

The Arts Strategy

2006 - 2008

This strategy summarises the Ministry of Education initiatives to support the teaching of the Arts in New Zealand schools, and replaces the Arts Strategy 200305

The Arts develop the artistic and aesthetic dimensions of human experience. They contribute to our intellectual ability and to our social, cultural and spiritual understandings. They are an essential element of daily living and of lifelong learning.

The Arts in the New Zealand Curriculum, 2000

INTRODUCTION

The *Arts Strategy 2006-08* is underpinned by the objectives of the *Schooling Strategy: Making a Bigger Difference for all Students*. The strategy focuses on improved outcomes for teachers and students by ensuring all resources, face to face and online support networks are cohesive and effective. It will build on the focused professional development offered to teachers through School Support Services and on published materials that have supported the implementation of *The Arts in the New Zealand Curriculum*.

The Arts disciplines offer students unique opportunities to develop:

- **creativity** through imaginative and innovative thought and action;
- **identity**, evolving personal local and national identities through deeper understandings of cultural traditions and practices;
- **emotional growth** through expression, sharing and communication of ideas and feelings;
- **cognitive growth** through the development of creative solutions

Such opportunities are integral to young people achieving their potential as learners and participating fully in their communities and in society as a whole.

Why do we need an Arts strategy?

Increasing numbers of students are engaging in arts learning. They seek and benefit from learning contexts that have relevance to their own lives, and allow them to express their identity and their beliefs. Arts learning can meet these needs. Since the publication of *The Arts in the New Zealand Curriculum*, reform has been led by the Ministry of Education to meet the needs of all students through a sustainable Arts education community.

A sustainable Arts education community is achieved when teachers, arts organisations, agencies, artists, family and whanau, tertiary and pre-service providers share responsibility and work collaboratively to achieve quality arts learning for all students.

An arts strategy is needed to:

- inform professional development for teachers:
- build on the focused professional development offered to teachers through School Support Services and on published materials that have supported the implementation of *The Arts in the New Zealand Curriculum*.
- embed understanding of the National Curriculum, National Exemplars, resources and learning progressions in the Arts.

- build on existing leadership development, understanding of best practice, and effective teaching in the Arts, achieved during implementation of the Arts curriculum.

AIM

To improve arts learning so that all students achieve their potential.

KEY GOALS

- All students experience effective Arts teaching;
- Students' Arts learning is nurtured (supported) by family, whanau and community;
- Teachers' capability and effectiveness is raised
- Evidence-based practices are used by all Arts educators to meet the needs of all students.
- Partnerships are fostered between schools and Arts organisations, and between teachers, artists and the community

PRINCIPLES

STUDENTS

Quality arts education nurtures creativity, supports and enables the expression of ideas and values, and affirms personal and community identities for all students.

TEACHERS

All teachers of the arts understand and practise key features of effective teaching in the arts, have access to professional expertise and appropriate resources, contribute to the professional community and seek partnerships with the local community.

EVIDENCE BASED PRACTICE

Evidence-based practices inform thinking, planning and action, to best meet student needs and to monitor the impact of their actions on student achievement.¹

ARTS EDUCATION PROFESSIONAL COMMUNITY

All teachers have access to, are supported by, and contribute to a sustainable Arts Education community.

¹ Consistent with principles of Schooling Strategy 2005 -2010 www.minedu.govt.nz/goto/schoolingstrategy

THE ARTS - STRATEGIC PLAN

FOCUS	ACTION	OUTCOMES
Students have opportunities to develop their imagination, skills and knowledge in, through and about the arts.	Provide quality arts learning opportunities to allow students to achieve their full potential	<p>All students will</p> <ul style="list-style-type: none"> • Have access to quality arts education in all 4 disciplines through effective teaching. • Participate and engage in the Arts as practitioner and audience. • Recognise that arts learning provides pathways to a range of career opportunities in creative industries. • Develop knowledge, skills, attitudes, competencies and values in the Arts that support other learning contexts. • Conceptualise, plan, refine, reflect and share unique artistic expressions of self and others contributing to the cultural enrichment of all. • Participate in a range of arts learning experiences that contribute to building strong personal and cultural identities. • Use a range of processes and stimuli, including technological resources, to make and share artworks.
Teachers identify their own learning needs and are supported to access quality professional learning opportunities in order to reflect on and improve their practice.	<p>Provision of monitored and evaluated in-school professional development including experiential involvement and provision of online support.</p> <p>Development of hardcopy, digital and online resources.</p> <p>Embedding of national arts exemplars, and Ministry developed resources that promote examples of best practice.</p>	<p>All Teachers will</p> <ul style="list-style-type: none"> • Use the Arts in the NZ Curriculum document to plan teach and assess student work. • Facilitate learning opportunities for students to make informed decisions about options and pathways to further learning in the Arts. • Contextualise the teaching and learning in response to the needs and interests of students. • Reflect, evaluate and improve teaching and learning in the Arts as a result of evidence based practices. • Motivate learners by using a range of resources including MOE online, and other hard copy resources and networks. • Select digital resources and tools with discernment to engage, motivate and enhance learners. • Share an understanding of learning progressions and are able to describe the quality of student learning and next learning steps. • Collect and analyse data to make informed decisions about planning teaching and learning.

