

GUIDELINES

for DEVELOPERS of CURRICULUM MATERIALS



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Learning Media
Wellington

Published 2002 for the Ministry of Education by
Learning Media Limited, Box 3293, Wellington, New Zealand.
www.learningmedia.co.nz

Copyright © Crown 2002
All rights reserved. Enquiries should be made to the publisher.

ISBN 0 478 26619 7

Contents

Introduction	4
The development process	5
Managing relationships	6
Liaison with the Ministry of Education’s curriculum facilitator	6
The Ministry of Education review process	6
Your consultative network	6
Your relationship with the publisher	7
Ensuring quality	9
Government policy	9
Curriculum relevance	9
Balance and objectivity	9
Research or trialling	10
Representation	10
Developing content	11
Creating an outline	11
Clarifying your message	11
Incorporating examples	12
Organising the material	12
Ownership of the materials	13
Determining the style	13
Consulting your network	14
Trialling	14
Legal requirements	16
Copyright	16
Privacy	18
Technical specifications	19
Print	19
Video/audio	22
Web and/or multimedia	24
Recommended resources	28
Sample copyright authorisation letter	29
Sample privacy consent forms	30–32

Introduction

These guidelines are for developers who have been engaged by the Ministry of Education to produce curriculum materials for New Zealand teachers and students.

While your Agreement outlines your obligations, this document has been developed to help you and your network better understand these obligations. It is designed to guide you through the development process so that you can be satisfied that the materials you produce meet the requirements of the Ministry and the intended audience.

This multi-purpose document is intended to cater for developers with a range of skill levels – from educationalists, who may require some guidance about technical specifications, to technical experts, who may require some guidance about educational requirements. The guidelines are divided into sections.

The development process provides an overview.

Managing relationships looks at your working relationships with the curriculum facilitator, the publisher, and your network.

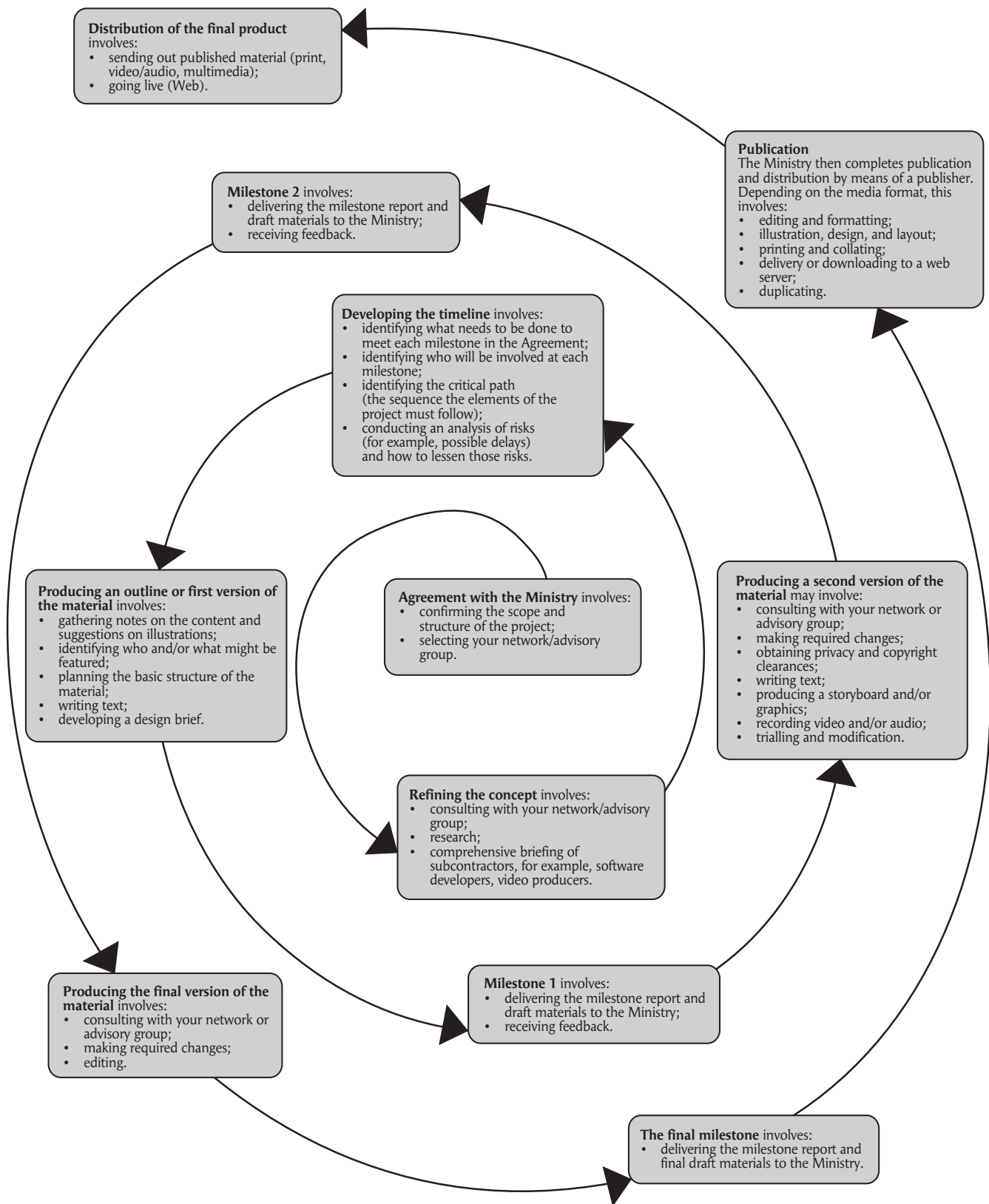
Ensuring quality deals with the expected standards for the material you produce.

