

What Counts as Evidence?

Ruth Lemon

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Rachel Chisnall - Ministry of Education



TENZ TECHNOLOGY
EDUCATION
NEW ZEALAND

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



- Respectful Listening:
 - ➔ Listen attentively to speakers without interrupting.
 - ➔ Avoid side conversations to maintain focus.

- Open-mindedness:
 - ➔ Embrace diverse viewpoints presented by others.
 - ➔ Avoid dismissing ideas without consideration.

- Time Management:
 - ➔ Honor designated time limits for questions and comments.
 - ➔ Allow all audience members an opportunity to participate.

- Thoughtful Contributions:
 - ➔ Wait for appropriate moments to ask questions or share comments.
 - ➔ Keep questions concise and relevant to the discussion topic.

- Courteous Behavior:
 - ➔ Refrain from using electronic devices that may distract others.
 - ➔ Be mindful of body language and avoid disruptive gestures.



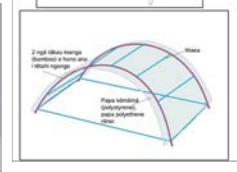
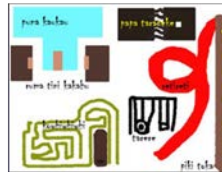
Ruth Lemon

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TENZ Poutoko Hangarau | Hangarau Support



Étahi Whakaaro mo Ngā Whare Manga





Hamish Johnston

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TENZ Heamana | Chair

Ko Aoraki te maunga
Ko Rakia te awa
Ko Johnston te iwi whānau
Nō Waitaha ahau
Ko Hamish tōku ingoa

PPTA Waitaha Canterbury Regional Secretary
Kaiapoi High School
Technology Teacher
Marketing Team Lead
Assistant Head of Faculty Technology
Transition Data Coordinator
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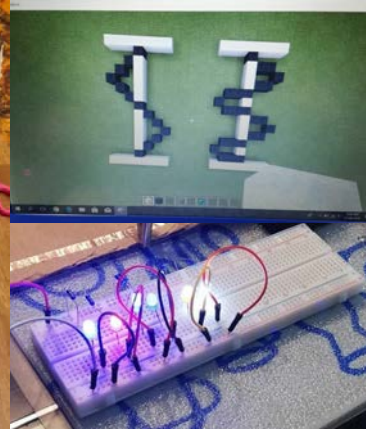
Heather has a Bachelor of Consumer and Applied Science from Otago University, a PG Diploma in Community Nutrition and is a graduate of the College of Education at Otago endorsed in Secondary Education - Academic Excellence award.

In 2021 she completed the Mindlab PGCert in Online Digital Learning and Leadership. She has taught from Years 7 - 13 in the Food Technology and Hospitality curriculums for 13 years and has been a mentor teacher.



Rachel Chisnall

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MoE NCEA Implementation Facilitator



Which age-groups

... do you work with currently?

Continuum activity

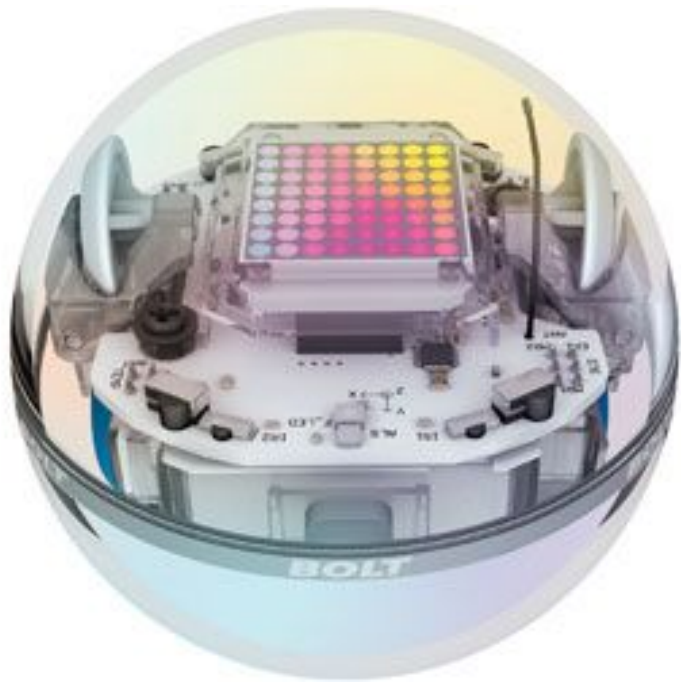


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**Which
curriculum/curricula
have you worked with?**

ⓘ Click Present with Slido or install our Chrome extension to activate this poll while presenting.