<p>Schools value education in the Arts and plan outcomes for Arts education in strategic plans and set targets for analysis.</p>	<p>Support teachers to belong to networked professional learning communities.</p> <p>Provide appropriate resources to ensure that teachers are able to sustain effective Arts programmes.</p>	<p>All schools will</p> <ul style="list-style-type: none"> • Provide opportunities for their students to share and celebrate the Arts with their communities. • Acknowledge diversity and give opportunities for artistic expressions of culture. • Effectively reflect and report on student achievement in the Arts. • Use a range of approaches to inform families, whanau and communities about the Arts. • Develop partnerships with other educational providers, local community, artists and cultural groups to support and enrich arts programmes.
<p>Family Whanau and Communities collaborate with schools to nurture and support student learning in the Arts.</p>	<p>Contribute to Arts learning opportunities in schools by valuing and supporting activities that incorporate the Arts both at school and in the community.</p>	<p>Family, Whanau and Communities will</p> <ul style="list-style-type: none"> • Recognise the value of their role as contributors. • Seek information about their children's Arts learning. • Support practices that foster learning in the arts • Recognise that learning in the Arts is part of lifelong learning
<p>Professional Arts Communities collaborate with schools to nurture and support students learning in the Arts.</p>	<p>Supportive professional communities are explored through the Clik project.</p> <p>Partnerships are formed with artists/arts organizations/performance groups/tertiary pre service/and industry.</p>	<p>Professional Arts Communities will</p> <ul style="list-style-type: none"> • Ensure Arts learning is enriched through sustainable partnerships. • Share responsibility for Arts learning. • Be responsive to student and community needs • Evaluate or self-review programmes • Share arts practices applied in authentic working contexts • Model life long learning to students

APPENDIX A

BACKGROUND

Arts Curriculum reform

Developments in Arts education in New Zealand have occurred in the context of major educational, curriculum and assessment reforms that began with changes to government policy in 1989. Subsequent curriculum reform in the 1990s established The Arts as one of seven essential learning areas in the New Zealand Curriculum

The Curriculum statement *The Arts in the New Zealand Curriculum*², published in 2000 and its parallel curriculum statement for use in M.ori medium education, *Nga Toi i roto i Te Marautanga o Aotearoa*³, provide New Zealand students and teachers with a unified and coherent framework for learning in the Arts from Years 1 – 13. .

The Arts in the New Zealand Curriculum is based on four disciplines: dance, drama, music and the visual arts. Each has a distinctive body of knowledge, with its own concepts, forms, styles, conventions, processes and means of inquiry. The curriculum approaches learning within each discipline through four inter-related strands: *Understanding The Arts in Context*, *Developing Practical Knowledge in The Arts*, *Developing ideas in The Arts*, *Communicating and Interpreting in The Arts*.

The Arts curriculum document has provided the foundation for strategic planning and delivery of professional development in the Arts for teachers. *The Arts in the New Zealand Curriculum* was gazetted by the Minister of Education in December 2003, after three years of implementation making it mandatory for all state and state-integrated schools to offer students learning programmes based on The Arts National Curriculum Statement (*The Arts in the New Zealand Curriculum*). In years 1 - 8 students must study, and have opportunities to meet achievement objectives in, all four disciplines - dance drama, music and visual arts. Over years 9 and 10, students should study, and have opportunities to meet achievement objectives in, all four disciplines. As a minimum requirement, students must study at least two disciplines, with opportunities to meet achievement objectives up to level 5 in one of them by the end of year 10⁴.

