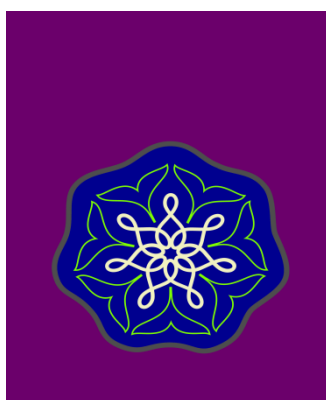


**THE FEDERATION OF
RUDOLF STEINER WALDORF SCHOOLS IN
NEW ZEALAND**



The Steiner School Certificates¹

An Introduction for School Communities

March 2011

¹ Courses approved by the New Zealand Qualifications Authority under section 258 of the Education Act 1989.

Overview of the new Steiner School Certificates

These are secondary school qualifications which are owned and quality-managed by the Federation of Rudolf Steiner Waldorf Schools in New Zealand Inc, who will accredit providers (normally schools) to deliver the programme, and who will award the Steiner School Certificates at Levels 1,2 and 3.

The Certificates were approved in December 2010 by the New Zealand Qualification Authority (NZQA) and are now registered as quality-assured qualifications on the New Zealand Qualifications Framework. This means that there is a public profile of the qualifications, which assures the users of the certificates that the qualifications meet the National Qualifications Framework levels (1, 2, and 3).

A detailed, rigorous and credible external moderation system to provide and ensure national consistency and robustness to this qualification has been established and approved; it describes the requirements and processes of standardising, controlling, managing and assuring the quality of assessment against NQF levels, as well as assessment procedures, coherence and consistency between the schools.

The certificates have also been approved by the Federation of Rudolf Steiner Waldorf Schools in New Zealand as representing and honouring the intentions of courses based on the indications of Rudolf Steiner and the pedagogy that has evolved from those understandings.

The qualifications are necessarily based on what a teacher can see, read or hear – sometimes touch or taste - that produces evidence of the student's understandings, knowledge or skills in nominated areas that represent the curriculum. The assessment is objective, represents external agreed levels of achievement, and is externally checked, both before and after a task leading to formal assessment is given.

Where the curriculum is based on developing personal, or soul qualities, or is more reflective or developmental in intent, a school may offer some other form of attestation to the teachers' assessment or impression of the student's achievement, if that is what is wished to be summarised and captured in a document. That document could take the form of a testimonial, personal profile, single school Record of Achievement, or single school certificate. What must be clear is that the Steiner School Certificates themselves are formal and official documents confirmed only by the Federation as meeting the national, quality-

assured requirements, which are based on the quality of the evidence provided by the student and collected by the teachers to support achievement at each level.

The Steiner School Certificate (SSC) Level 3

The qualification aims to certify those students who undertake, and achieve in, a learning programme in a Rudolf Steiner pedagogical context (usually a school) which seeks to develop the skills, knowledge, capabilities and attitudes required for post-secondary school life, including work and/or further university or other tertiary study.

The target student is primarily, but not exclusively, Year 13 students who have moved through 4 years (Years 9-12) of the Steiner high school curriculum, participating in a range of compulsory components, and who are wishing to have certified their achievements in the whole of the final year's learning programme, which includes compulsory courses.

The SSC Level 3 qualification is assessed via Learning Outcomes applied across a mix of compulsory, broad and interdisciplinary courses, as well as elective and narrower subject areas:

4 compulsory core courses:

The Humanities

The General Sciences

The Arts

Independent Research (Class 12 Project)

And elective subjects:

English

Second Language

Calculus

Statistics and Modelling

Physics

Chemistry

Biology

Social Sciences (Geography/History)

Product Art: Art/Craft/Technology

Performance Art: Music/Movement/Drama

Limited number of BSAS NQF subjects

The elective courses comprise two-thirds of the year's programme, and are delivered and assessed via Learning Outcomes at a level 3 standard. The Accredited Providers (schools) select, group, and offer a set of Learning Outcomes which reflect their capacities and previous subject programmes, and students choose to be assessed in these courses in much the same way as other secondary school students choose NCEA subjects - that is, through interest, future directions, and capability, and are guided to do so through pathway support from teachers and qualified transition staff.

