SPEC®

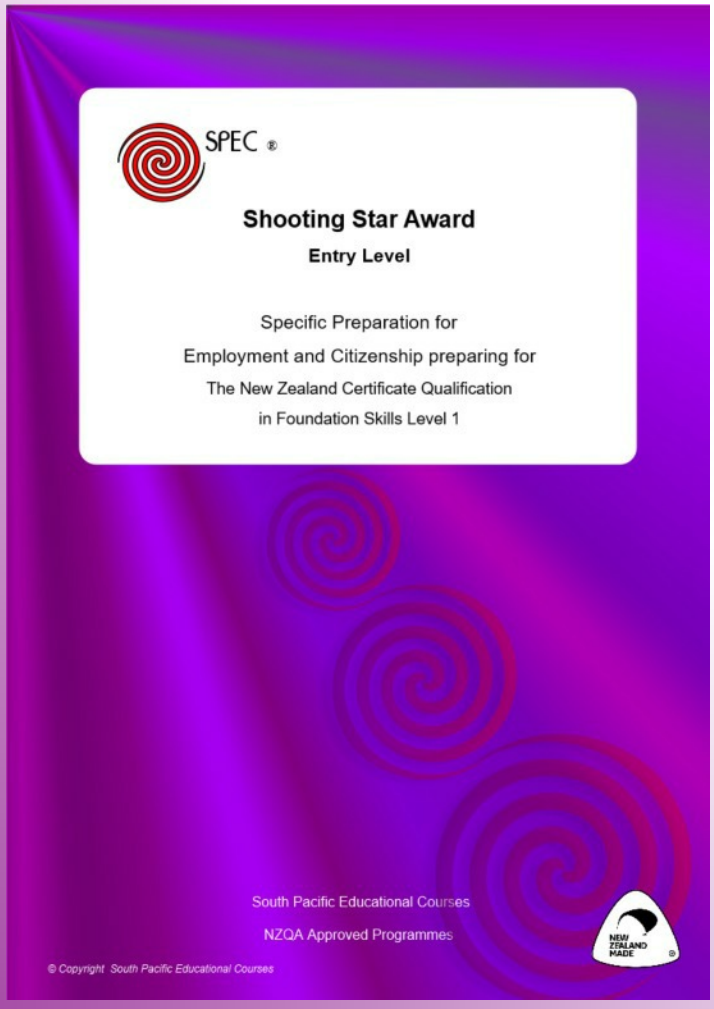
Information for the

Shooting Star Award

For students in Year 9 who require an alternative approach to learning.

Provides a good introduction to the Foundation Qualification.

(This is not a pre requisite)



Tēnā koe,

SPEC has been assisting schools since 2008, providing programmes for ākonga who have a diverse range of learning challenges.

We can offer a programme to those ākonga who require an alternative approach to learning. Students at Year 9 who may already be struggling to keep pace with their peers.

The Shooting Star Award can provide a pathway to re-engage a student, and build up their self-confidence and self esteem. It can also provide good scaffolding and preparation for the New Zealand certificate in Foundation Skills Level 1.

NB: The certificate Does NOT appear on a student' Record of Learning.

The SPEC ethos and principles embrace the inclusion principle of the NZC and ensure all students are given the opportunity to achieve success and be valued. The SPEC programme embraces diversity, respects and responds to the different learning styles and needs of students, resulting in positive learning outcomes that breed success.

The programme provides a framework to develop the skills needed for life-long learning and becoming a contributing citizen by focusing on competency development. SPEC programmes are holistic, relevant, and can be individualised, challenging students to develop a level of independency needed for life after school.

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Students can have a choice in what they do.

The Process

Task Plan

- A plan helps you break the task into small steps
- A Learning Goal gives the task a purpose

Learning Goal

Each task requires an agreed Learning Goal -
This must be something you want to learn or something you want to improve on.

Ask yourself these questions:

- Why have I chosen this task?
- What do I want to **learn or improve on** from doing this task?
- What evidence will I produce to show what I have learnt?

The Portfolio

The portfolio is a file in which you keep all of your evidence. Evidence can include any format.