The Arts curriculum statement replaced previous syllabi for Music and Visual Arts. Drama was traditionally taught as part of the English curriculum, and aspects of dance were included in physical education.

The Arts in the New Zealand Curriculum recognises the importance of the Arts in offering the diversity of students in New Zealand schools opportunities for success, as both makers and audience. Areas of change introduced by *The Arts in the New Zealand Curriculum* include:

- Opportunities for learning in all four disciplines (introduction of dance and drama) is recognised as essential for a comprehensive education in the Arts up to Year 10;
- Learning in the four strands recognises not only making and presenting art works as fundamental (the emphasis of former syllabi), but also responding to and interpreting art works and learning about diverse art forms both with in and beyond New Zealand. *Such learning includes developing an understanding of arts forms in relation to tangata whenua, bi-culturalism in New Zealand and to the multicultural nature of our society and its traditions.* The parallel document *Nga Toi i roto i Te Marautanga o Aotearoa*, is a curriculum statement written by M. ori, in Te Reo (M. ori language) for M. ori immersion schools;
- Learning in, through and about the Arts;
- Developing literacies in the Arts recognises the ability to communicate and interpret meaning in the Arts;

² *The Arts in the New Zealand Curriculum*, Ministry of Education, Wellington, 2000

³ *Nga Toi i roto i Te Marautanga o Aotearoa*, Ministry of Education, Wellington, 2000

⁴ *The Arts in the New Zealand Curriculum* p7

- Literacies are recognised as important to people who make art and participate as an audience, for *viewers and listeners to be able to interpret works in an informed way as they bring their perceptions, experiences and values to them*;
- Achievement objectives are expressed at eight levels: *they describe the scope and parameters for learning, and identify the particular skills, knowledge and understanding to be developed at each level in each strand of each discipline*. The spiral nature of learning is recognised and each level includes and builds on the learning from the previous level.

Assessment reform

Major reforms in national assessment for schools paralleled 1990's curriculum reform. Assessment for learning is key to the National Assessment Strategy⁵ and is central to the Ministry of Education's policies for raising achievement for all students especially those who consistently under-perform. The National Assessment Strategy identifies the development of quality assessment tools as crucial for supporting teachers. Tools include the New Zealand Curriculum Exemplars which are samples of annotated, authenticated student work. These unpack the learning progressions in each discipline across the strands, for the first five levels of the curriculum. In the Performing Arts and time-based visual arts these have been published in real time so that teachers can access video clips of student performance at each curriculum level.

At primary and secondary levels, assessment is both formative and summative. Quality assessment practice involves the observing and monitoring of processes as well as outcomes and the provision of feedback and feed-forward. This approach is closely aligned with the concept of *action and reflection* that underpins arts learning and teaching, as outlined in *The Arts in the New Zealand Curriculum*.

The National Certificate of Educational Achievement (NCEA)⁶ is New Zealand's national qualification for senior secondary students, employing standards based assessment. NCEA is part of the National Qualifications Framework (NQF).⁷ The NCEA provides pathways to tertiary education and industry qualifications, by enabling students to gain credits from traditional school curriculum areas and alternative school curriculum programmes. Students gain credits and grades for separate skills and knowledge through external and internal assessment of Achievement and Unit Standards. These standards are the building blocks of qualifications; they describe the skills and knowledge to be achieved, and the level of work students need to produce. Schools can combine standards to offer oneyear courses in traditional school subjects, provide a framework of shorter courses, or combine levels and link with industry-based national assessments.

NCEA assessment is managed by the New Zealand Qualifications Authority. Achievement standard design, resource development, professional development for teachers and implementation are the responsibility of the Ministry of Education.

Areas of change resulting from assessment reform include

- consistent approach to assessment for learning throughout primary and secondary schooling;
- cohesive unified qualification system for Years 11 to 13;
- standards based assessment for internal and external assessments;
- national external moderation of internal assessment activities and assessment;
- flexibility for secondary schools to offer a wide range of courses to meet diverse needs of students; and

⁵ *National Assessment Strategy*, Ministry of Education http://www.tki.org.nz/r/assessment/strategy_e.php

⁶ NCEA: <http://www.nzqa.govt.nz/ncea/index.html>

⁷ NQF: <http://www.nzqa.govt.nz/framework/index.html>

- qualifications available in all Arts disciplines at three NCEA levels, corresponding to Years 11 – 13, and Scholarship.