Design Race

1. Making pesto for dipping
2. Making churros
3. Sphero - Matariki
4. Puppet to introduce yourself
5. Tiktok video dance that includes an element of sign language
6. Maze Master
7. Tower of Strength
8. Minecraft treehouse

Design Race

Submit your activity's evidence here:

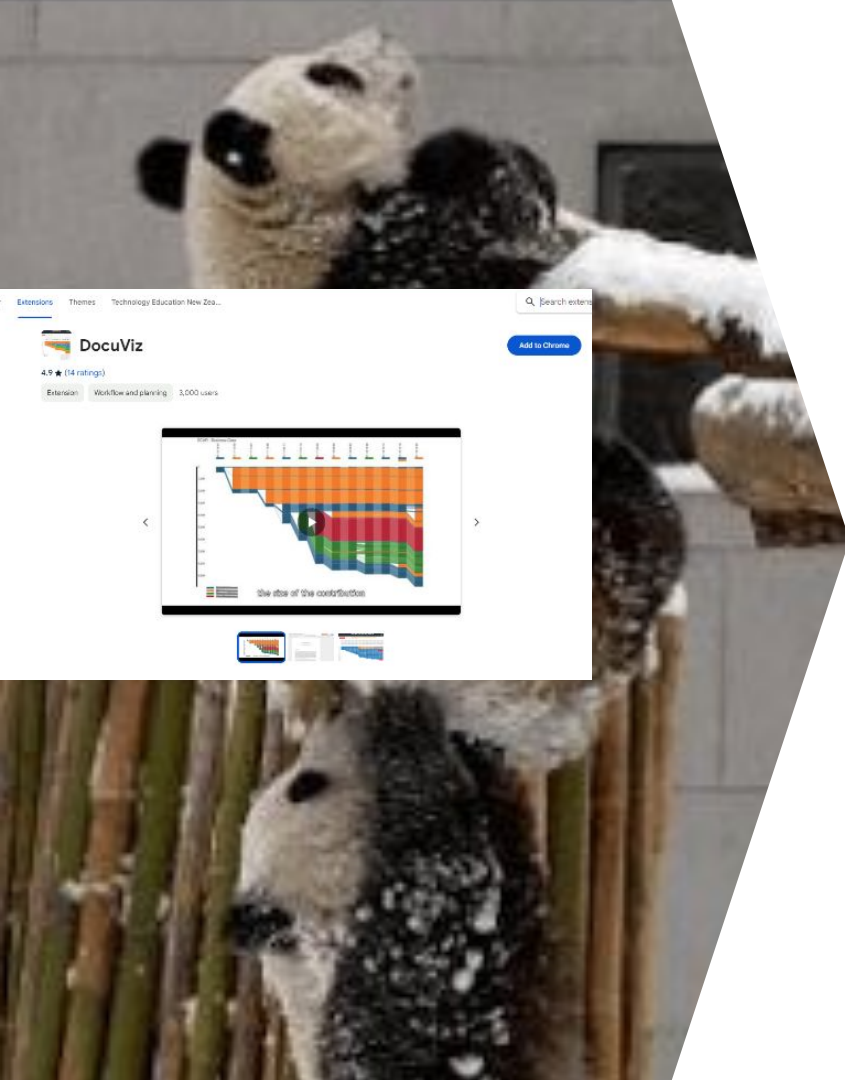
<https://go.tenz.org.nz/WhatcountsasEvidence-ActivitiesEvidence>



Collaborative Evidence

Shared projects
Interlinking projects

The nuances between projects where students are collaborating together on the same outcome and projects where students outcomes intersect to form one interlinked project.





Evidence Subtleties

NCEA Technology Learning Area Differences

Externals

[Digital Technologies Specs](#)

[MPT specs](#)

[DVC specs](#)

Internals

[DT](#)

[MPT](#)

[DVC](#)

The Arts

EVIDENCE COLLECTION

What platform does your school use?

Google

Microsoft

What is the best way to support your class?

- Classroom
- Shared Folder
- Drive

What is the best way to support your class?

- OneNote
- Teams
- OneDrive/Sharepoint

QUESTIONS TO ANSWER:

Set Up?