The compulsory core courses comprise one third of the year's programme, and follow in an integrated and purposeful way from previous years' curricula: that is, a Steiner student is required to pursue elements of the humanities, arts, sciences, mathematics, movement, drama, etc, through to the Class 12 (Year 13) graduation, the pedagogy of which is delivered through interdisciplinary connection to a view of humanity which defines the Special Character.

Assessment of competence in the compulsory courses in the school timetables (often, but not always, called "Main Lessons" or "Class" activities – for example "Class 12 play") is also based on assessment criteria required for each related Learning Outcome which, in this SSC Level 3 qualification, have been assumed to be at Level 2 on the NQF, overall – although some are above this level.

Graduate Statement

Graduates of the Steiner School Certificate Level 3 will have a comprehensive foundation for leaving school as independent life-long learners who are able to be self-reflective and take initiative when required. They will typically have openness and connectedness to the world and its peoples, will demonstrate tolerance and respect for others, and have a curiosity about all aspects of life.

As part of their studies, Steiner School Certificate graduates have undertaken a year-long independent study which will have demonstrated the ability to plan, organise, research, produce, write and present their findings to meet a high level of public and educational expectation. Graduates will have demonstrated the ability to problem-solve and apply learning across a broad range of contexts. They take action to follow things through to their conclusion.

Graduates will have persisted in a very broad range of activities and subject matter, have sensitivity to independent, alternative or creative views of the world, and have developed a strong sense of personal responsibility and ambition.

Where they have pursued their chosen (elective) courses, they will have achieved those at

an equivalent level to other secondary school qualifications, and, if achieved at Highly Commended or Distinction, will be well-prepared to continue higher level study in the relevant subject areas.

Entry Criteria

- Enrolled as a Year 13 (Class 12) student in a registered and approved Steiner institution (refer QMS Accreditation Section 3);
- Have gained the Steiner School Certificate Level 2, or had equivalent discretionary recognition (refer QMS section 2);
- Minimum age 16 year

Why this Certificate is Needed and How it is Different

There has been no nationally-registered qualification which reflects or endorses the Special Character nature of the Rudolf Steiner secondary school education programmes in New Zealand.

Communities of parents (including Board of Trustees), Charitable Trustees, other Steiner organisations and school initiatives, teachers and students in Rudolf Steiner Schools throughout New Zealand have expressed the expectation that there is publicly-recognised validation of the years' achievements in the senior school, and attestation of competence against statements of learning expectations and outcomes which reflect the Special Character (Many of these attestations were submitted as part of the approval process).

The Special Character of Rudolf Steiner schools are contained within the structure and development of the curriculum over several years, as well as the pedagogical delivery of that curriculum. All students are expected to cover all, or most, subject areas compulsorily until at least their final year of schooling (Yr 13).

A further significant aspect of the teaching is that, because Steiner education puts a priority on the relationship of the learning material to the human being, subjects are purposely set in inter-disciplinary contexts wherever possible. In addition, subject matter is taught through phenomenological or experiential methodology – that is, from observation of, and personal involvement with, phenomena leading to concept (inductive), rather than from presentation or description of the concept to confirmation of examples of that concept (deductive). The former educational approach is generally more time-consuming, when practised in institutional settings.

(A general overview of Steiner/Waldorf pedagogical principles and approaches is given on the website of the Federation of Rudolf Steiner Waldorf Schools in New Zealand under Curriculum Guidelines, on: <http://www.rudolfsteinerfederation.org.nz>).

The Steiner School Certificate Level 3 programme also endows graduates with aptitudes and expertise not currently covered by, for example, NCEA equivalent achievers. For example, the comprehensive 200-hour research project, which is fully referenced, formatted as a published document and formally presented viva voce to a large public audience, is a significant demonstration of self-directed, independent, responsible learning. Some students have gained entrance into competitive industries or university courses on the strength of this portfolio or project alone.

The Federation of Rudolf Steiner Waldorf Schools in New Zealand believes that readiness for university level study is more importantly a combination of an attitude of enquiry, intrinsic motivation, disciplined values, and self-directed learning skills, in addition to specific preparatory content knowledge. The Special Character of Steiner Schools concentrates, through the curriculum and cultural values of the education, on those qualities for readiness outlined above.