Information about achievement standards and scholarship is available on <http://www.ncea.govt.nz/>

Implementing the Arts in the New Zealand Curriculum in Schools

Information⁸ on schools' readiness to implement *The Arts in the New Zealand Curriculum* informed development of a comprehensive in-service professional development programme for teachers throughout New Zealand. Since 2000, professional development programmes have been delivered by Education Faculties or Colleges of Education through six regional School Support Services, for teachers of primary and secondary levels.

Implementation 2001-2002

The first two-year implementation phase (2001 - 2002) focused on primary schools while secondary schools were involved with the implementation of the National Certificate of Educational Achievement (NCEA).

This phase attracted wide-ranging interest from the sectors with Ministry of Education funded national research providing evidence that teachers, managers and school communities were needing considerable ongoing professional support. The first phase of implementation successfully raised interest, awareness and an understanding of the curriculum document, with key stakeholders and within our communities.

The thrust of this professional development has been school-based, with experienced School Support Services facilitators working on an individual basis with teachers to increase their content knowledge, competence and confidence in teaching The Arts. This work involves teachers and facilitators in an action/reflection model where they teach, observe, plan and discuss the work that is happening in the classroom. Teachers are encouraged to participate in arts practice and reflect on their own arts learning. When a number of teachers in a school are working in-depth, there is a shift in school culture and students and communities reap the benefits of a rich and diverse Arts programme.

The Arts Strategy 2003-2005

The Arts Strategy 2003-05 reflected the Government Goals and the Ministry of Education's Vital Outcomes through a focus on: excellence in teaching of the Arts; enhancing home, school, and community partnerships through the arts; and developing quality providers in the arts.

During this phase support was extended to include professional development programmes for primary, intermediate and secondary. Four FTE National Facilitation contracts in dance, drama, music and visual arts provided discipline specific leadership, mentoring and support for approximately 55 regional facilitators (34 FTE positions).

Evaluation of outcomes from 2003 – 05 indicated considerable need for continued support to embed *The Arts In the New Zealand Curriculum* to ensure all students have access to quality Arts education. Evidence of achievement in this period can be found in the Appendix.

⁸ The National School Sampling Study which provides information on the opinions of 774 teachers of The Arts. The sample was representative of school type, size and decile, and geographic region. The Education Review Office (ERO) report, *Readiness of schools to implement 'The Arts in the New Zealand Curriculum'*, an evaluation of 131 state and state-integrated schools visited by ERO in Term 1, 2003 can be viewed on <http://www.ero.govt.nz/Publications/pubs2003/ArtsReadinessMay03.doc>. Evaluations of The Arts Online and face-to-face professional development programmes. Evaluation reports, are now available on the Ministry of Education website.

Arts professional development funded by the Ministry of Education, has the following characteristics:

- In depth work in classrooms with teachers;
- A focus on outcomes for students;
- Evidence-based practice (informed by research and data gathered and analysed by teachers repeated) and facilitators;
- Reflective practice, by teachers and facilitators;
- Whole school or syndicate based engagement;
- Development of sustainable professional communities, including cluster networks and online communities;
- Student learning shared with family, whanau and community;
- Facilitation by experts who are also reflective practitioners;
- Team teaching and discussion opportunities;
- Support from the leadership in the school;
- Provision of high quality materials in hard copy and on the web; and
- Building of partnerships within the, school, between schools, with arts organisations, groups, artists, parents and community groups.

Links to education policies

The New Zealand Curriculum Framework (1993)⁹ sets out national expectations and aspirations for student achievement, in English language and Te Reo M. ori documents.

Mandatory requirement for schools to provide learning opportunities in the seven essential learning areas of the New Zealand curriculum are regulated through national administration guidelines (NAGs) and National Education Guidelines (NEGs).¹⁰ The first National Administration Guideline, for example, required each school Board of Trustees to:

"foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements. Each Board, through the principal and staff is required to:

- (i) *Develop and implement teaching and learning programmes:*
 - (a) *to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum."*

The Ministry of Education has adopted "Raising Achievement and Reducing Disparity"¹¹, as a primary focus with four key outcomes:

- All New Zealanders with strong learning foundations
- High levels of achievement by all school leavers
- All New Zealanders engaged in learning throughout their lives and developing a highly skilled workforce
- Education making a strong contribution to our knowledge-base, especially in key areas of national development.

⁹ New Zealand Curriculum Framework, Ministry of Education, Wellington, 1993

¹⁰ s60A Education Act 1989, New Zealand Government, Wellington.

