

UNIT TITLE: OUTSIDE THE VACUUM

**YEAR: 12 - CURRICULUM LEVEL: 7 - DURATION: 21 HOURS
(APPROXIMATELY 5 WEEKS)**

Introduction

This unit will explore the external influences that have an impact on business.

- Learners will discover the importance of monitoring the external business environment, review authentic business examples and the management approaches taken to deal with specific external factors. Learners will consider how external factors influence decision making in business.
- The key focus of the learning in this unit will be on key concepts relevant to the teaching of business.
- All learning activities will be clearly linked to specific business concepts (see below) which will be explored by learners and applied in context.

Key Business Studies Concepts

<i>Sustainability</i>	<i>Citizenship</i>	<i>Globalisation</i>
<p>Sustainability involves protection of the environment and resources for the future. It also encompasses concepts of social wellbeing and long term economic growth.</p> <p>This unit will relate sustainability to the following Level 7 business themes:-</p> <ul style="list-style-type: none"> • Sustainable (economic) business practices. • Ethical issues relating to business activities. • Corporate social responsibility, sustainability, and philanthropy. <p style="text-align: center;"><i>Enterprise</i></p> <p>Enterprise involves innovation in business, creative thinking and idea generation. It also relates to the generation and use of advancements in technology.</p> <p>This unit will relate enterprise to the following level 7 business themes:-</p> <ul style="list-style-type: none"> • The need for an enterprise culture. • Technological influences/constraints on businesses. 	<p>Good citizenship in the business context involves operational decision making that takes account of the needs of internal and external stakeholders.</p> <p>This unit will relate citizenship to the following Level 7 business themes:-</p> <ul style="list-style-type: none"> • Corporate social responsibility, sustainability, and philanthropy. • Ethical issues relating to business activities. 	<p>The focus of this unit in terms of globalisation will be to make connections between the decision making of businesses and the impacts these decisions have on the global society. It will also review the extent to which global change has a direct impact on the decisions and actions of business.</p> <p>This unit will relate globalisation to the following level 7 business themes:-</p> <ul style="list-style-type: none"> • Corporate social responsibility, sustainability, and philanthropy. • Ethical issues relating to business activities. • Sustainable (economic) business practices. • Global trends • Political, social, and technological influences/constraints on businesses.

Values highlighted, modelled or explored in this unit	How learners will be encouraged to develop the selected value or values during the unit
Excellence – aiming high, persevering <input type="checkbox"/>	<p>Innovation, enquiry and curiosity: The learners will:</p> <ul style="list-style-type: none"> • Explore in this unit the need for an enterprise culture and the influence of technology on business. • Highlight the importance of innovative ideas and the advantages of this for business. • Discuss in context the use of innovative technology in business • Utilise examples of New Zealand innovations will be used to demonstrate this value in practise. <p>Care for the environment: The learners will:-</p> <ul style="list-style-type: none"> • Explore the role of business in caring for the environment, both on a local, national and global level. • Consider the role of corporate social responsibility and ethical behaviour in business. Utilise examples of the negative impacts for businesses when they fail to care for environment or act ethically will be explored. • Understand the legal requirements around caring for the environment. • Review examples of businesses that go beyond the basic duty of care outlined in the legislation. Understand the advantages of successful CSR for a business will be used to demonstrate this value in practise. <p>Integrity – accountability, honesty, acting ethically: The learners will:-</p> <p>Explore the role of ethics in business. Understand the role of ethics and how a company can demonstrate ethical behaviour. Review examples of unethical. Have appreciation of the consequences of unethical behaviour. Discuss the role of ethics in operational decision making. Understand the concept of accountability to both internal and external stakeholders.</p>
Innovation, enquiry and curiosity <input checked="" type="checkbox"/>	
Diversity – culture, language, heritage <input type="checkbox"/>	
Respect – for themselves and others <input type="checkbox"/>	
Equity – fairness and social justice <input checked="" type="checkbox"/>	
Community and participation for the common good <input type="checkbox"/>	
Care for the environment <input checked="" type="checkbox"/>	
Integrity – accountability, honesty, acting ethically <input checked="" type="checkbox"/>	