Developing content looks at the stages involved in the development process.

Legal requirements is essential reading for all developers, no matter how experienced.

Technical specifications provides specific information for each type of medium you may be working with.

The development process



Liaison with the Ministry of Education's curriculum facilitator

The Ministry of Education's curriculum facilitator/project officer has an essential role in ensuring that the material meets the requirements of the Agreement, the needs of New Zealand teachers and students, and the needs of the Minister and the Ministry.

The curriculum facilitator will:

- apply the Ministry's quality assurance process and evaluate draft materials;
- monitor the project by means of the milestone reports;
- attend writing sessions and other meetings you may convene;
- give feedback;
- request changes;
- sign off the completion of various development stages;
- be available to give advice.

It is important to keep in close contact with the curriculum facilitator during the development so that any issues that arise are resolved and do not turn into major problems.

The Ministry of Education review process

Your milestone reports to the Ministry are the formal review element of your project.

Usually the Ministry will establish a review committee or appoint one or more consultants to advise on the appropriateness of the material as it develops. The review committee or consultants might be practitioners or leading educators in the learning area, or they might represent relevant groups or interests.

At each milestone, the curriculum facilitator, the review committee, and/or the consultants will indicate areas where they believe changes, additions, or deletions should be made. The curriculum facilitator will help you work through how best to address any concerns.

Your consultative network

The network identified in your proposal or specified in the Agreement could include teachers, contributors, writers, other expert advisers, and trial schools.

- Make sure that your core consultative group is small enough to be well focused.
- Include experienced, skilled people who can advise on issues related to curriculum principles, particularly inclusiveness and the cultural appropriateness of material for our diverse school populations.

- Draw up job descriptions so that each person is aware of their specific role and knows where their contribution fits in the process of developing a consistent message.
- Make sure that your subcontract or agreement with each person reflects the terms of your Agreement with the Ministry and that each person understands those terms.
- Clarify the role of, and support for, the principal writer.
- Think about how to maintain contact most effectively, for example, by telephoning and face-to-face communication.
- Maintain a full and accurate list of the names, designations, and positions of the people and institutions in your network so that correct acknowledgements can be made.
- It is important to ask people who are consulting on draft material to keep it confidential and not circulate it beyond the project network. Feedback on materials should return to you as contractor and not become material for public debate.

If any difficulties with your network occur, discuss them with your curriculum facilitator as soon as possible.

Your relationship with the publisher

Agreements with developers of curriculum materials specify that the developer ultimately delivers these materials to the Ministry as a final draft. Your role as developer is to develop content – you are not expected to design the material.

When the Ministry is completely satisfied with the content, they will deliver the material to a publisher for publication, which could range from publication as a printed item to electronic publication on the Internet. (The curriculum facilitator decides on quantity, format, and distribution.)

The amount of contact you have with the publisher after your delivery of the final draft may vary.

The publisher will require your work to meet particular technical specifications, so it is important to check with them early in the development process to find out exactly what they require. (See the Technical Specifications section at the end of these guidelines for detail on different kinds of media.)

The publisher has a number of roles in further shaping your material for publication, depending on the media format(s) of the final product. For example:

- the project manager or production manager is responsible for liaising with the curriculum facilitator or developer, for ensuring that the publication runs to time and budget, and for overseeing the quality and effectiveness of the publication;
- the editor or instructional designer is responsible for analysing the material from the point of view of a user meeting it for the first time, for helping to shape and structure the material so that it is appropriate to the audience, for ensuring that the material is accurate and consistent in style, and for ensuring consistency with similar or related publications;

- the designer is responsible for selecting font size, laying out the text, scoping any illustrations to enhance the use of the material, commissioning original artwork including diagrams and charts, selecting or commissioning photographs, and planning the use of colour and other design factors and the packaging of the final product.

Be aware that the original vision you have for the project may turn out differently after the publisher's input.

Managing relationships – main points

- Keep in close contact with the curriculum facilitator during the development process.
- Promptly address any concerns that may arise from the milestone reports or from the review committee.
- Choose your consultative network wisely and establish an efficient working relationship with its members.
- Ensure that people who are consulting on draft material keep it confidential.
- Early in the development process, find out from the publisher their technical requirements for the product you are to deliver.
- Consult your curriculum facilitator about any issues.

Government policy

The material you develop must support and be up to date with current government legislation and policy, such as the Education Act, the New Zealand Curriculum, or health and safety legislation.

Curriculum relevance

The material should build on the core framework of curriculum information and support provided by the Ministry of Education.

You particularly need to ensure that the material reflects:

- the New Zealand Curriculum;
- government direction, such as the Literacy and Numeracy Strategy;
- the inclusion of Māori;
- New Zealand's multicultural community;
- ways in which learning relates to the wider world;
- current research and teaching;
- understandings about assessment that are consistent with current Ministry direction.

Balance and objectivity

The material must reflect understandings about equal educational opportunities and acknowledge the different backgrounds and life experiences of students. For example, illustrations need to reflect a range of cultural and gender perspectives.

Materials and recommended activities should also:

- give a balanced view of an issue and acknowledge the existence of alternative views;
- use up-to-date and accurate information;
- distinguish between factual statements and expressions of opinion.¹

Generally, materials should not promote a particular product or business. However, there may be some exceptions, for example, where a particular product, such as Lego Technic, has been used in a case study and there are no alternative products for it.