¹¹ Educate: Ministry of Education Statement of Intent 2005-2010, page 10, Ministry of Education, Wellington, 2005

To meet these outcomes a Schooling Strategy for 2005-2010 sets the direction for everybody involved in education, to work together so that all students achieve their potential.

Additional Education Strategies influencing developments in the Arts include The National Assessment Strategy (launched in 1999) and Digital Horizons - Learning through ICT, a strategy for ICT initiatives across the education sector.¹²

The Arts Strategy and Digital Horizons: ICT Strategy aim to enable 21st century learners to develop the knowledge and skills that prepare them for online learning and for potential careers in diverse industries of the future.

Related New Zealand Research

Like Writing off the Paper', a report on Student Learning in the Arts conducted as part of the professional development programme and published in 2004, revealed the following key characteristics and indicators about learning in the Arts:

- The arts provide pedagogical contexts where more human and negotiated relationships can exist.
- Students learn in the arts in an environment of structured chaos in which critical reflection and deeper understanding about their lives can occur.
- The arts provide co-constructed learning environments in which students and teachers have permission to experiment and learn from each other.
- The research suggests therefore, that the arts provide opportunities for teachers to use the arts to shift from traditional transmission models of learning, environs and routines, to plan and deliver units to enhance non-linear chaotic learning cycles and to develop mutually respectful, negotiated, co-constructive learning relationships.

Research undertaken by National Educational Monitoring Project (NEMP), and the Education Review Office (ERO) has identified areas of quality practice but recommended specific areas of focus for continued development. For example, disparities in achievement in music between students of different gender and ethnicity have been considerably reduced. However, 35% of music and 41% of visual arts sampled schools were found to be sometimes or not at all effective in implementation of the curriculum. In music, only 13% of teachers were planning programmes to meet the needs of their students. This supports adviser reports that few teachers prior to in-depth support, use assessment information to inform their practice to meet student learning needs. Similarly, both adviser reports and curriculum review consultation indicate low levels of understanding of learning progressions in the Arts, particularly in the new disciplines of dance and drama.

The Arts are a critical entry point to school life for community and family. Whilst it is an identified strength in the ERO report for visual arts, the potential for development across all the Arts is considerable. School Support Service reports document rich examples of regional initiatives in which in-depth professional development programmes have established relationships with family and community, particularly with Maori, Pasifika or minority groups.

Research evidence indicates that the principal's role is critical to successful curriculum implementation in schools, ensuring it is a priority and supporting it through adequate resourcing, as well as showing an interest through participating at a personal level. School leaders need to manage the pace and pressure of change and embed the Arts into the schools strategic plan. Competing priorities of whole school initiatives have impacted on teacher and school commitment to Arts PD. In the National Secondary Schools Sampling Project, Arts was the third Learning Area cited as a professional development priority goal. (after Numeracy and Literacy). Developing technology has considerably increased the demand for support in music and visual arts (photography, design, moving image art and music software programmes, recording equipment and peripherals).

¹² Digital Horizons – Learning through ICT, Ministry of Education, Wellington, revised edition 2003

International Research Findings

7

Key findings of Global Research Compendium on the Impact of Arts in Education, prepared for the UNESCO World Conference;¹³

- Quality Education has distinct benefits for children's health and socio-cultural well-being;
- Arts Education has an impact on the child, the teaching and learning environment, and on the environment (which environment?);
- Arts education leads to improvement in student, parental and community perception of schools;
- Benefits of arts rich programmes are only tangible within high quality programmes; and
- Quality arts education tends to be characterised by a strong partnership between schools and outside arts and community organisations.

Benefits noted for the child: needs to be referenced

- *Enhanced academic performance, especially in the areas of literacy and learning of languages. This effect occurred in quality programmes that included both education in the arts and education through artistic and creative approaches;*
- *Arts education led to an improvement in student, parental and community perceptions of schools;*
- *Arts-rich programmes improved students attitudes to school;*
- *There appears to be a positive impact of arts education on cognitive development and health and well-being impacts for young people.*

Benefits noted on the teaching and learning environment:

- *Arts education increases co-operation, respect, responsibility, tolerance, and appreciation, and has a positive impact on the development of social and cultural understanding;*
- *Arts rich programmes appear to encourage more focussed classroom interactions, greater concentration during school and more consistent schools attendance- especially in boys and marginalised (at risk) students;*
- *Poor quality arts education or no arts education, may in fact inhibit the development of creativity and imagination;*
- *Arts rich education renewed teachers' interest in in-service professional education, encouraged the teachers to use more innovative pedagogy and broadly improved their quality and satisfaction;*
- *For arts education to yield optimal results, teachers need to embrace new technologies. e.g. in the form of training in ICT and professional skills relevant to the arts.*

¹³ 37 countries participated in a Global Research Compendium on the Impact of Arts in Education, a UNESCO project conducted by the Australia Council for the Arts and the International Federation of Arts Councils and Culture Agencies (IFACCA) in preparation for the world Conference.