Achievement and differentiated levels of achievement, in these courses has been previously certified through an unregistered set of local standards-based qualifications (called the Rudolf Steiner Certificates) which have been issued annually by the Federation of Rudolf Steiner Schools in New Zealand to students since 2003.

Level 3 of the Rudolf Steiner Certificate, gained at Highly Commended or Distinction, has been used successfully to provide evidence to some universities of likely tertiary study performance, and has supported experienced professional judgements as to the high school achievements and competencies of the students (*Graduate Outcome Data available*).

However, it has been a qualification conferred by individual schools, did not have quality-assured and standardised national consistency, and its equivalencies have not been validated against the National Qualification Framework (NQF)

The New Zealand Qualifications Authority has now recognised the need for a new set of secondary school qualifications at levels 1, 2 and 3 that seek to validate and certify the programmes of study already being undertaken in the Rudolf Steiner secondary schools in New Zealand, all of which are integrated, and all of which are regularly reviewed against both national curriculum and administration guidelines, and against national quality delivery standards by the Ministry of Education and the Education Review Office.

The Steiner School Certificates are based on the current Ministry of Education-approved and monitored courses offered by the Rudolf Steiner secondary schools in Auckland, Wellington and Hastings.

The Federation of Rudolf Steiner Waldorf Schools in New Zealand has undertaken to own and quality manage the new Steiner School Certificates, and its robust Quality Management System is modelled on the requirement of providers to be registered as providers of base scope secondary school subjects with NZQA, and thence to become accredited with the Federation to deliver courses leading to the qualifications based on additional acceptable Steiner pedagogical foundations as well as conforming to a very rigorous, externally-devised national moderation system.

How the Certificate is Attained

The qualification is awarded based on the collection of evidence required to support the decision of the teacher against detailed assessment criteria specified for each Learning Outcome.

Each Learning Outcome has been approved as at the “correct” (NQF) level, has an individual weighting against the whole qualification, and is described in terms of Assessment Criteria. Assessment decisions are made against requirements within 4 bands (tolerance ranges): Achieved, Merit, Excellence and Not Achieved.

Examples of Learning Outcomes can be found on the Record of Learning facsimile at the end of this document.

Important Note: Learning Outcomes are just the (preferably small) assessable part of any teaching and learning. They are not the course; they are not the content; they should not drive what is taught; ideally units or blocks of learning – if named – should be descriptive of what is taught/learnt, not what is assessed. From what is taught, an appropriate Learning

Outcome (or more) is selected because that will be the best context in which to find the evidence.

Assessment can generally occur any time during a course, is integrated with learning, and, where practicable, with other assessment events.

Assessment events include activities or tasks such as a project, assignment, essay, report, test, examination, product (eg art, writing portfolio) or performance (eg laboratory experiment, tool or materials handling, drama, speech, music and movement demonstrations).

The Level 3 qualification includes an annual external examination week in Term 4, which covers two selected Learning Outcomes from each of Level 3: English, Mathematics, Physics, Chemistry and Biology. The examinations are externally set, marked and moderated, to ensure equivalency to similar subjects offered at the same level in other institutions.

For all other assessment activities, there is a combination of compulsory internal moderation, and an external moderation process which quality controls the school's assessment decisions and methods and confirms final results for students.

A student's confirmed achievements are recorded in a centralised Record of Learning (administered by the Federation).

A student will have achieved the SSC Level 3 when they have attained a total of 50 SSC points (18 points in compulsory subject areas and 32 SSC points in elective areas of the Class 12 programme). Achievement is confirmed by the Federation's Qualifications Committee after the end of the school year and certificates are awarded early the following year and posted to the students. The certificates may be awarded with two levels of endorsement:

- For level 3, a certificate will be endorsed with the words "Highly Commended" when the student has gained 35 SSC points or more at Merit or Excellence (maximum of 10 points of these from compulsory Learning Outcomes);
- For level 3, a certificate will be endorsed with the words "with Distinction" when the student has gained 35 SSC points or more at Excellence (maximum of 10 points of these from compulsory Learning Outcomes).