Throughout the development process, seek objective feedback from others not directly involved in the project.

¹ Adapted from *STA News* May 99 – “Guidelines for Sponsorship in Schools”

Research or trialling

If you need to undertake trialling or research for your project, remember that the rights and welfare of all people involved, such as students or teachers, are paramount.

Make sure that:

- you are considerate – the subjects should not feel worried or disturbed about the research or trialling;
- you give the subjects a clear description of what the research or trialling involves and gain their consent or their parents' consent if appropriate;
- you keep any individual results or private matters strictly confidential;
- your research or trialling project does not hinder the subjects' educational progress;
- you openly acknowledge and respect the requirements and responsibilities of any institution, such as a school, that takes a role in the research or trialling;
- you report all research or trialling work objectively and frankly.²

Representation

It is important to consider carefully the choice of any person to be featured in your work so that the person, or the way he or she is featured, does not become the focus of the material.

Ensuring quality – main points

- Make sure that the material supports and is up to date with current government legislation and policy.
- Make sure that the material builds on the core framework of curriculum information and support provided by the Ministry of Education.
- Use people outside your consultative network to help make sure that the material is balanced and objective.
- Consider the rights and welfare of all people involved in any trialling or research you undertake.
- Carefully consider the choice and representation of any individuals to be featured in your work.
- Consult your curriculum facilitator about any issues.

² Adapted from the New Zealand Association for Research in Education's *Ethical Guidelines*

Developing content

Every curriculum product will have its own context, its own audience, and its own integrity. Materials should have internal consistency, demonstrating the themes and philosophy of the curriculum, and should also relate to the big picture.

The overall development process for all curriculum materials is similar, but timelines and development stages for various media and individual projects will differ.

Creating an outline

Whatever the length and timing of the project, map out a working outline for it. Consider:

- the overall structure and shape of the material;
- a logical sequence of ideas;
- preliminary section headings, possibly with subheadings as well, to indicate a broad structure;
- the probable length of each section.

This preliminary working outline helps to divide the task into manageable chunks. It will change as the work proceeds, but it will provide a strong framework for planning.

Clarifying your message

Your Agreement will set out the project specifications, including the specific purposes of the material to be developed. The material's principal purpose will generally be to improve student achievement, often by helping teachers to reflect on current practice and to think about and implement changes to their practice, based on research.

Your material should convey key messages about teaching and learning in a way that teachers and students will relate to. It should acknowledge and reassure teachers, recognise their professional judgment, and focus them on their students' achievement. It should encourage them to think about the issues that are addressed in the material.

Your material may be one of several related developments. Find out how yours fits into the fuller picture and check the links with other materials to make sure that your work will complement the other work.

Consider the balance between theoretical concepts and practical examples in your material. This balance will depend on the nature and scope of other materials available to teachers and on how familiar teachers are with the philosophies underlying the material that you are developing. Ensure that the theoretical material in your work is based on sound current research and is well referenced so that teachers can follow up on these references.

Incorporating examples

The examples that you select or intend to include in your material can greatly influence how teachers teach. Many teachers, particularly those who lack experience, may rely on the examples to find out how the concepts of the curriculum work in practice. They will test out the ideas for themselves and so develop the confidence to modify, and ultimately move beyond, the teaching and learning examples that you suggest.

Each example that you include should be exemplary in terms of the learning goals, the curriculum focus, and the instructions given. Examples should be descriptive, not prescriptive. Select for quality rather than quantity. Make sure that each example:

- encourages high expectations;
- focuses on explicit instruction;
- is clearly linked to the curriculum;
- has a clear rationale, either implicit or stated;
- is relevant to teachers and learners;
- incorporates appropriate assessment strategies as an integral part of students' learning;
- provides teaching and learning approaches that can be adapted to meet the different needs and responses of students;
- takes account of the needs of students from different backgrounds and life experiences;
- provides, in activities, for options that accommodate different levels of achievement;
- offers teachers a starting point for their own innovations;
- refers to other materials, such as assessment guides, if appropriate;
- relates to the purposes and messages of the material as a whole;
- provides extension ideas or related examples where appropriate.

See pages 16–18 for information on the copyright and privacy implications of collecting samples of work from students or teachers.

See pages 19–28 for technical specifications for examples in various media.

Organising the material

In structuring and organising your material, your guiding principle should be to provide a product that is easy to use and understand.

- Headings and subheadings are extremely helpful in guiding the user through the material. They also help you to keep the material logically arranged. Three levels – headings, subheadings, and minor headings – usually provide a clear structure.
- Use descriptive headings that give an idea of what is to follow. Specific headings act as signposts for the reader. Descriptive headings are particularly important in websites or multimedia materials, where skim reading is common.
- Diagrams and charts can also be useful to preview or summarise the material, guide the reader through it, and help them to understand it.

Ownership of the materials

Your Agreement specifies that all intellectual property developed under the terms of the agreement remains the exclusive property of the Ministry of Education.

During the development process, copyright on all work in progress and on material produced by you under the terms of the Agreement is the property of the Crown.

It is also important to note that the final draft will often include quotations, illustrations, and so on whose copyright is owned by others. It is your responsibility to ensure that the copyright owners are fully and accurately sourced and acknowledged and that you have documentation to show that they have agreed to the use of their material.

See pages 16–18 for more information on copyright and privacy.