Benefits noted on the community:

- *Greater interest in education and respect for the school;*
- *Enhanced local civic and social pride;*
- *Perception of improved employment opportunities;*
- *Re-engagement in civic pride and heritage issues ; and*
- *Greater participation of the broader community in the arts.*

Quality Arts Education includes the following characteristics¹⁴;

- *Active partnerships between schools and arts organisations, and between teachers, artists and communities;*
- *Shared responsibility for planning , implementation and assessment and evaluation;*
- *Opportunities for public performance, exhibition and/or presentation;*
- *A combination of development within the specific art forms (education in the arts) with artistic and creative approaches to learning (education through the arts);*
- *Provision for critical reflection, problem solving and risk taking;*
- *Emphasis on collaboration;*
- *An inclusive stance with accessibility to all children;*
- *Detailed strategies for assessing and reporting on children's learning, experiences and development;*
- *On-going professional learning for teachers artists and the community, and;*
- *Flexible schools structures and permeable boundaries between schools and the community.*

Appendix B

Key Elements of Professional Support 2006

¹⁴ Bamford, A. *The Wow Factor, Global research compendium on the impact of arts in education*, Waxmann, 2006.

Ministry Of Education: A Senior Adviser Arts will manage and co-ordinate government funded arts professional support and research programmes, supported by an advisory group consisting of the Arts National Facilitators.

National leadership: 8 X 0.5 National Facilitator Contracts with School Support Services, covering the four disciplines, primary and secondary. National Facilitators support developing educational arts communities by:

- providing subject expertise in curriculum and assessment review, and resource development;
- facilitating implementation of national exemplars and resources;
- communicating and modelling research based expectations and practice;
- leading on-line communities of learning in the Arts;
- extending and disseminating knowledge of teaching and learning in the Arts.

Regional facilitation 21.8 FTEs spread across 6 regions, four arts disciplines, primary and secondary, providing in-depth face to face professional development, workshops and cluster group facilitation.

Regional facilitators work with teachers to develop effective practice by:

- gathering, analysing and using data, as the basis for professional decision making;
- raising teachers' level of Arts knowledge and pedagogical content knowledge;
- challenging teachers existing beliefs, expectations and professional practices and supporting teachers to make changes to improve outcomes for all students particularly those who are, or are at risk of, underachieving.
- fostering inclusive school cultures and effective learning communities within and between schools.

Arts Online: Online professional arts education community providing online support for teachers in all regions, lead by Project Leader and the National Arts Facilitation Team. Facilities include:

- Ask- teacher access to expert advice, guidance (Suzanne deleted this bullet)
- teacher listservs for each discipline and primary cross discipline,
- resource exchange, for sharing of units and teaching resources;
- interactive unit and programme planners (in development); and
- resource bank and links to key articles, readings, websites, research, resources, TKI etc

Developments are taking place through TKI and the Arts Professional Development Contract to support teachers to access digital resources and key personnel. The Arts Online, a key community for eLe@rning, plays a critical role in facilitating collaboration, networking (creating shared pathways), and information-sharing among learners. In order to more fully realise the professional development potential of this site and inform Arts Online's utilisation of the CLiK project, there is a need for greater synergy between Arts technologies, digital content and ICT knowledge and expertise. By creating collaborative pathways of access, teachers and students can be empowered to extend their Arts and ICT knowledge through eLearning.

Secondary School Arts Co-ordinators The National Secondary Schools Arts co-ordinators in Dance, Drama, Music and Visual Art support specialist secondary school teachers to provide students with enriching opportunities in the Arts. Through websites maintained by the

national Co-ordinators teachers access opportunities to support in-class learning through national, regional and community-based arts events, that enhance student understanding and achievement through interacting with or viewing the work of practising artists and performers.

In-school Secondary School Arts Co-ordinators provide additional support for schools so that specialist teachers in the four arts disciplines may provide the enriching experiences to support learning in through and about the Arts.