Key competencies highlighted in this unit	How learners will be encouraged to develop the selected competency or competencies during the unit
<input type="checkbox"/> Managing Self - Self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage	<p>Thinking: As part of this unit of work learners will review case study examples of business decision making and practise. They will be required to think around the issue presented to identify the external factor at play, to establish cause and effect and to make suggestions for improvement.</p> <p>Using Language, Symbols, & Text – Learners will use ICT to research given external issues such as legal requirements, economic factors and the practise of large businesses. Learners will be required to produce presentations that incorporate appropriate business terminology. The learners will use business case studies to apply their understanding of external factors and to gain authentic business examples for incorporation into examination style question answers. Graphs will be used as part of this standard to review the influence of external factors, such as economic factors e.g. the Official Cash Rate or inflation. Learners may be required to interpret financial information to examine the impact of an external factor on the finances of a business, for example costs or profits generated as a result of decision making around an external factor.</p>
<input type="checkbox"/> Relating to Others – Listen actively, recognise different points of view, negotiate, share ideas	
<input type="checkbox"/> Participating and Contributing – Balancing rights, roles and responsibilities, and responding appropriately as a group member.	
<input checked="" type="checkbox"/> Thinking – Using creative, critical, meta-cognitive and reflective processes, drawing on personal knowledge and intuitions.	
<input checked="" type="checkbox"/> Using Language, Symbols, and Texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.	

ACHIEVEMENT OBJECTIVES									
Business Formation		Functions of Business		People in Business		Business Management		Business Environment	
Structure of Business	<input type="checkbox"/>	Business Planning	<input type="checkbox"/>	Interpersonal Communication	<input type="checkbox"/>	Financial Record Keeping	<input type="checkbox"/>	Legal Regulations	<input checked="" type="checkbox"/>
Sources of Business Advice	<input type="checkbox"/>	Market Research	<input type="checkbox"/>	Recruitment	<input type="checkbox"/>	Budgeting and Forecasting	<input type="checkbox"/>	Technological Advances	<input checked="" type="checkbox"/>
Location of Business	<input type="checkbox"/>	The Marketing Mix	<input type="checkbox"/>	Employee Satisfaction	<input type="checkbox"/>	Planning and Controls	<input type="checkbox"/>	Innovation and Change	<input checked="" type="checkbox"/>
Funding Options for Business	<input type="checkbox"/>	Production, Processes and Quality Control	<input type="checkbox"/>	Employment Law	<input type="checkbox"/>	Annual Reporting	<input type="checkbox"/>	Enterprise and Culture	<input checked="" type="checkbox"/>
		Customer Needs and Service	<input type="checkbox"/>	Leadership	<input type="checkbox"/>	Organisational Management	<input type="checkbox"/>	Global Environment	<input checked="" type="checkbox"/>
		Business Growth	<input type="checkbox"/>					Ethics and Social Responsibility	<input checked="" type="checkbox"/>
								Sustainability	<input checked="" type="checkbox"/>

Learning Objective: Level 7 - LO1:

'Explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors'.

Principles

High Expectations

- Learning outcomes and success criteria are developed for the unit
- Learning outcomes and success criteria identified for each lesson
- Students set own stretch goals at the start of the unit

Treaty of Waitangi

- The Maori concepts that will be focussed on in this unit are Kitiakitanga, Rangatiratanga, Manaakitanga, Tikanga, Kaupapa and Puawaitanga.
- Maori cultural practise will be modelled in the classroom where relevant

Cultural Diversity

- Students will be given equal opportunities regardless of cultural background.
- The cultural contexts within the student group are studied where relevant.
- Students the opportunity to share their learning with their families and to share their family experiences in the classroom.
- How culture influences the way a business is operated will be studied where relevant.

Inclusion

- All students are included in the learning.
- A wide variety of learning styles are incorporated in the teaching and assessment methods.
- Assessment methods will be flexible to suit the needs of the students.
- Learning experiences will be accessible to all students.

Learning to Learn

- Students reflect on their goals and set targets.
- Students identify how they learn best.
- Teachers provide a variety of learning strategies and experiences.

Community Engagement

- Students prior knowledge of the business environment in the local community will be utilised in the classroom.
- Local businesses from the community will be studied where relevant.
- Experts from the local community and the students Whanau will be utilised where applicable.

Coherence

- Links will be made between the different levels of study as the course progresses.
- Pathways are present to allow progression in the subject.
- Scaffolding will be provided for students entering with limited prior knowledge.