Determining the style

The style of the material must suit the needs of the audience. For example, is it for teachers throughout the school system, for students of a specific age group, or for senior or management staff?

- Text style should generally be simple, direct, and professional. Let your natural way of speaking be your guide. Think of yourself as discussing ideas with your audience. Reading the text aloud can be a useful check.
- Sentences should be complete.
- Sentences and paragraphs should be short rather than long, simple rather than complex.
- Each new concept should have its own paragraph. Clearly link the ideas between sentences and between paragraphs.
- Use the active rather than the passive voice. For example, use: “arrange the desks” rather than “the desks should be arranged”; “provide a folder or clipboard” rather than “a folder or clipboard should be provided”.
- Use verbs rather than longer expressions with the same meaning: “arrange” rather than “determine an arrangement”; “assess” rather than “carry out an assessment”.
- Make commonly used words your first choices. Use “decide” rather than “determine”, “help” rather than “facilitate”.
- Define any specialist terms clearly and use them in the same way as in related publications.
- Include a summary of terms either section by section or as a glossary at the end of the material.

Consulting your network

The process of refining, consulting, and re-refining may be quite extended for some parts of your material but simple for others, for example, where the content is already fairly well known.

You may consult with members by meeting them face to face (either as a group or individually) or by sending draft material out to them with a request for written feedback on, or information for, a particular section.

For effective consultation and feedback, be clear about the particular response you are seeking. For example, you may want:

- to assess how relevant the material is to a school, classroom, or level;
- to assess the quality of the learning experiences;
- to check one specific issue for absolute accuracy;
- to obtain examples to assist in one area;
- to obtain general comment on the user-friendliness of the draft.

Make sure that the feedback focuses on content, not things like spelling or layout.

Trialling

Trialling your material is an important aspect that can significantly affect the development process. For example, web or multimedia projects often involve producing a prototype before the final product is developed.

Trialling may involve requesting oral or written feedback from one or two people, classroom trialling of the material in several schools, or trialling draft materials within professional development programmes, where you take a proactive role in introducing the material and observing how it works in practice.

Your trial schools are likely to include the range of urban, rural, composite, small, and large schools that represent the diversity of your material's end users. Your timeline should allow adequate time for the triallists to undertake the trials and for you to consider their responses and revise the material accordingly.

A useful starting point for trialling is to set out the chapter or section headings from the material. For each section, provide a series of standard questions or a continuum, for example, "excellent, very useful, useful, of little help, replace". Leave a space for open-ended comment. If you are using a small number of triallists, it may be possible to discuss their responses with them as well.

Evaluate the feedback you gain from any trials and use it to refine your material, but don't allow one or two people's opinions to unduly influence the changes you make. Ask your curriculum facilitator for advice if you need to.

It is a good idea to keep formal records of trial feedback and your responses to it.

Developing content – main points

- Map out a working outline of your project.
- Focus on helping teachers to reflect on their current practice and to think about and implement changes to their practice based on research.
- Check that your work complements other materials being developed.
- Consider the balance between theory and practical examples in your material.
- Incorporate teaching and learning examples that are exemplary in their curriculum focus, directions, and quality of learning.
- Organise and structure your material to provide ease of use and understanding for teachers and students.
- Make sure that the copyright owners are fully and accurately sourced and acknowledged.
- Make sure that the style of the material suits the needs of the audience.
- Establish effective consultation processes with your network.
- Make sure that any trialling is carefully planned and carried out and that you use the feedback to refine your material.
- Consult your curriculum facilitator about any issues.

Legal requirements

It is very important that you and all the members of your network understand and observe the legal requirements related to copyright and privacy.

Under the Copyright Act 1994, individuals have property rights (copyright) in their work. Under the Privacy Act 1993, they have rights of privacy in their personal information (including their personal images).

Copyright

Copyright is a property or ownership right that exists in any original work – written, artistic, recorded, filmed, printed, or in the form of an electronic (computer) file. The work does not have to be registered: simply the act of making something or commissioning it to be made gives the originator copyright.

A person (the author) who creates a copyright work has moral rights:

- the right of paternity, which is the right to be identified as the author;
- the right of integrity, which means that users should not alter or adapt the work.

In accordance with the law, the Ministry of Education, which has commissioned the work you are developing, will own the copyright in your completed material unless the Agreement states otherwise.

After publication, inquiries about clearing copyright to use any of the material are normally addressed to the publisher. It is part of a publisher's business to keep track of who owns the original rights and to make sure that the law is followed.

It is essential that everything you include in your material:

- is your own original work; or
- if it is derived or quoted from other work, has had formal written permission obtained for its use and has its source acknowledged.

Rights must be cleared if you want to use any existing photograph, diagram, chart, video clip, sound recording, musical composition, or substantial piece of text. Copyright provisions also cover websites and software: source all references made to them or quotations from them and, where necessary, obtain permission for their use.

Students' work

Work done by students is their own original work. If you want to reproduce it, you need to get written permission from the student or parent. This permission is called a copyright licence.

Students' work should also be formally acknowledged in the publication, usually by referring to the schools rather than by identifying the students by their full names.

Copyright clearance

Under the terms of your Agreement, you are responsible for obtaining copyright clearances.

Before you apply for a clearance from other publishers or authors, you must:

- be sure that you want to use the item;
- check with the curriculum facilitator that the material is suitable for inclusion;
- check with the publisher that the material can be reproduced to an acceptable standard.

With students' work samples, however, you should obtain consents at the time the work is created because retrospective consents may be difficult to obtain if students have moved on to other schools.

