

Internal Assessment Resource

Education for Sustainability Level 3

This resource supports assessment against Achievement Standard 90832 version 2

Standard title: Develop a strategy for an organisation that will contribute to a sustainable future

**Credits:** 5

Resource title: Sustainable kai

**Resource reference:** Education for Sustainability 3.5B v3

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | February 2015 Version 3  To support internal assessment from 2015 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to develop a comprehensive strategy for improving sustainable practices related to kai at the school marae.

Conditions

It is suggested that the assessment activity take place over 8-9 weeks of in- and out-of-class time.

Students will provide evidence of their interactions with the marae committee.

Resource requirements

Students should have access to:

* Internet, for research and communication.
* Technology and equipment, as and where appropriate.
* Useful websites containing relevant information related to sustainable kai.

Additional information

This assessment activity is based on the assumption that students have an in-depth understanding of: the principles and aspects of sustainability; sustainable futures; strategic planning; research methods and data analysis; evaluation; and Māori concepts and values relating to the environment.

It may be advisable to speak to members of the marae committee in advance, so that they are fully aware of what is involved and happy to participate. Ensure that the same person or persons is not being inundated by several groups unless they are happy to do this.

The activity used to assess against this standard, with the choice of a suitable context, could be used in conjunction with assessment activities for EfS 3.1 (AS90828) and 3.2 (AS91735).

Other possible contexts

Although this resource is focused on sustainable kai production at the school marae, you may adapt it to other more relevant contexts or organisations outside of the school. If you change the context for the activity, you need to provide equivalent relevant resources.

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Student instructions

Introduction

This assessment activity requires you to develop a strategy for improving sustainable practices related to kai at the school marae.

You are going to be assessed on the comprehensiveness of your strategy and its likely effectiveness for a sustainable future.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

Teacher note: Modify these instructions as necessary to meet the needs and interests of your students.

Task

You will work with the marae committee to develop a strategy that will contribute to the school marae becoming more sustainable, in terms of practices related to kai.

Submit your completed strategy in a format of your choice (for example, posters, a multimedia presentation, a brochure or booklet, or an oral presentation with datashow slides).

Keep a logbook throughout the process to record evidence of your interactions with stakeholder(s).

You may work individually or in a group, but you will be assessed individually. Include evidence of your individual contributions in your logbook if working in a group.

You have 9 weeks to complete this assessment activity.

Identify the current situation

Use appropriate methods and tools (for example, audits, surveys, interviews) to research current practices regarding kai at the school marae. Use qualitative and/or quantitative data collection methods. You will need to:

* Identify and explore relevant current policies, practices and procedures.
* Where policies exist, explain how and why they are being put into practice.
* Analyse how the policies, practices, and procedures relate to aspects of sustainability.
* Find out what the marae committee think about the current situation regarding practices related to sustainable kai at the marae.

Develop the strategy

* Set up a working group with the marae committee to create a strategy to address the issue of sustainable kai practices at the school marae. The working group will:
* Communicate regularly.
* Brainstorm a range of possible options and/or sets of actions that might improve sustainable practices related to kai.
* Analyse the potential of each alternative option. Identify the advantages and disadvantages of each option in terms of sustainability and needs of the marae committee.
* Choose which option and/or sets of action(s) to develop into a strategy. Explain your choice, using qualitative and/or quantitative evidence from the data you collected.
* Co-construct the strategy, which will include:
* A plan that sets out in detail what actions are proposed.
* A rationale for (reasoning behind) the proposed actions.
* Policies, additional support or concurrent planning that might be needed to support implementation
* Proposal for future actions. This may include identifying and recommending next steps.

Finalise your presentation

Organise your findings and strategy in the selected format.

Include:

* Your analysis of the selected sustainability issue.
* The options that you considered to address the issue, with advantages and disadvantages.
* Your recommended strategy and rationale.
* Your conclusions (insightful if possible) about the likely effectiveness of your proposed strategy in terms of contributing to a sustainable future. You may want to project future impacts and consequences.

Use qualitative and/or quantitative evidence from your research to support your conclusions.

Submit for assessment

Submit your completed strategy for assessment in the selected format, together with your logbook.

**Resources**

Useful websites that contain relevant information related to sustainable kai include:

<http://info.marioninstitute.org/sei_seed_to_table/?gclid=COvm5vm-k70CFUYUpAodDXgAhQ>

<http://sustainablekai.blogspot.co.nz/>

<http://www.kaigardens.co.nz/>

<http://tewakakaiora.wordpress.com/maara-kai/>.