Future Focus

- Future focused issues will be integrated into the learning where appropriate.
- The concepts of enterprise, globalisation, sustainability and citizenship will be exported within a business context.
- The future impacts of business practise will be explored.
- Developing students who have the skills to make a positive impact in the business community in the future.
- How businesses adapt to the issues of the future will be explored where relevant.

<p>Learning Outcomes</p> <p>Learners will.....</p> <p><u>Enterprise Culture (2 hours):</u></p> <p>Be able to define the term enterprise culture.</p> <p>Be able to explain what having an enterprise culture involves.</p> <p>Be able to explain the difference between enterprise culture and entrepreneurship, with reference to the qualities of an entrepreneur.</p> <p>Be able to give examples of firms with an enterprising culture and explain how they have demonstrated enterprise in their business.</p> <p>Be able to explain the link between enterprise culture and risk taking.</p> <p>Be able to explain the link between enterprise culture and problem solving (Relate to Rangatiratanga).</p> <p>Understand why the government has a goal of promoting enterprise culture in New Zealand with reference to economic growth and economic sustainability.</p> <p>Able to explain how growth could benefit society in terms of creation of income and employment.</p> <p><u>Technological Influences (3 hours):</u></p> <p>Able to give examples of different types of technology.</p> <p>Able to explain how a business they have studied has used new technology.</p> <p>Able to explain with reference to a business they have studied the financial, time and training costs of implementing new technology.</p> <p>Able to explain with reference to a business they have studied the efficiency, productivity and financial benefits of implementing new technology.</p> <p>Able to discuss the consequences of not implementing new technology with reference to competition, market share, productivity, efficiency, profitability and customers.</p>	<p>Suggested activities</p> <p>Notes on enterprise culture.</p> <p>Research task using the Ministry of Economic Development website.</p> <p>Yike Bike Case Study by SK and related videos on their website.</p> <p>CETA Powerpoint (modified version).</p> <p>Notes, Videos and PPTs from class trip to the business. 2011</p> <p>The Warehouse use of Voice Activated Picking System.</p> <p>CETA Technology Cut and Paste Activity.</p> <p>CETA Technology student worksheet exam style question</p>	<p>Resources/ ICT/Tech skills</p> <p><input checked="" type="checkbox"/> Projector</p> <p><input checked="" type="checkbox"/> Laptop Pod</p> <p><input checked="" type="checkbox"/> Printing facilities</p> <p><input checked="" type="checkbox"/> Transportation</p> <p><input checked="" type="checkbox"/> You tube</p> <p><input checked="" type="checkbox"/> Internet access</p> <p><input checked="" type="checkbox"/> Bamboo tablet</p> <p><input checked="" type="checkbox"/> Faceme video conferencing</p> <p><input checked="" type="checkbox"/> PowerPoint</p> <p><input checked="" type="checkbox"/> Online storage for student work/videos/ppt/ notes</p> <p><input checked="" type="checkbox"/> Audio Visual (Flip View Camera)</p> <p><input checked="" type="checkbox"/> Digital Camera</p> <p><input checked="" type="checkbox"/> Publisher</p> <p><input checked="" type="checkbox"/> Word</p> <p><input checked="" type="checkbox"/> Google Docs</p> <p><input checked="" type="checkbox"/> Internet Search engines</p> <p><input checked="" type="checkbox"/> Websites</p> <p><input checked="" type="checkbox"/> Times 100 case studies</p> <p>Learning Modes</p>

