Implementation Workshop

**Key Issues:**

**Teaching Agribusiness**

Agribusiness is a multi-disciplinary subject, which integrates concepts from a range of learning areas including Sciences, Technology, Social Sciences and Mathematics and Statistics. The contexts offered provide opportunities to integrate learning, concepts and achievement objectives from a range of different subjects and learning areas. The Level 2 and 3 programmes need to take this into account to ensure that the particular needs and interests of Schools, students and the opportunities of the primary industries that are available in their community are catered for.

The seven Agribusiness Achievement Standards are;

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| --- | --- | --- |
| **Strand** | **Level 2** | **Level 3** |
| Innovation | 2.1 Demonstrate understanding of future proofing influences that affect business viability.**4 credits Internal** | 3.1 Analyse future proofing strategies to ensure long term viability of a business.**4 credits Internal** |
| Science and Technology | 2.2 Conduct an inquiry into the use of organisms to meet future needs.**4 credits Internal** |  |
| Management and Finance | 2.3 Demonstrate understanding of a primary industry business structure that meets the strategic needs of a business. **3 credits Internal** | 3.2 Analyse the effect of a strategic capital expenditure decision on a business.**4 credits Internal** |
| 2.4 Demonstrate understanding of cash flow forecasting for a business.**4 credits Internal** |
| Marketing |  | 3.3 Analyse how a product meets market needs through innovation in the value chain.**4 credits Internal** |
|  | **15 credits** | **12 credits** |

St Paul's Collegiate School thought that schools could assess agribusiness programmes and units of work depending on their students and their schools required student outcomes in the following ways, which would not disadvantage schools that may not have the physical or staffing resources to deliver the full range of standards (or at least not immediately):

1. Teach the new Agribusiness Achievement Standards in a Level 2 or 3 Agribusiness programme as standalone courses.
2. Teach individual standards from the new Agribusiness Achievement Standards Level 2 and 3 Agribusiness programmes within their own existing courses.
3. Teach existing Achievement Standards from other domains (i.e. Geography, Science, Accounting etc.) that have been re-contextualised into new Agribusiness contexts written for them.

**Timetabling**

The Agribusiness teaching and learning programme’s new achievement standards being trialled integrates bodies of knowledge and concepts from Technology, Sciences and Social Sciences (Commerce mainly). Philosophically it centres around a cross curricular approach that “breaks down the senior subject silos” somewhat, and this has meant a timetabling rethink in how this was to be implemented at Years 12 and 13, in a school setting where one teacher all year, standalone subjects still dominated. The teaching of Agribusiness in our view is best achieved by using a collaborative approach with the staff, where teachers with particular expertise would teach specified standards, but not necessarily the whole years course of standards. Given that the Agribusiness programmes could compile up to 5 standards each at Levels 2 and 3 NCEA, it was feasible that a class could have up to 3 different teachers over the course of a year. This was a major shift in thinking for St Paul's Collegiate School senior school timetabling and for their teachers and students.

**Options for standalone courses**

1. One teacher teaches the entire course (difficult, particularly to start with)
2. Collaborative approach
* put Level 2 classes in Agribusiness on at the same time (same or different levels), so a staff member could teach standards in their specialist area to both classes at different points over the year by swapping classes at the completion of standards.
* timetable one teacher’s non-contact lines against another’s agribusiness class and vice versa, so that at mid-year they swap and deliver specialist teaching to both classes.

**Note:**

1. Some staff need to teach half year programmes to make up hours and they are particularly useful, especially MU holders and Senior Team people in Commerce or Sciences
2. St Paul's Collegiate School also offers two pathway levels of Agribusiness, the more academic (201) at Level 2 requires students to have prerequisites of merit passes in Level 1 Sciences (Biology, Chemistry, Science, Agricultural and Horticultural Science, or Physics) and/or Commerce (Economics, Accounting or Business Studies) to be considered for the class. The less academic (202) is open entry - the standards are all internally assessed and use combinations of re-contextualised standards and new standards.
3. For entry to the academic SPC Level 3 301 agribusiness course, students needed to have passed a Level 2 Science and /or a Commerce subject. (The 302 agribusiness course was run in previous years and again was open entry and less academically rigorous, like the 202 course).

**Teaching**

St Paul's Collegiate School’s programme has been designed so that it engages the students through an emphasis on experiential learning, which enables understanding and applying examples of industry ‘best practice’ to conceptual learning within the classroom. As a key focus is to improve the understanding on career pathways and opportunities within the agribusiness industry using the value chain, the programme looks to ensure that all the units of work have links to the value chain and the jobs / careers that are associated around that part of the chain. Industry visits, virtual visits, field trips and guest speakers from within the agricultural science and business sectors are thought to be an integral part of the course, where students see ‘real’ people doing ‘real’ jobs. By having this component, it helps ensure students are engaged and their relationships between education and the primary industry are reinforced. By seeing primary sector jobs in action and providing relevant and real life opportunities, the students themselves see that the in-class learning material is relevant and that they will be able to go out and get jobs with the new knowledge that they gained. The Agribusiness programme also helps to improve the perception of the primary sector and it is hoped that this will provide the impetus for students to pursue a career in a sector of their interest.

**UE Status of L3 Agribusiness**

**Course booklet descriptors for 2018**

**Professional development**

**Resources**