

APARIMA COLLEGE
GRAPHICS AND TECHNOLOGY

Rationale

New technologies and their applications are playing an increasing role in the economic development of New Zealand. The Graphics and Technology Policy recognises this.

Purpose

- To encourage students to develop enquiry and problem solving skills in graphics and technology.
- To encourage students to display initiative, productivity and entrepreneurial solutions to problems.
- To provide a variety of graphic and technical experiences which are challenging, useful and enjoyable, by drawing on students' interests and cultural backgrounds.
- To plan and implement programmes that increase awareness of technology and its applications with respect to economic and environmental issues.
- To encourage self esteem, self confidence and pride in achievement.



Guidelines

1. The Graphics and Technology department will adhere to the National Course Objectives.
2. The scheme will be current and flexible. It will evolve through consultation with the local business and school community.
3. The programme will provide opportunities for satisfying and enjoyable learning experiences.

4. Awareness of tertiary, vocational and leisure opportunities that are associated with these subjects will be developed.
5. Interdepartmental applications of skills and knowledge will be actively encouraged.
6. All staff will be offered opportunities for appropriate professional development.
7. A safe working environment will be operational at all times for all students and staff.
8. Departmental resources to be maintained in good working order to enable students to meet National Course objectives

The Essential Skills

The development of the essential skills through learning in Graphics and Technology

All students have the opportunity to develop the full range of essential skills to the best of their ability. Our Technological activities will provide opportunities for the development of the essential skills, and the reinforcement and application of skills used in other essential learning areas.

Communication skills

Students will be communicating ideas, possible solutions, reflections, and outcomes. They will use a variety of means of communication, including:

- annotated drawings;
- graphical representation;
- construction of demonstration models;
- the use of modern information and communication technologies.

Numeracy skills



Calculating, measuring, and estimating skills will be practised and developed through technological activities, linking technology with mathematics. Graphs, tables, charts, and other visual presentations of data have a role in technological activities.

For example, students will need to calculate the cost of materials used in making their projects and estimate the materials required for construction.

Information skills

information skills are of special importance in technology. Technological activities provide students with opportunities to develop and apply all of the essential information skills:

- devising questions, and using a range of inquiry techniques;
- identifying, locating, gathering, storing, retrieving, and processing information;
- organising, analysing, synthesising, evaluating, and using information;
- presenting information clearly, logically, concisely, and accurately;
- identifying, describing, and interpreting different points of view;
- using a range of information-retrieval and information-processing technologies confidently and competently.

Problem-solving skills

Our programme of learning will offer contexts for problem solving. In particular, the development of technological capability is closely linked with problem-solving skills:

- thinking critically, creatively, reflectively, and logically;
- exercising imagination, initiative, and flexibility;
- identifying, describing, and redefining problems, and analysing them from a variety of perspectives;
- making connections and establishing relationships;
- inquiring and researching, and exploring, generating, and developing ideas;
- testing ideas and solutions, and making decisions on the basis of experience and supporting evidence;
- evaluating processes and outcomes.

Self-management and competitive skills

Our programme has a practical focus and provides a significant context for students to develop self-management skills and to compete in an authentic environment by:

- setting and achieving goals;
- managing time and other resources effectively;
- showing initiative, perseverance, commitment, and adaptability;
- developing strategies to deal with challenges, and resolve conflicts;
- dealing with competition, and feelings of success and failure.

Social and co-operative skills

Learning activities Graphics and technology provide natural, regular, and authentic opportunities for students to relate to others and work co-operatively. Many problem-solving tasks demand a high level of negotiation, collaboration, and respect for others.

Physical skills

In planning, developing, and carrying out technological tasks, students have systematic, purposeful opportunities to develop manipulative skills and learn to use tools, equipment, and materials correctly, efficiently, and safely. Students also need to understand and apply health and safety skills, in relation both to themselves and to others, especially when using materials and equipment.