<p>Able to identify the benefits/advantages of new technology for stakeholder groups.</p> <p>Able to identify the costs/disadvantages of new technology for stakeholder groups.</p> <p>Able to explain the potential short term costs And long term benefits of new technology for company owners/shareholders.</p> <p>Relate to Kaupapa and planning – e.g. how the business can incorporate improvements in technology to achieve its objectives.</p> <p><u>Corporate Social Responsibility, Philanthropy and Ethics (3 hours):</u></p> <p>Able to define corporate social responsibility (CSR)</p> <p>Able define Ethics and Tikanga</p> <p>Able to define Philanthropy – relate to Manaakitanga.</p> <p>Able to explain what good CSR would involve and give examples of CSR in practise – relate to Kaitiakitanga and Tikanga.</p> <p>Able to explain how CSR is different to philanthropy, with reference to the level of commitment, short terms vs long term and organisational culture.</p> <p>Explain why many companies have the marketing department in charge of CSR.</p> <p>Explain how CSR can give the company a competitive advantage or unique selling point.</p> <p>Able to give examples of companies that have used CSR to differentiate their business, product or service.</p> <p>Able to explain how a company could be negatively affected by the withdrawal of CSR or failure to act responsibly.</p> <p>Able to explain the CRS practises of a firm they have studied and the costs and benefits to the business.</p> <p>Able to explain what ethical behaviour would</p>	<p>on the Warehouse use of Voice technology.</p> <p>Research task on the advantage and disadvantages of Voice Software refer to BCP website, Q&A online and youtube videos.</p> <p>PPT on CSR/Phil/Ethics (SK and EJ)</p> <p>Research task and presentation – finding what these companies have done that was poor CSR or unethical (Shell, Body Shop, Adidas/Nestle) and the impact of this on the business.</p> <p>Online research on the CSR and philanthropy of this years companies (produce an A3 poster).</p> <p>Trip to the companies (The Warehouse and Easiyo) for presentations on CSR – learners to produce revision notes.</p> <p>Poster with examples of areas that can be affected by the companies’ ethical framework.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer learning <input checked="" type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Field trips <input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Inquiry learning <input checked="" type="checkbox"/> Interviews <input checked="" type="checkbox"/> Posters <input checked="" type="checkbox"/> Audio/Video clips <input checked="" type="checkbox"/> Mentor <input checked="" type="checkbox"/> Guest Speaker <input checked="" type="checkbox"/> Debate <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> PPT <input checked="" type="checkbox"/> Notes <input checked="" type="checkbox"/> Bamboo Videos <input checked="" type="checkbox"/> Brainstorm <input checked="" type="checkbox"/> Texts
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<p>involve.</p> <p>Able to give examples of ethical and unethical behaviour in a business context.</p> <p>Able to explain how the ethical framework of the business will guide the companies CSR practise and its decision making.</p> <p>Able to explain how a companies ethical framework (Tikanga) will guide its practises such as internal controls put into place, supplier choices, customer relations, customer service policy such as return and adherence to legal requirements and guidelines.</p> <p><u>Sustainability – Economic (3 hours):</u></p> <p>Be able to define economic sustainability.</p> <p>Able to explain the difference between economic sustainability and environmental sustainability with reference to the 4 factors of production.</p> <ul style="list-style-type: none"> • Land (environmental sustainability) • Labour (looking after the workforce, training, productivity etc) • Capital (access to investment funds, risk taking in terms of investments, investment in capital goods (new technology for example). • Enterprise (innovation and creativity in the business to give a competitive advantage). <p>Able to explain how by being economically sustainable a business can continue to operate in the long term.</p> <p>Able to explain how the availability of resources is essential to ensuing economic sustainability into the future.</p> <p>Able to explain how decision making should be guided by the concept of economic sustainability.</p> <p>Able to explain how being economically sustainable enables a company to actively practise Kaitiakitanga.</p> <p>Able to explain the benefits to a business of operating in an economically sustainable way with reference to:-</p> <ul style="list-style-type: none"> • long term access to resources • resource efficiency to ensure competitiveness (doing more with less) • cost efficiencies 	<p>One side will have low ethical standard and other will have high ethical standard. Learners to come up with one example for each of the practise areas: supplier choices, customer relations, customer service policy such as return and adherence to legal requirements and guidelines.</p> <p>PPT</p> <p>Teacher explanation and bamboo videos.</p> <p>Student notes</p> <p>Visit to the businesses – student to make case notes.</p> <p>Research task on economic sustainability. Each small group given one area to research. 5 minutes presentations in 1 weeks time.</p> <p>Brainstorm on Kaitiakitanga, photograph and copy for student notes.</p> <p>Videos/Youtubes</p> <p>Case Studies from the Times 100 on economic sustainability.</p> <p>Cost Benefit Analysis template, completed for a real issue for the business – the business to provide the issue. Mentor to come to school to assist and answer questions or could use faceme to video conference questions.</p> <p>Presentation to the business of their Cost Benefit Analysis.</p>	
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<p>Able to explain how government expenditure affects demand for the services/products of businesses.</p> <p>Able to explain how changes to taxation can affect demand for the services/products of businesses by consumers.</p> <p>Able to explain what the government's budget is and what elements of the government's budget are relevant for businesses.</p> <p>Able to give examples of recent governments budgetary decisions (eg reduction in the company tax rate from 33% to 28%) and explain how they impacted businesses (negative or positive impacts).</p> <p>Able to explain how government policy decisions have directly affected the business they have studied this year e.g. the impact of:</p> <ul style="list-style-type: none"> - changes to kiwi saver - an increase in the interest rate (OCR) - 90 day trial period - Ability to cash in 1 weeks leave - Increase in the minimum wage <p>Able to give example of legal requirements that may affect businesses e.g. minimum wage, holiday and sickness entitlements, environmental legislation, competition regulation, consumer protection legislation.</p> <p>Able to explain the affect of legal requirements on business, both positive and negative.</p> <p><u>Social Influences (3 hours):</u></p> <p>Able to describe social factors that influences businesses eg Cultural, Demographic (age/gender roles/aging population/level of education/income/purchasing power/family size/retirement age/marital status), Lifestyle trends, Consumer opinion, buying patterns/buyer behaviour, fashion, role models.</p>	<p>poster on the role of this institution.</p> <p>PPT or Notes</p> <p>Set a task on the budget using the New Zealand Herald's online tools and website.</p> <p>Fact sheets to be given to learners on different areas/student to produce fact sheets on other areas.</p> <p>Debate on the impact of the Budget/Policy decisions. Give learners allocated roles (winners and losers) they must put forward their case on the impact of the issues and as a class make an overall decision on whether the policy is good or bad.</p> <p>Research task on legal requirements.</p> <p>Business to give a presentation on the impact of given legal requirements or policy changes.</p> <p>PPT, Notes, Textbook, Case Studies eg Times 100.</p>	
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to relate examples from their own business studied to the global aspects above. Use of case study material will be essential if not studying a New Zealand business that operates globally in some way.)

