups to help design and make soft materials outcomes for real needs in your community, e.g. Bloomerang Bags, Baskets of Blessings, Baby Box.
Cultural food, cake, food, bringing family together, Matariki, celebrations	Food Technology	7 to 8 To design and create a cultural dish that feeds your family of 4 in \$20 or less (6 students in a group).

TENZ

TENZ Competitions



Enter to win! **techweek2021**
22 - 30 May

TENZ TECHNOLOGY EDUCATION NEW ZEALAND

TENZ Design Competition 2021

Want to promote Technology in your classroom as part of Techweek 2021? Haven't really had a chance to prepare anything? [Read on...](#)

The Competition:
Students can practice their Technological Practice skills by designing an outcome for an authentic need.

Context: In April, Speaker of the House Trevor Mallard unveiled details of a number of new Parliamentary buildings which will be erected to house MPs and ministers. The Dwayne is traditionally the home of the executive wing. One of the new buildings is new ministerial offices for MPs joining the Executive and Parliament House.

Green Brief: You are to design a new building for the MPs and ministers.

It must:

- replace the old press gallery offices, which were vacated in 2017 due to earthquake strength issues.
- be a three-story building, complementary to the existing Executive wing, with a link to Parliament House.
- have a Green Star rating of 6.

Students can use a variety of skills and techniques to communicate their idea to the judges including:

- 2D & 3D sketches
- Annotated drawings
- 3D models (e.g.)



What I have completed so far

Brainstorm and created an initial brief -

I need to design and make a product to help stop native birdlife flying and crashing into our dining room windows.

- Research the brief
- Written attributes for my outcome
- Initial concept ideas for my outcome
- Development of an idea
- Final design
- Made and tested the prototype



Linking to DDDO



Julie McMahon

TRCC/Digital Technologies
PLD



<https://docs.google.com/presentation/d/1g7OTaOvXYpqw-2YZwdsfB8tmX21DhjGEjuGYziV3CKE/edit?usp=sharing>

He Karakia Whakamutunga

Ki a mātou katoa

To those of us gathered

Kua mutu mātou i a mātou mahi,
i a mātou kaupapa hoki

*We have finished our work and
practices*

Arahina mātou,
kia kawē mātou i a mātou haepapa

*Once again help us with our
responsibilities*

Kia whakatapua mātou ki ngā
kaupapa me ngā mea e whakapono.

*We are dedicated to the things we do
and believe*

Manaakitia mai mātou.

Bless us all



Ngā mihi Thank You



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tenz.org.nz

**Don't forget to
follow us to stay up
to date!**

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pages.**