Work and study skills

Activities in Graphics and Technology will involve students in working co-operatively with community or business groups. They will develop skills to operate independently, in groups, and in the wider community.

The reporting of student achievement in the technology programme at Aparima College will be based on the essential skills.

Graphics and Technology Department Aims

The Graphics and Technology Department undertakes to assist each student achieve to the best of their ability by implementing and delivering curricula consistent with Specific Goals and Objectives, and Policies relating to them, as outlined in the Aparima College Charter.

These curricula are based on National Curriculum documents and recognise the principles and goals of the National Education Guidelines and the National Administration Guidelines.

Graphics and Technology Staff:

Ro John Robinson (HOD)

Teaching responsibilities 2005

Y7&8 technology programme

Yr 9, Technology

Yr 10, Technology

Y11 Technology

Y11 Graphics

Y12 Graphics



Other Responsibilities

Form Tutor 10R

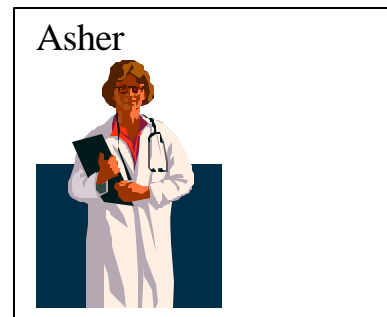
Young New Zealanders Challenge

Wood workshop maintenance and resources

Mark Hillman,
Teaching responsibilities 2005
Maths
Y11 Technology



Dawn Asher,
Teaching responsibilities 2005
TIC Home Economics, Hospitality
Y7-10 Technology
Y9 Graphics
Y10 Graphics



Other Responsibilities

Y 13 Dean
Careers Advisor
Sports Uniforms

Classroom environment

Graphics and Technology are not boring subjects and are made as exciting and relevant to the students as possible. The workshops and classrooms are adorned with posters and good examples of student work as an example to other students. Students are expected to be involved in the tidying of the room at the end of each lesson. The last class of the day, chairs should be put on the top of desks and floors swept.

Presentation of notes/Course outlines

We are working in a graphic area. We must encourage our students to present work to the best of their ability. To this end it is planned that student work be presented in bound booklet/workbooks. Student requirements will be in **Brief** form.



Punctuality

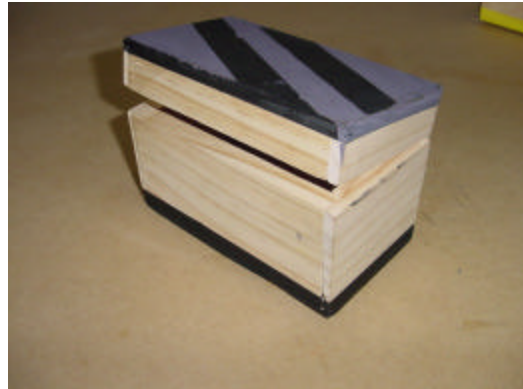
Students are expected to be punctual to class.

Classroom expectations

A positive learning environment is provided with clearly established and maintained standards. Clear guidelines are set for all students about behaviour expected in all the technology and graphics rooms.

With regard to workshop behaviour all students must understand the published behaviour code. If necessary, line up quietly outside the room before the class is scheduled to begin.

- Enter the classroom quietly, get work out and be ready to start work
- Do not interrupt when the teacher or another student is speaking
- Have all your equipment with you
- If late ensure a note is produced
- Let common sense, mutual respect and courtesy guide behaviour



Students must respect and care for the instruments and equipment provided for them in the Graphics room and workshops.

Equipment

Students are expected to have their own equipment as per the equipment list published.

Graphics and Senior Students are expected to do all their design work on A3 paper.

Assignments

All student assignments are expected to be fully completed, clearly set out and handed in on time and be the students own work. Assignments, which are late may not be marked, refer to NCEA assessment policy.