Effective Pedagogy in Business Studies	
Mechanisms for Facilitating Learning	Specific Strategies Used
<p>Connections</p> <ul style="list-style-type: none"> - Building Connection with Community (<i>Linking with local businesses and community organisations</i>) - Engaging with Whanau & Iwi (<i>Entrepreneurial skills valued by Maori Culture</i>) - Culture Counts (<i>learning occurs when culture is reflected positively in resources</i>) - Ako (<i>acknowledging, respecting & valuing learners' culture</i>) 	<p>Learners will regularly seek the assistance of a business mentor from the companies we are studying this year. They will also make authentic connections through regular field trips to the businesses to discuss the implications of external factors for the business.</p> <p>Learners will make connections between Maori Business concepts and their practical applications in the Pakeha businesses we are studying this year.</p> <p>Maori concepts will explicitly be linked to the content wherever relevant and discussed as integral to their learning.</p>
<p>Alignment - aligning learning experiences to important outcomes.</p>	<p>At the start of the unit a course content breakdown will be provided to the learners that links content to the learning outcomes of the course. Learners will be able to see when they have met a particular outcome and check this off as the unit progresses.</p> <p>Each lesson will explicitly detail the learning outcomes being covered.</p> <p>Class trips will be linked to the learning outcomes that will be achieved on that trip. Learners will develop questions for the businesses and mentors that enable them to obtain the information needed to meet the learning outcomes.</p>
<p>Community – Sustaining a learning community which models a positive enterprising culture.</p>	<p>Learners will be encouraged to work co-operatively; they will complete several groups tasks using the inquiry model. The learners will develop creative thinking skills by applying their understanding of external factors to both problems in business and business case studies.</p> <p>Enterprise culture involves risk taking, learners will take risks in questioning businesses and in presenting their work to their peers.</p> <p>Learners will be required to think outside of the box and to take account of different perspectives through debating activities and to solve business problems relating to external factors.</p>
<p>Interest</p> <ul style="list-style-type: none"> - Providing diverse learning opportunities - Utilising Experiential learning (Experience – Reflect – Generalise/Abstract – Transfer) 	<p>The inquiry learning model will be utilised for research tasks during this unit. Peer teaching will follow on from the inquiry learning process, to enable student to share their findings. Front loading will be provided where appropriate through use of bamboo tutorial videos, PowerPoint presentations and student notes. Experiential learning will be</p>

incorporated into the learning through various trips to the businesses being studied and mentor visits. A range of learning modes will be utilised (see above).