Assessment schedule: Education for Sustainability 90832 - Sustainable kai

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Develop a strategy for an organisation that will contribute to a sustainable future.  The student has:   * Researched the issue of sustainable kai in their school marae by: * Analysing the existing policies, practices and procedures with regard to the identified issue, in relation to the aspects of sustainability.   *“We looked in all the documentation and policies that we were given and we found that there are no policies about sustainable practice regarding kai, except some that were to do with food hygiene and food safety, not actually sustainability. However, most practices regarding kai at the marae are all about tikanga. For example….. : there are local and regional variations in tikanga and cultural practices …. This way of learning is about cultural sustainability, where our culture and practices are handed down from generation to generation.”*  *“There is a lot of tikanga related to kai, and much of it is to do with hygiene (examples cited).”*  *“We realised that there is a lot of wastage, and that in terms of all the other aspects of sustainability there were things we could do. For example, economically, it would make good sense to be producing as much of our kai as we could, rather than purchasing it..…”*   * Interacting with the marae committee.   *“After having had some informal conversations and experiences at our school marae, and having been to other marae that do composting and have their own gardens, we thought it would be a good idea to develop a strategy for our marae that explored sustainable practices related to kai. We spent quite a bit of time with our kuia thinking of ways we could be more sustainable.”*   * Co-constructed a strategy with the marae committee in which they have: * proposed a range of possible options and/or sets of actions that might address the sustainability issue.   *“We came up with several ideas. Our list included………”*  Evidence of co-construction is found in the student’s logbook.   * Developed a strategy that includes: * a plan that sets out in detail what actions are proposed   *“We have decided that our plan will include setting up a māra kai for the marae. This will involve firstly doing some fundraising to support the cost of materials. We have explored the costs….. and although the marae budget has some funds, we will need approximately…. We will then have several working bees to create the garden. The marae committee are prepared to develop a roster for maintenance and we are going to support them with signage to help everyone understand the relevant tikanga. To support the garden, our action plan also includes setting up a composting system using worms, to deal with scraps and other waste from the kitchen.”*   * a rationale for (reasoning behind) the proposed actions   *“We believe that these two actions, the composting and the māra kai are the most practical things to start with, in getting our marae to become more sustainable as we are starting with practical achievable things that have very little cost, and make a big difference….”*   * proposed future actions   *“We expect that as the māra kai is established and used, we will need it to be larger, supplying more of the kai we need. We could also look at creating an orchard……”*   * Drawn conclusions about how the strategy contributes to a sustainable future.   *“We believe that our strategy will contribute to a sustainable future when it is implemented. There are several reasons for this. From our point of view, one of the most important aspects of a sustainable future will involve people working together to solve problems that we don’t even know exist yet. We have worked with the marae committee and planned to make the marae a place where more people will meet and work together, creating a stronger community. A stronger community working together to overcome issues will mean that the solutions are co-constructed, and everyone will have buy-in…..”*  In addition to the completed strategy, the student has submitted a logbook containing evidence of their individual contributions and of co-construction with a stakeholder.  *The examples above are indicative samples only.* | Develop an in-depth strategy for an organisation that will contribute to a sustainable future.  The student has:   * Researched the issue of sustainable kai in their school marae by: * Analysing the existing policies, practices and procedures with regard to the identified issue, in relation to the aspects of sustainability.   *“We looked in all the documentation and policies that we were given and we found that there are no policies about sustainable practice regarding kai, except some that were to do with food hygiene and food safety, not actually sustainability. However, most practices regarding kai at the marae are all about tikanga. This way of learning is about cultural sustainability, where our culture and practices are handed from generation to generation.”*  *“There is a lot of tikanga related to kai, and much of it is to do with hygiene (examples cited).”*  *“We realised that there is a lot of wastage, and that in terms of all the other aspects of sustainability there were things we could do. For example, economically, it would make good sense to be producing as much of our kai as we could, rather than purchasing it..…”*   * Interacting with the marae committee.   *“After having had some informal conversations and experiences at our school marae, and having been to other marae that do composting and have their own gardens, we thought it would be a good idea to develop a strategy for our marae that explored sustainable practices related to kai. We spent quite a bit of time with our kuia thinking of ways we could be more sustainable.”*   * Co-constructed a strategy with the marae committee in which they have: * proposed a range of possible options and/or sets of actions that might address the sustainability issue.   *“We came up with several ideas. Our list included………”*  Evidence of co-construction is found in the student’s logbook.   * analysed the potential of each option by identifying the advantages and disadvantages of each in terms of sustainability and needs of the marae   *“Some of our ideas were not very practical as although they had advantages such as…. they each had several disadvantages ……”*   * drawn informed conclusions about why the chosen option was selected for the strategy, based on qualitative and/or quantitative evidence about the current situation at the marae.   *“We weighed the food wasted at one hui…x kg/person”, “The cost per head for food at one hui was $x.”*  *“We chose the options of composting and making a garden because we believe these are achievable. They are the first two steps that will make the marae more sustainable overall. Composting systems are easy to set up (three different composting systems cost $x, $y and $z) and gardens are easy to start. People will like to be involved. We know this because all the kuia interviewed rated returning organic waste to Papatuanuku as ‘important’ or ‘very important’ on a five point scale.”*   * Developed a strategy that includes: * a plan that sets out in detail what actions are proposed   *“We have decided that our plan will include setting up a māra kai for the marae. This will involve firstly doing some fundraising to support the cost of materials. We have explored the costs…..and although the marae budget has some funds, we will need approximately…. We will then have several working bees to create the garden. The marae committee are prepared to develop a roster for maintenance and we are going to support them with signage to help everyone understand the relevant tikanga. To support the garden, we are also going to set up a composting system using worms, to deal with scraps and waste from the kitchen.”*   * a rationale for (reasoning behind) the proposed actions   *“We believe that these two actions, the composting and the māra kai are the most practical things to start with, in getting our marae to become more sustainable as we are starting with practical achievable things that have very little cost, and make a big difference….”*   * proposed future actions   *“We expect that as the māra kai is established and used, we will need it to be larger, supplying more of the kai we need. We could also look at creating an orchard……”*   * Drawn informed conclusions about how the strategy contributes to a sustainable future.   *“We believe that our strategy will contribute to a sustainable future for several reasons. One of the most important aspects of a sustainable future will involve people working together to solve problems that we don’t even know exist yet. We have worked with the marae committee and planned to make the marae a place where more people will meet and work together, creating a stronger community. A stronger community working together to overcome issues will mean that the solutions are co-constructed, and everyone will have buy-in…..”*  In addition to the completed strategy, the student has submitted a logbook containing evidence of their individual contributions and of co-construction with a stakeholder.  *The examples above are indicative samples only.* | Develop a comprehensive strategy for an organisation that will contribute to a sustainable future.  The student has:   * Researched the issue of sustainable kai in their school marae by: * Analysing the existing policies, practices and procedures with regard to the identified issue, in relation to the aspects of sustainability.   *“We looked in all the documentation and policies that we were given and we found that there are no policies about sustainable practice regarding kai, except some that were to do with food hygiene and food safety, not actually sustainability. However, most practices regarding kai at the marae are all about tikanga. This way of learning is about cultural sustainability, where our culture and practices are handed down from generation to generation.”*  *“There is a lot of tikanga related to kai, and much of it is to do with hygiene (examples cited).”*  *“We realised that there is a lot of wastage, and that in terms of all the other aspects of sustainability there were things we could do. For example, economically, it would make good sense to be producing as much of our kai as we could, rather than purchasing it..…”*   * Interacting with the marae committee.   *“After having had some informal conversations and experiences at our school marae, and having been to other marae that do composting and have their own gardens, we thought it would be a good idea to develop a strategy for our marae that explored sustainable practices related to kai. We spent quite a bit of time with our kuia thinking of ways we could be more sustainable.”*   * Co-constructed a strategy with the marae committee in which they have: * proposed a range of possible options and/or sets of actions that might address the sustainability issue.   *“We came up with several ideas. 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To support the garden, we are also going to set up a composting system using worms, to deal with scraps and waste from the kitchen.”*   * a rationale for (reasoning behind) the proposed actions   *“We believe that these two actions, the composting and the māra kai are the most practical things to start with, in getting our marae to become more sustainable as we are starting with practical achievable things that have very little cost, and make a big difference….”*   * proposed future actions   *“We expect that as the māra kai is established and used, we will need it to be larger, supplying more of the kai we need. We could also look at creating an orchard……*   * Drawn insightful conclusions using supporting evidence about the likely effectiveness of the strategy in terms of addressing the sustainable issue and in terms of a sustainable future.   *“People like to be involved and to feel valued and having a garden that everyone can contribute to would be a good way of building up our community. We think our strategy, if put into action, would be very effective in improving the social and cultural aspects of sustainability. There will be benefits for the marae, the school, the community and everyone else who uses it building a stronger whānau feeling of belonging. Developing a māra kai would provide fresh kai, which could contribute to improved health, and could keep costs down for the marae. Gardens are places where people can come and share their skills, pass on traditions and provide a focus for both social and cultural aspects of marae activity….”*  In addition to the completed strategy, the student has submitted a logbook containing evidence of their individual contributions and of co-construction with a stakeholder.  *The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.