Ask the curriculum facilitator or publisher for advice on drafting a request for copyright clearance if necessary.

For all copyright permissions involving music, you need to contact AMCOS/APRA, PO Box 6315, Auckland 1. For all other copyright permissions, such as for illustrations, photographs, or audio or video material, contact the publisher or copyright holder.

You need to ensure that the copyright owner is fully aware of how their work will be used, for example, on a school intranet or a website.

See page 29 for a sample copyright authorisation letter.

Acknowledgments and bibliographies

Make sure that you have full details of any sources. Make a practice of photocopying the title page and imprint page (which shows the publisher's name, the year of publication, and other details) of all books you refer to. This will save a lot of time when details for acknowledgments and bibliographies need to be verified. If you have used several sources, it is important to keep a detailed record of which material comes from which source.

Privacy

The Privacy Act 1993 defines personal information as any information about an identifiable individual and sets out rules for collecting, using, and disclosing personal information.

Under the terms of your Agreement, you are responsible for obtaining identifiable individuals' written consents to appear or be identified in any products and publications, for example, in photographs or video images.

Obtaining privacy consents

You must obtain authorisation for any and all uses of the images of identifiable individuals (such as students) and their work. In some circumstances, it may be essential to keep the presence of a child at a school confidential. (For example, a child's parent may be the subject of a court order preventing access to the child.)

The Ministry's policy is that information collected about a primary school student cannot be published without the authorisation of the student's custodial parent or guardian.

The Ministry also requires that information collected from a secondary school student:

- should not be published without the consent of both the student and their custodial parent or guardian;
- should not be published where the custodial parent or guardian has authorised the publication but the student refuses;
- may be published without the parents' consent if the student has consented, if the school is satisfied that the student is competent to give that authorisation, and if the best interests of the student favour publication.

See pages 30–32 for samples of privacy consent forms.

See also *Guidelines for Schools for the Online Publication of Student Images and Schoolwork*, available from the Ministry of Education's Online Learning Centre Te Kete Ipurangi at www.tki.org.nz/r/governance/curriculum/copyguide_e.php.

Legal requirements – main points

- Make sure that all the members of your network understand and observe the legal requirements related to copyright and privacy.
- Make sure that everything you include in your material is either your own original work or has had formal, written permission obtained for its use.
- Acknowledge the source of any material quoted.
- Follow the correct procedures for obtaining copyright clearances.
- Keep full details of any sources used or referred to.
- Make sure that you obtain identifiable individuals' written consents to appear or be identified in any products and publications.
- Consult your curriculum facilitator about any issues.

Technical specifications

This section looks at the technical delivery specifications for materials to be published in various kinds of media. Read this section in conjunction with any specifications set out in your Agreement.

Check with the publisher early in the development process for their specific requirements.

We suggest that you copy the appropriate checklist for the materials you are delivering, complete it, and attach it to the final materials you deliver to the Ministry at your final milestone.

Print

If you are delivering material for final publication in print medium, make sure that:

- the text is complete
- the formatting is correct
- the illustrations file is complete
- the permissions file is complete
- all the references are provided
- a complete bibliography is included
- electronic versions are included
- a printout of the text is included

Text completeness

Ensure that you:

- finalise all content;
- check all factual material for accuracy;
- use a consistent style and spelling throughout (check whether the publisher provides guidelines to their house style);
- include a contents page listing chapter headings and the main subheadings (page numbers are not necessary);
- provide the glossary, bibliography, and appendices and incorporate them into the running text in correct sequence;
- check that notes, if indicated in the text, are all present and complete, either as footnotes (at the foot of pages) or endnotes (at the end of chapters or the main body of the text).

Formatting

Ensure that:

- all text is aligned to the left;
- the publisher's advice is followed on matters of setting out, macrons (which are used to indicate lengthened vowels in Māori words), other accent marks, quotation marks, and other specific details.

Illustrative material

The material can include rough drafts of illustrations, diagrams, or charts or a description of what is required. In all cases, a professional designer, illustrator, or photographer will prepare the final version.

Your illustrations file should contain:

- a writer's art brief, describing the artwork provided and/or the artwork that needs to be commissioned and listing the illustrations, drawings, photographs, tables, and graphs to be included in the final product, in numbered sequence of appearance as signalled in the text;
- captions for illustrations, with each caption clearly keyed to the correct item;
- photographs and/or digital images (slides, transparencies, black and white prints) of publishable quality, with full reference to their source;
- descriptions of settings for photographs and credits for photographers;
- original work samples (not photocopies) from teachers or students, in dark-coloured pen rather than pencil if possible. Teachers' original work should not contain any errors of spelling or usage.

Clip art is not usually allowed to be included in a commercial publication without copyright permission. Also, it is not usually of the standard required and is unlikely to reflect New Zealand people or classrooms.

Permissions

Your permissions file should contain:

- a full record of all permissions to use other people's work as illustrations;
- permissions from those photographed, including accurate cross-referencing between permissions and photographs;
- all correspondence relating to seeking or obtaining copyright permissions;
- an accurate list of organisations and people who contributed to the project and who should be acknowledged (with details and spelling checked for accuracy).

References

You should:

- provide full bibliographic details of any work cited in the text, following the publisher's house style;
- include photocopies of all titles and their imprint pages for checking;
- provide page numbers and photocopies of any quotations;
- include the date of issue and the page number for quotes from newspapers or magazines, with a photocopy of the original for checking.