Schools Research evidence indicates that the principal's role is vital to successful curriculum implementation in schools - ensuring that it is a priority and supporting it through adequate resourcing as well as showing an interest through participating at a personal level. It is important that school leaders manage the pace and pressure of change and embed the Arts into the school's strategic planning and review.

The Arts and the Community Community involvement in schools is encouraged to share assist student and parent participation in the school, and to broaden understanding of the Arts. Productive partnerships and networks across education and related sectors are being developed to support, and sustain the Arts in New Zealand schools and communities - e.g. Creative NZ, The Ministry of Arts and Culture, New Zealand Qualifications Authority. Alignment across government agencies strengthens the strategic direction and encourages co-operation and shared resources.

Resource development Resources (online and hardcopy) are developed to support effective pedagogy, develop teacher content knowledge, and enhance understanding of learning progressions and desired outcomes. Teachers can visit the Arts Community page of *Te Kete Ipurangi* <http://www.tki.org.nz/> for online resources and support, and *Arts Online*, The Arts professional online community at <http://arts.unitec.ac.nz/>. Copies of curriculum documents and hard copy teaching materials are available from Learning Media free phone 0800 800 565.

Research and Evaluation All contracts encompass a monitoring and evaluation process. The principle of evidence based practice is fundamental to all contracts and curriculum levels. Throughout the term of any contract, evidence is gathered to enable quarterly, review, reflection and reporting, as well as ensure that work is informed and focussed on student, teacher, school or community need. Milestone reports and evidence from New Zealand and international research will form the evidence base on which the Ministry makes decisions regarding arts education developments. On particular issues such as curriculum, assessment review and the development of the new *Te Kete Ipurangi* TKI platform (CLiK Project), the Ministry will develop a process to consult with the community.

Future Focus Consultation with advisers, teachers and community through the Curriculum Project, Consistency Review (review of all levels of NCEA Achievement Standards) and the CLiK project (redevelopment of TKI platform for the establishment of web based communities) during 2006, together with research and evaluation of 2006 arts professional development and ICT initiatives will inform the programme of support developed for 2007 and 2008.

The programme of teacher professional development and resource development will continue to work towards the goals and outcomes outlined in this Strategy. All programmes will be student centred and seek to improve outcomes for students through professional support, and sustainable partnerships between schools and community. A framework of web based arts communities hosted by *Arts Online*, will ensure that all students, teachers, parents, artists and arts organisations have access to expertise and a sustainable arts community that can provide cohesive support to students and teachers to improve student outcomes in the arts.

Appendix C

2006 National Facilitators

Name	E-mail	Work Address
<u>Dance - Primary</u> Suzanne Renner	suzanne.renner@dce.ac.nz	Dunedin College of Education 145 Union Street East Private Bag 1912 DUNEDIN
<u>Dance - Secondary</u> Patrice O'Brien	pa.obrien@auckland.ac.nz	Faculty of Education University of Auckland Private Bag 92-601 Symonds Street AUCKLAND 1035 (74 Epsom Ave, Epsom)
<u>Music - Primary</u> Celia Stewart	celia.stewart@cce.ac.nz	Christchurch College of Education Teacher Support Services 155 Montreal St PO Box 3252 CHRISTCHURCH 8015
<u>Music - Secondary</u> Chris Archer	chris.archer@cce.ac.nz	Christchurch College of Education - Teacher Support Services 155 Montreal Street PO Box 3252, CHRISTCHURCH 8015
<u>Drama - Primary</u> Chris Walsh	chris.walsh@dce.ac.nz	Dunedin College of Education Southland Campus 100 Nelson St PO Box 886 INVERCARGILL
<u>Drama - Secondary</u> Trevor Sharp	t.sharp@auckland.ac.nz	Faculty of Education University of Auckland Private Bag 92-601 Symonds Street AUCKLAND 1035 (74 Epsom Ave, Epsom)
<u>Visual Art - Primary</u> Helen Moore	helen.moore@cce.ac.nz	Christchurch College of Education - Teacher Support Services 155 Montreal Street PO Box 3252, CHRISTCHURCH 8015
<u>Visual Art - Secondary</u> Jeff Lockhart	j.lockhart@auckland.ac.nz	Faculty of Education University of Auckland Private Bag 92-601 Symonds Street AUCKLAND 1035 (74 Epsom Ave, Epsom)