- Worksheets
- Video footage
- Photographs
- Power point presentations
- Witness statements
- Plans and reviews
- Own written or verbal reports
- Own creative work
- Any other agreed format

The evidence can be kept in a digital format or as a hard copy. You will be expected to showcase some of your work for moderation.

The Review

- You need to say what you have learned from the task
- How you have achieved your Learning Goal
- You need to say how you have used the Key Competencies.

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How to complete a Task

Step 6

Reflect on the Key Competencies you have used

Step 5

Do the task, collect the evidence and
Reflect on what you have learned

Step 4

Write your Plan and agree a Learning Goal

Step 3

Brainstorm the things you need to do

Step 2

Decide what you want to learn

Step 1

Choose a Task

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Examples of pages from the Shooting Star book

Introduction

To achieve the 'Shooting Star award' you must complete the following:

- Complete a minimum of six tasks taken from four different sections
- Complete a **plan** and **review** for **6 tasks and the Key Competency summary**
- Present an **organised portfolio** with clear **evidence** of tasks and Key Competency development

IMPORTANT

The tasks in this book have been designed to give opportunity for you to complete tasks in a practical situation and produce authentic evidence for your portfolio.

When choosing tasks, plan to do something you want to improve on or learn something new. It is important to set yourself a challenge.

The ability to manage yourself, set targets, work with others and problem solve are skills for 'life-long learning' whether you go on to to higher education or out into the work place.

The Key Competencies

- **Thinking** - Problem solving, using initiative, making decisions
- **Relating to others** - Work co-operatively with others, communicate positively
- **Use language, symbols and texts** - Access information, communicate effectively
- **Managing self** - be responsible for yourself, manage your time, improve your learning
- **Participate and contribute** - Work effectively as part of your school, the wider community

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The Record Page

Colour/shade in the Tasks as you complete them. You Must complete a minimum of six tasks taken from four different sections.

Page No.

11 - 14	1. Creative Evidence	Task A	Task B	Task C	Task D
15 - 18	2. Healthy Living and the Household	Task A	Task B	Task C	Task D
19 - 22	3. Sports and Leisure	Task A	Task B	Task C	Task D
23 - 26	4. Creativity	Task A	Task B	Task C	Task D
27 - 30	5. Exploring Cultures	Task A	Task B	Task C	Task D
31 - 34	6. New Zealand Culture	Task A	Task B	Task C	Task D
35	7. Free Option	Task A			
	Plan/Review 1	Plan	Page	Review	Page
	Plan/Review 2	Plan	Page	Review	Page
	Plan/Review 3	Plan	Page	Review	Page
	Plan/Review 4	Plan	Page	Review	Page
	Plan/Review 5	Plan	Page	Review	Page
	Plan/Review 6	Plan	Page	Review	Page
36	Summary of Key Competencies	**Date Completed:**			

NB: Teacher must sign this box when the file is checked and ready for verification

Internal Moderation has been carried out Date _____

Signed Teacher _____

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1. Creative Evidence

TASK A

Choose a topic or hobby that interests you.
Present to others using **TWO** of the following:

- Powerpoint presentation.
- Wall Display.
- Video.
- Talk/Verbal presentation.
- Other.

The topic/hobby I have chosen is _____

I am going to present:

1. _____

2._____

TASK B

Complete **BOTH** of the following:

- Make a list of things you are good at, and activities you have taken part in over the last year.
- Collect witness statements from people who can provide evidence for your list.
- Demonstrate to others one thing you are good at.

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Opportunities this programmes provides

Students will be able to:

- take more responsibility over their own learning.
- be able to contribute to small steps towards the overall task.
- say what they have learned.
- use their thinking skills to problem solve.
- work effectively with other familiar people.
- learn in ‘real life’ situations.
- work towards becoming independent.
- develop self motivation and a ‘can do’ attitude.
- develop more self confidence.
- develop life-long learning skills.
- be prepared to make a smooth transition from school to their next step.

Summary of Key Competencies

Describe **one of the best** examples for each competency

Thinking

Describe a problem that you experienced in **ONE** of the tasks.

Relating to Others

Describe how you worked with others on **ONE** of the Tasks.

Using Language, Symbols and Texts

Show a task where you have shown good communication skills

Managing Self

Choose **ONE** task and describe what you learnt from it.

Participating and Contributing

Describe a task which involved you working in your community or with other groups.

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