The Federation of Rudolf Steiner Waldorf Schools in New Zealand has accepted the Universities New Zealand-Te Pōkai Tara's Academic Admission's Academic Policy Committee recommendation that direct University Entrance is attained at no lower than an Achieved SSC Certificate at Level 3. The "Highly Commended" and Distinction" certificates provide subject- endorsement and correlate closely with evidenced and expected high academic performance at a tertiary level.

Note: this recommendation and the certificate as a whole is currently under consultation within the Universities New Zealand-Te Pōkai Tara organisation for "ad eundem" status for the qualification (this would replace Discretionary Entry and give equivalent document entry status to universities in New Zealand with other entry criteria such as NCEA, Cambridge Examinations, etc).

Due to the compulsory nature of the curriculum, and the pre-requisite entry criteria into the SSC Level 3, a student who has achieved a SSC Level 3 has already met the University Entrance equivalent Literacy and Numeracy requirements at SSC Level 2 – these are covered in the Administration and course structure documents which schools must follow, and which give the school the requirements for literacy and numeracy progression via nominated Learning Outcomes.

Outline of how a Course Structure Leads to the SSC Level 3 Qualification

1. The structure of a course which leads to the Steiner School Certificate Level 3 qualification depends on each school's individual subject provisions, history and capacities. A typical course structure is around 75 offered SSC points and will be described in the school's own Steiner School Certificate Handbook.
2. The school:
 - delivers courses which provide adequate teaching and learning opportunities for students to achieve a minimum of 18 points in summative assessment against Learning Outcomes (LOs) 3001-3022 , with
 - at least one LO from each of the 4 groups: Humanities, General Sciences, Class 12 Project, and the Arts, and
 - delivers courses which provide adequate teaching and learning opportunities for students to achieve a further minimum of 32 points in summative assessment against LOs 3023 - 3083;
 - collects valid evidence for each student according to the Assessment Criteria for each Learning Outcome selected.
3. A Learning Outcome may be used only once in formal assessment across the whole SSC Level 3 programme; however, this regulation excludes clearly differentiated courses, such as second languages if 2 different languages are offered, or movement if 2 different disciplines (eg bothmer gymnastics and eurythmy) are offered.
4. Up to 5 SSC equivalent points (8 NQF credits or approx 80 hours teaching/learning) of this qualification may be attained from other level 3 (or above) approved NCEA credit inclusion standards.
5. The offered programmes are broadly equivalent to a Level 3 course of 120 NQF delivered credits, with equivalent 80 NQF achieved credits required for the qualification, noting that SSC points are calculated differently. This difference has allowed the Federation to articulate more accurately the weighting of the compulsory components against the elective ones, to ensure both the internal coherence and integrity of the

whole programme that leads to the SSC qualification, and that the qualification remains at a Level 3 (NQF) expectation of student capability.

6. The SSC points values are broadly determined at the weighting of 1 SSC point equivalent to 16 notional hours (this reflects both teaching and self-learning time, and does not necessarily represent timetabled time – because the Learning Outcomes can be assessed in flexible ways).
7. A student will qualify for the award of the Steiner School Certificate Level 3 upon attainment of a total of 50 SSC points (18 points in compulsory subject areas and 32 SSC points in elective areas of the Class 12 programme)
8. Resourcing and staffing requirements, admission, progression, assessment conditions, awarding and associated requirements and regulations regarding the Steiner School Certificate Level 3 qualification, and courses leading to it, are outlined in a series of documents to which the Board of Trustees, Steiner School Certificate Co-ordinator and Principal attest and must adhere.
9. The certificates have a dynamic and developmental component where changes can be made, through a regulated and official process, after annual review and evaluation undertaken by the school and by the Federation of Rudolf Steiner Waldorf Schools in New Zealand.

Steiner School Certificate (SSC) Level 2

This certificate is primarily, but not exclusively, for Year 12 students who have moved through 3 years (Years 9-11) of the Steiner high school curriculum, participating in a range of compulsory components, and who are wishing to have certified their achievements in the whole of the year's learning programme, which includes compulsory courses.