Bibliography

You should:

- include a concise, annotated bibliography of titles that you have found valuable and that you consider will be most useful for teachers.

Text delivery

You should:

- provide two electronic versions – one .doc or .rtf, one text only – on floppy disk or via email. Identify each version clearly with the title of the text, the date, and the version of word-processing software used;
- preferably, deliver these electronic versions in a limited number of files;
- include a printout of the text (which must be identical to the .doc or .rtf electronic version) on A4 paper, including page numbers and with indications written in red on the printout, of any features that you want the publisher to note, such as heading levels or the location of diagrams.

Video/audio

If you are delivering material for final publication in video or audio form, make sure that:

- the content is complete
- the permissions file is complete
- the video is recorded and delivered in appropriate format
- the audio is recorded and delivered in appropriate format

Content completeness

Ensure that:

- all the content is finalised;
- all the factual material is checked for accuracy;
- all the spelling shown on the video (for example, in graphics) has been checked, including the spelling of proper names, and that the wording is presented consistently.

Permissions

Your permissions file should contain:

- permissions from those photographed, filmed, or recorded, including accurate cross-referencing between permissions/names and photographs;
- all correspondence relating to seeking or obtaining copyright permissions;
- an accurate list of organisations and people who contributed to the project and who should be acknowledged (with details and spelling checked for accuracy).

Video filming and audio recording

Follow these guidelines:

- Before shooting or recording a sequence, plan it carefully and create a storyboard to help determine the best angles and coverage.
- Light the subject(s) well.
- Ask the subject(s) not to wear red or clothing with fine patterns, stripes, or checks.
- Shoot the subject against a neutral, one-colour background.
- Emphasise close-up coverage and consider a range of angles.
- Avoid unnecessary camera movement, wide shots, and fast cutting sequences.
- Use a separate microphone close to the subject rather than the camera's built-in microphone because the camera will generally be too far away to record good-quality sound.
- Choose a suitable environment for audio recording, such as a professional audio recording studio or a location with low background-noise levels.

Videotape master delivery

Video recordings must be of the highest possible quality.

- Use professional recording equipment, such as a digital video camera or Beta SP camera. Avoid using systems such as VHS, Hi8, digital 8, miniDV, and DVcam.
- Use high-quality, professional videotape for filming and for the edited master tape, for example, Beta SP, DVC Pro 25, DVC Pro 50, Betacam SX, Betacam IMX, and digital Betacam. Make sure there are two copies of the master tape, one for the Ministry of Education and the other to be held by the producer as a back-up.

Audiotape master delivery

Audio recordings must be of the highest possible quality.

- Use professional recording equipment, such as a digital audiotape (DAT) machine and DAT sound tapes or a minidisc machine.
- Provide the master sound mix for the Ministry of Education on DAT, CD, or minidisc and retain a mix yourself with separate tracks for dialogue, effects, and music.

Web and/or multimedia

If you are delivering material for final publication in web and/or multimedia form, make sure that:

- the text is complete
- the video is recorded and delivered in appropriate format
- the audio is recorded and delivered in appropriate format
- the graphics are delivered in appropriate format
- the permissions file is complete
- the references are provided
- the bibliography is complete
- the files are named and organised appropriately

Text for web and/or multimedia

Content completeness

Ensure that you:

- finalise all the content;
- check all factual material for accuracy;
- have followed an adequate evaluation process for any website that you link to or refer to, for example, the selection criteria used by Te Kete Ipurangi – link/url: <http://www.tki.org.nz/e/tki/interact/criteria.php>;
- use consistent style and spelling (checking whether the publisher provides guidelines to their house style);
- include a table of contents listing the headings and main subheadings;
- provide a flow chart, site map, or storyboard showing the hierarchy or organisation of material;
- include the glossary, bibliography, and appendices in the correct sequence;
- check that any notes indicated in the text are all present and complete;
- provide text links that match the title (or heading) on the page they link to – but avoid using “click here” as a link;
- include the full URL (web address) of any website that is mentioned;
- include the full email address of any contact referred to.

Formatting

Ensure that you:

- use a common word-processing program, such as Microsoft Word or Word Perfect;
- align all text to the left;
- use bold to indicate headings and indicate the level of headings and subheadings;
- use highly contrasting fonts to distinguish text from headings and subheadings (for example, Times New Roman for text and Helvetica or Arial for headings and subheadings).

- use tables rather than tabs and text boxes;
- do not underline text except to indicate links;
- do not use italics except for titles of books and journals;
- follow the publisher's guidelines on using macrons (which signify lengthened vowels in Māori words), quotation marks, and other specific formatting details;
- write the link details in brackets, for example, Te Kete Ipurangi (<http://www.tki.org.nz>).

References

- Provide full bibliographic details of any work cited in the text, following the publisher's house style.
- Include photocopies of all titles and their imprint pages for checking.
- Provide page numbers and photocopies of any quotations.
- Include the date of issue and the page number for quotes from newspapers or magazines, with a photocopy of the original for checking.

Bibliography

- Include a concise, annotated bibliography of titles that you have found valuable and that you consider will be most useful for teachers.

Text delivery

- Deliver your text in electronic form, either on floppy disk or via email, preferably in a limited number of files and with the correct extension (.doc, .wpd, and so on).
- Clearly identify the title of the file(s), the date, and the version of software used.
- Include a printout of the text (which must be identical to the electronic file) on A4 paper, including page numbers and with indications written in red on the printout, of any features that you want the publisher to note, such as heading levels or the location of diagrams, graphics, and links to other material.