Will you or ākonga set up these spaces?

Can it be uniform across the learning area/school?

What naming conventions do you want them to use?

How will students share work with you?

EXTERNAL EVIDENCE

How can you scaffold creative evidence?

What activities need to be incorporated into your teaching, learning and assessment tasks? You must be able to close editing access to whatever ākonga produce.

INTERNAL EVIDENCE

How can you scaffold creative evidence?

What activities need to be incorporated into your teaching, learning and assessment tasks?

How do you want it saved and shared with you?

- No Hyperlinks/Hidden Youtube channels
- Microsoft PPT/ PDF Presentations
- Downloading Google Slides
- Ensure Video Footage Works

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What ties me to assessing the way I currently assess?

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Where can I find out...?

NCEA Technology Learning Area Differences

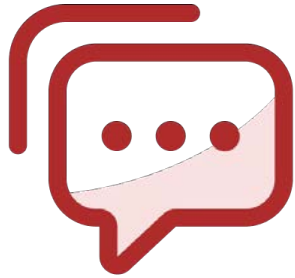
... how what gathering evidence in a natural way from day 1 looks like?

(3 trials + deadend = good stuff for documenting)

- Use of cellphone, iPad, Chromebook
- Text2speak, laptop cameras
- Sketches and diagrams



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Audience Q&A Session

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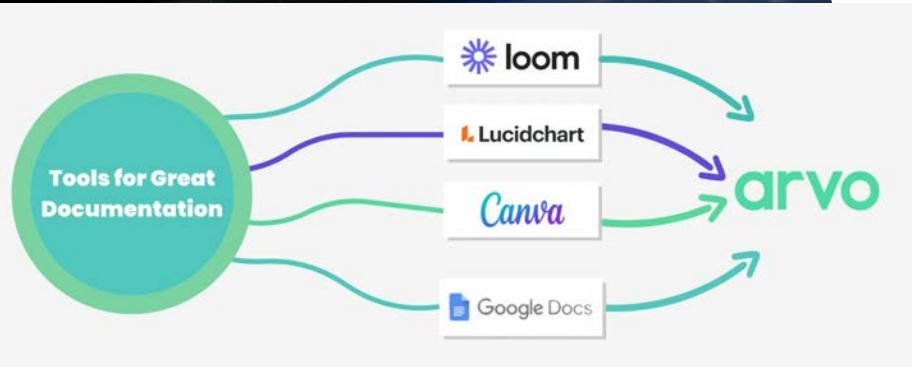
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What have you used with students to gather evidence?

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What we use



Video and audio tools

[Flip video](#)

[Youtube](#)

[iMovie](#)

[OBS Studio video](#)

[Audacity sound editing](#)

[Online voice recorder](#)

[Online voice recorder option 2](#)

[SpeakPipe](#)

What we use part 2

Image and sketching tools

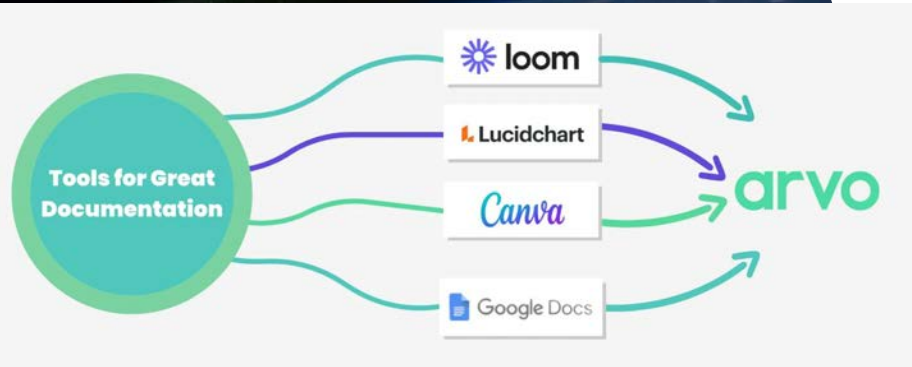
[GIMP](#)

[Photopea](#)

[Photo Editor Pixlr](#)

[Photoshop alternatives: The 9 best free photo editors in 2024](#)

[Sketchpad - Draw, Create, Share!](#)



Let's Brainstorm

What else could we be
using to support our
students in documenting
their process?



Output

We will summarise the tools in a document with NZQA and MoE



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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