Graduates of the Steiner School Certificate Level 2 will have a firm foundation for the final year of Steiner education (Class 12) and for post-secondary life as independent life-long learners who are able to be self-reflective and take responsibility for themselves when required.

The SSC Level 2 qualification is assessed via Learning Outcomes applied across a mix of compulsory broad and interdisciplinary courses, as well as additional, narrower subject areas:

6 compulsory core courses:

English

Social Sciences

General Sciences

Mathematics

Visual Arts/Crafts

Music/Movement

And additional subjects:

Second Language

Mathematics

Physics

Chemistry

Biology

Product Art: Art/Craft/Technology

Performance Art: Music/Movement/Drama

Limited number of BSAS NQF subjects

The compulsory core courses comprise at least one third of the year's programme (for some providers, more), and follow in an integrated and purposeful way from previous years' curricula: that is, a Steiner student is required to pursue elements of the humanities, arts, sciences, mathematics, movement, music, etc, through to Class 12 (Year 13), the pedagogy of which is delivered through interdisciplinary connection to a view of humanity which defines the Special Character.

The additional courses may comprise up to two-thirds of the year's programme, depending on the school's level of compulsion. The schools select, group, and offer a set of Learning

Outcomes which reflect their capacities and previous subject programmes, and students maybe offered the opportunity to choose a small number of these courses in order to further strengthen their preparation for future directions and interests. All courses are delivered and assessed against Learning Outcomes at a level 2 standard.

Entry Criteria

- Enrolled as a Year 12 (Class 11) student (or above) in a registered and approved Steiner institution (refer QMS Accreditation Section 3);
- Have gained the Steiner School Certificate Level 1, or had equivalent discretionary recognition (refer QMS section 2);
- Minimum age 16 years

How the Certificate is Attained

A student will qualify for the award of the Steiner School Certificate Level 2 upon attainment of a total of 50 SSC points (30 points in compulsory subject areas of the Class 11 programme plus a further 20 SSC points in additional areas of the Class 11 programme).

Steiner School Certificates at Level 2 may be awarded with two levels of endorsement:

- For Level 2, a certificate will be endorsed with the words “Highly Commended” when the student has gained 30 SSC points or more, at the level or higher, at Merit or Excellence ;
- For Level 2, a certificate will be endorsed with the words “with Distinction” when the student has gained 30 SSC points or more, at the level or higher, at Excellence.

For evidence of literacy to University Entrance standard, at least 5 SSC points must come from specified literacy Learning Outcomes and achievement criteria.

For evidence of numeracy to University Entrance standard, at least 5 SSC points must come from specified Learning Outcomes in either the SSC Level 2, or SSC Level 1

Steiner School Certificate (SSC) Level 1

The target student is primarily, but not exclusively, Year 11 students who have moved through 2 years (Years 9-10) of the Steiner high school curriculum, and who are wishing to have certified their achievements in the whole of the year's learning programme, which is made up predominantly of compulsory courses.

Graduates of the Steiner School Certificate Level 1 will have a firm foundation for the final two years of Steiner education (Classes 11 and 12). They will have persisted in a very broad range of activities and subject matter, have learnt to balance and reflect on what comes towards them, and have sensitivity to independent, alternative or creative views of the world.

Graduates at SSC level 1 will have demonstrated the ability to work at directed activities, solve familiar problems in supervised contexts, and to transfer learning across a range of situations. They will typically have developed the ability to express their own beliefs, feelings and opinions clearly and with openness to the views of others.

The SSC Level 1 qualification is assessed via Learning Outcomes applied across a mix of compulsory, broad and interdisciplinary courses, with some Learning Outcomes also being assessed through additional non-core areas.

6 compulsory core courses:

English

Social Sciences

General Sciences

Mathematics

Visual Arts/Crafts/Technology

Drama/Music/Movement

1 non-core course:

Second Language

The compulsory core courses follow in an integrated and purposeful way from previous years' curricula: that is, a Steiner student is required to pursue elements of the humanities, arts, sciences, mathematics, drama, movement, music, etc, through to Class 12 (Year 13), the pedagogy of which is delivered through interdisciplinary connection to a view of humanity which defines the Special Character.