Video clips for web and/or multimedia

Video recordings must be of the highest possible quality. Note that VHS images do not provide enough detail and contrast to stand up well to digitising and presenting on a web and/or multimedia resource.

Producing video clips

If you are producing a video for web and/or multimedia publication:

- before shooting or recording the sequence, plan it carefully and create a storyboard to help determine the best angles and coverage so that the subject matter is the main focus, not the surroundings;
- use professional recording equipment, such as a digital video camera or Beta SP camera;
- use high-quality videotape, such as digital videotape or BetaSP videotape;
- light the subject(s) well;

- ask the subject(s) not to wear red or clothing with fine patterns, stripes, or checks;
- shoot the subject against a neutral, one-colour background;
- emphasise close-up coverage and consider a range of angles;
- avoid unnecessary camera movement, wide shots, and fast cutting sequences;
- use a separate microphone close to the subject rather than the camera's built-in microphone because the camera will generally be too far away to record good-quality sound.

Clip length should be about 30 seconds. To reduce download time for web pages that include video clips or link to video clips:

- use MPEG, avi, or rm. formats;
- make sure that video clips are professionally produced, using compression software to remove unnecessary bulk from the file.

Identifying video clips

- Clearly identify each video recording or video clip.
- Include accurate and descriptive captions for each clip.
- Include the source and context of the video clip (if possible, identifying the context in the clip itself).
- Clearly identify where in the material the video clip belongs.
- Include full reference to the source of the video clip, including director, producer, and camera person if applicable.

Audio clips for web and/or multimedia

Producing audio clips

- Use high-quality audiotape for recording, for example, digital audiotape (DAT) sound tape or minidisks.
- Use MP3 format.
- Keep clip length to a maximum of 30 seconds only. Note that a normal CD single audio track can be 4 to 6 megabytes.

Identifying audio clips

- Clearly identify each audio clip.
- Include accurate and descriptive captions for each clip.
- Include the source and context of the audio clip (if possible, identifying the context in the clip itself).
- Clearly identify where in the material the audio clip belongs.
- Include full reference to the source of the clip, including producer, sound recordist, and artist(s) if applicable.

Graphics for web and/or multimedia

You may wish to include scanned photographs of student work, digital photos, drawing or paint files, or Internet or CD-ROM shareware clip art. Ensure that your licence agreement extends to using the images on the Internet or in a multimedia publication.

- Clearly identify all the illustrations, drawings, photographs, tables, graphs, diagrams, charts, PowerPoint displays, or overhead transparencies that are included.
- Include accurate and descriptive captions for all illustrative material.
- Clearly identify where in the material the illustrations belong.
- Include full reference to the source of all illustrative material.
- Ensure that any photographs included (slides, transparencies, black and white prints) are of publishable quality.
- Include descriptions of settings for photographs and credits for photographers.
- Ensure that work samples (originals, not photocopies) from teachers or students are in dark-coloured pen rather than pencil if possible. Teachers' original work should not contain any errors of spelling or usage.
- Indicate whether any artwork needs to be commissioned or graphics created and show where in the material they will be located.

If you are producing graphics for web and/or multimedia publication:

- use GIF (.gif) format for drawings and illustrations, including cartoons and logos or graphics with lots of solid colours;
- use JPEG format for photographs;
- save at 72 dpi – this is the resolution of most computer screens;
- keep GIF and JPEG files to under 20 kilobytes;
- keep all image files together in a separate image (img) directory.

Permissions for text, graphics, video, audio, and other multimedia clips

Please note that many Internet or CD-ROM clip art collection licences do not allow the images to be printed or shared over the Internet or in a multimedia publication. Clip art is also usually not of the standard required and is unlikely to reflect New Zealand people or classrooms.

Your own permissions file, which you retain for reference, should contain:

- a full record of all permissions to use other people's work as illustrations;
- permissions from those photographed or recorded, including accurate cross-referencing between permissions and photographs;
- all correspondence relating to seeking or obtaining copyright.

The permissions file that you send to the web and/or multimedia publisher should contain:

- confirmation that you have obtained written permission to use other people's work as illustrations and to publish photographs of people;
- all correspondence relating to seeking or obtaining copyright permissions;
- an accurate list of organisations and people who contributed to the project and who should be acknowledged (with details and spelling checked for accuracy);

- the newspaper or magazine name, the date of issue, and the page number for quotes from newspapers or magazines, with a photocopy of the original for checking.

File names for text, images, and multimedia

- Keep file names descriptive but short (under eight characters if possible).
- Use only lower-case letters, numbers, or an underscore in file names, for example, file_name.doc. Do not use spaces.
- Show the format type in lower case, for example, xxx.doc, xxx.html, or xxx.gif.
- If you are using a Macintosh operating system, ensure that the format type is included as an extension to the filename, for example, techplan.txt.

File organisation

- If possible, limit each web and/or multimedia page to one screen in length.
- If you are creating files in HTML, keep all image files together in a separate image (.img) directory.
- Deliver the text preferably in a limited number of files. Include two electronic versions – one .doc or .rtf, one text only – on floppy disk or via email and identify each version clearly with the title of the work, the date, and the version of software used.
- Include a printout of the text (which must be identical to the .doc electronic version) on A4 paper, including page numbers and with indications written in red on the printout, of any features that you want the publisher to note, such as heading levels or the location of diagrams. Also include a printout of all graphics that are included in the file.