Key vocabulary

Stakeholder Goods Services Community Responsibility
 Social Responsibility Sales Profit Raw Materials Sustainability
 Marketing Communication Organisational Structure Record Keeping
 Internal Controls Operations Decision Making Supplier
 Innovation Enterprise Maori Business Concepts Official Cash Rate
 Trade Inflation Growth Ethics Risk Taking
 Problem Solving Employment Efficiency Productivity
 Profitability Philanthropy Organisational culture
 competitive advantage unique selling point differentiate
 factors of production Kaitiakitanga Change Cost
 Benefit Taxation Economic Demand Legislation
 Demography Society Trade Free Trade Agreement
 Market size Import Export

ASSESSMENT

Note: "Assessment" is not synonymous with formal testing

Diagnostic <i>What do they know?</i> <i>What can they do?</i>	Formative <i>Individual and group feedback & feedforward -</i> <i>What are they learning?</i> <i>What do they need to learn?</i>	Summative <i>What have they learned?</i> <i>Can the learners explain how they learned it? (Opportunities for metacognition and student evaluation of activities.)</i>
<p>Pre test using a google doc forms quiz. This will enable the teacher to write multiple choice questions against each of the leaning outcomes. Google doc forms will automatically graph the results of these to identify the proficiency of the class as a whole and of individual learners.</p>	<p>Through the use of Google docs learners will be given regular feedback/feed forward on their individual and group work, such as presentations prepared or student notes made as a result of trips to the business.</p> <p>Teacher email and facebook will be available for student questions.</p> <p>Examination style questions will be set for homework and marked with feedback provided.</p> <p>Feedback will be given on powerpoint skills, content and analysis of case study materials.</p> <p>A formative assessment will be conducted using the sample paper/previous years at the end of the unit and written feedback will be provided to individual learners.</p>	<p>At the end of the unit the learners will prepare revision mind-maps for the topic to be used for exam revision.</p> <p>They will also produce case study materials on the external factors affecting the business they have been studying this year.</p> <p>In addition, the learners will complete a mock exam in Term 3 under examination conditions.</p> <p>This is an external assessment so the learners will receive formal assessment against the learning outcomes in the NCEA examinations at the end of the year.</p>

	<p>Group feedback will be provided to the class generally on the results of the formative assessment to give general feedback on common errors, omissions and successful elements of their responses.</p>	
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<p>Extension/enrichment activities provided for the following learners:</p> <p>Identification by individual teacher or student request.</p>	<p>Activities provided:</p> <p>Learners can take lead roles in the peer teaching tasks outlined in the suggested activities</p> <p>When forming groups the learners will be grouped with a student of a lesser ability to benefit from consolidating their understanding by assisting others.</p> <p>Production of high end case materials on the businesses studied during the year, which can also be provided to other learners.</p> <p>Responsibly for note taking on field trips.</p>
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<p>Further support provided for the following learners:</p> <p>2 x Dyslexia 1 x suspected Asperger's Syndrome 1 x Physical Disability and Terminal illness</p>	<p>Support provided:</p> <p>Dyslexia:</p> <ul style="list-style-type: none"> • ICT available for student to assist with written work. • Extensions to deadlines for written work/presentations. • Assistance with additional formal checking and feedback in relation to written work/presentation. • One-2-one assistance. <p>Aspergers syndrome:</p> <ul style="list-style-type: none"> • Tasks broken down for the student into more manageable chunks. • Clear instructions given in verbal and written form. • Additional task sheets provided to scaffold the tasks. • Student able to choose own area of interest in relation to the task that they wanted to complete in relation to research tasks. • Availability of time out arrangements for the student. <p>Physical disability and terminal illness:</p> <ul style="list-style-type: none"> • ICT available for student to assist with written work. • Teachers aid sought for all lessons, working in partnership with the Whanua in relation to the payment for this service and the needs of the
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	<p>student.</p> <ul style="list-style-type: none">• Additional correspondence with the Whanau regarding the learners progress, tasks being completed, deadlines and requirements so they can provide support.• Meetings with Whanua to establish realistic goals and how to manage the learners disability in class.• Medical training provided by the Whanau so that the teacher could administer medication in an emergency, this enabled the student to go in the usual class trips to visit the business mentors (with a teacher present).• Tasks broken down for the student into more manageable chunks.• Clear instructions given in verbal and written form so that the changing teacher's aides.• Additional task sheets provided to scaffold the tasks so that the family could assist the student with completion of individual and group work and management of time outside of class.
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Teacher reflection and evaluation: What impact did my teaching have on student learning? What evidence do I have?

What do the learners still need to learn/do/practise/understand?