Learning Outcomes may also be gained across choices made from within the compulsory courses, or through some elective components which offer additional tuition in the subject areas, depending on the school's level of compulsion. The schools select, group, and offer a set of Learning Outcomes which reflect their capacities and previous subject programmes, and students may be offered some choice in a small number of these courses in order to further strengthen their preparation for future directions and interests. All courses are delivered and assessed against Learning Outcomes at a level 1 standard.

There are literacy and numeracy requirements integrated within the SSC Level 1.

Entry Criteria

- Enrolled as a Year 11 (Class 10) student (or above) in a registered and approved Steiner institution (refer QMS Accreditation Section 3);
- Minimum age 16 years

How the Certificate is Attained

A student will qualify for the award of the Steiner School Certificate Level 1 upon attainment of a total of 50 SSC points at level 1 or higher, including 30 in compulsory subject areas of the Class 10 programme. The certificate can be awarded with two levels of endorsement:

- For Level 1, a certificate will be endorsed with the words "Highly Commended" when the student has gained 30 SSC points or more, at the level or higher, at Merit or Excellence.
- For Level 1, a certificate will be endorsed with the words "with Distinction" when the student has gained 30 SSC points or more, at the level or higher, at Excellence.

For evidence of minimum literacy and numeracy requirements for completion of the Level 1 qualification, at least 10 points must come from the specified Literacy and Numeracy foundation requirements nominated in the Learning Outcomes and achievement criteria.

In summary, the school:

- delivers courses which provide adequate teaching and learning opportunities for students to achieve a minimum of 50 points in total summative assessment against Learning Outcomes (LOs) 1001-1049, with
 - at least one LO from each of the first 6 (out of 7) groups: English, Social Sciences, General Sciences, Mathematics, Arts/Crafts/Technology, and Drama/Music/Movement, including
 - at least 10 points from the specified Literacy (L) and Numeracy (N) foundation requirements
- collects valid evidence for each student according to the Assessment Criteria for each Learning Outcome selected.

Appendix: Steiner School Certificate Level 3; SSC Record of Learning



STEINER SCHOOL CERTIFICATE

THIS IS TO CERTIFY THAT

Georgina Smithson

HAS BEEN AWARDED THIS QUALIFICATION

LEVEL THREE HIGHLY COMMENDED / DISTINCTION

SIGNED: _____

ON BEHALF OF THE FEDERATION OF RUDOLF STEINER WALDORF SCHOOLS IN NEW ZEALAND

This is a qualification approved and registered on the New Zealand Qualifications Framework by the New Zealand Qualifications Authority

Steiner School Certificate - Record of Learning

Name: David Shearer
Student No: 123456

Federation
Logo

2010

Level Three Certificate awarded at Highly Commended

<u>Subject / Learning Objective</u>	<u>Grade</u>	<u>Points</u>	<u>Level</u>
Mathematics			
Demonstrate an understanding of calculus concepts when solving integration problems	Achieved with Excellence	2	3
Solve problems and equations using trigonometry principles	Achieved with Excellence	2	3
Demonstrate an understanding of the geometry of conic sections	Achieved with Excellence	2	3
English			
Write an extended formal essay substantiating a point of view	Achieved with Merit	2	3
Respond critically to a significant film and/ or Shakespeare play	Achieved with Excellence	2	3
Art/Craft/Technology			
Produce a portfolio of items crafted from soft materials	Achieved with Excellence	5	3
Social Science			
Demonstrate understanding of topics in social science disciplines	Achieved with Merit	4	3
Humanities			
Demonstrate understanding of Western philosophical thought	Achieved with Excellence	3	3
Provide extended original interpretive commentary on a current social issue	Achieved with Merit	3	3
Class 12 Project			
Write an extended thesis or research report	Achieved with Excellence	4	2
Present research findings in an oral presentation	Achieved with Excellence	2	2
General Science			
Demonstrate understanding of the role of carbon compounds in natural and synthetic systems	Achieved with Excellence	3	2
Demonstrate knowledge of, and apply an understanding of, light and wave phenomena	Achieved with Merit	3	2

Signed on Behalf of the Steiner Federation..... Date.....

Issued 12/08/2010

Federation address