Recommended resources

Books

- Ministry of Education. *Guidelines for Schools for the Online Publication of Student Images and Schoolwork*. Wellington: Learning Media, 2000.
Also available online at:
(http://www.tki.org.nz/r/governance/curriculum/copyguide_e.php).
- Wallace, Derek and Janet Hughes. *Style Book: A Guide for New Zealand Writers and Editors*. Wellington: GP Publications, 1995.
- Australian Government Publishing Service and Lincoln University Press. *Write Edit Print: Style Manual for Aotearoa New Zealand*. Christchurch: Lincoln University Press, 1997.

Websites

- Ministry of Education: <http://www.minedu.govt.nz>
- Te Kete Ipurangi: <http://www.tki.org.nz>

Sample copyright authorisation letter

[DATE]

Copyrights Officer
XXXXXX
XXXXXX

Dear Sir or Madam,

Re: Permission to reproduce a [DIAGRAM/PHOTOGRAPH/EXTRACT] from [NAME OF SOURCE PUBLICATION].

I am a developer of curriculum materials for the New Zealand Ministry of Education. I am currently working on [NAME AND TYPE OF RESOURCE (BOOK, VIDEO, ETC)].

The Ministry of Education wishes to include in this resource a [DIAGRAM/PHOTOGRAPH/EXTRACT] that is found in your [DATE OF PUBLICATION] publication [TITLE OF PUBLICATION]. The [DIAGRAM/PHOTOGRAPH/EXTRACT] in question is found at the [POSITION] of page XX.

The resource is being produced for educational purposes only and will be distributed free to New Zealand teachers of years X–X students and to other interested parties in New Zealand and overseas. It will not be sold for commercial return.

As the resource may also be put onto the Ministry of Education's website, we are seeking permission to reproduce the diagram in both print and electronic formats. Full acknowledgement will be given to the source publication and to the copyright holders of the [DIAGRAM/PHOTOGRAPH/EXTRACT].

I would be grateful if you could sign and return one copy of this letter to confirm your permission. Please contact me by phone, letter, or email if you have any queries. Thank you.

Your faithfully

XXXXXXX

Signed: _____

Designation: _____

Sample privacy consent form – adult

PERMISSION TO PUBLISH PHOTOGRAPHS/VIDEO IMAGES – ADULT

TITLE: _____

I authorise _____, or its representative, to photograph/video me and to use the photographs/video in the above resource being developed for the Ministry of Education. I understand that the images may be published in print, on video, on CD-ROM, or on the Web and may be distributed world wide.

I agree that the photographs/video may be used for other educational purposes (for example, in promotional or support materials) in connection with the above publication or series. Copyright and ownership in the work will rest with the Crown.

I certify that I am at least 18 years of age and have the legal right to sign for myself. I agree that I have read this document completely before signing it and I understand its contents.

Name: _____

Signature: _____

Address: _____

Date: _____

FURTHER PERMISSIONS (Please circle “yes” or “no”)

Yes or No Other Publications

I also consent to _____ and the Ministry of Education reusing these photographs/video in New Zealand and throughout the world for educational purposes in other publications in print, on video, on CD-ROM, or on the Web.

To be completed at photoshoot

Description of adult:

Sample privacy consent form – young adult

PERMISSION TO PUBLISH PHOTOGRAPHS/VIDEO OF A YOUNG ADULT

TITLE: _____ **SERIES:** _____

I confirm that I _____ am the
Parent/Guardian of _____ (Student).

My Son/Daughter and I both authorise Learning Media Limited, or its representative, to photograph/video him/her and to use the photographs/video in the above publication being developed for the Ministry of Education. I understand that the images may be published in print, on video, on CD-ROM, or on the Web and may be distributed worldwide.

I agree that the photographs/video may be used for other educational purposes (for example, in promotional or support materials) in connection with the above publication or series. Copyright and ownership in the work will rest with the Crown.

Name of Parent/Guardian (print): _____

Name of Student: _____

Address: _____

Phone: _____

Email: _____

Signature of Parent/Guardian: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

FURTHER PERMISSIONS (Please circle “yes” or “no”)

Yes or No Other Publications

We also consent to Learning Media Limited and the Ministry of Education reusing these photographs/film in New Zealand and throughout the world for educational purposes in other publications in print, on video, on CD-ROM, or on the Web.

Project Manager to complete at photoshoot

Description of student:

Sample privacy consent form – child

PERMISSION TO PUBLISH PHOTOGRAPHS/VIDEO IMAGES OF A CHILD

TITLE: _____

I confirm that I _____ am the Parent/Guardian of _____ (child's name).

I authorise _____, or its representative, to photograph/video my child and to use the photographs/video in the above publication being developed for the Ministry of Education. I understand that the images may be published in print, on video, on CD-ROM, or on the Web and may be distributed worldwide.

I agree that the photographs/video may be used for other educational purposes (for example, in promotional or support materials) in connection with the above publication or series. Copyright and ownership in the work will rest with the Crown.

Name of Parent/Guardian (print): _____

Address: _____

Phone: _____

Email: _____

Signature of Parent/Guardian: _____ **Date:** _____

FURTHER PERMISSIONS (Please circle "yes" or "no")

Yes or No Other Publications

I also consent to _____ and the Ministry of Education reusing these photographs/film in New Zealand and throughout the world for educational purposes in other publications in print, on video, on CD-ROM, or on the Web.

To be completed at photoshoot

Description of child:



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

GUIDELINES

for

DEVELOPERS

of

CURRICULUM MATERIALS