

from the NZC to school curriculum



The New Zealand Curriculum
*for English-medium teaching and learning in
years 1 – 13*

Setting the direction for teaching & learning
Supporting flexibility – in school curriculum, in
teaching & learning

In partnership with

Te Marautanga o Aotearoa



where are you with giving effect to *The New Zealand Curriculum*?



Staffroom conversations? Community engagement?

Classroom actions?

Student learning?

What is helping/hindering?

What are the challenges/opportunities?

Which achievements are you most proud of?





- Govt priorities
- your progress
- what do you have to do? what does it look like? documentation?
- progress – ERO, monitoring & research
- challenges
- National Standards

Government policy priorities



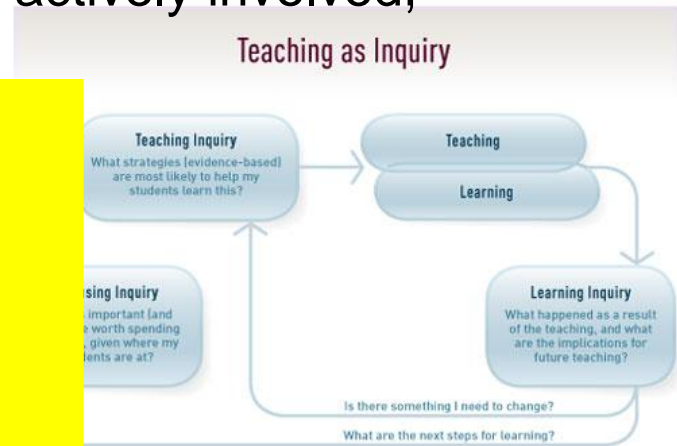
- clear National Standards
- effective assessment
- plain language reporting to parents, families & whanau
- meaningful qualifications
- targeted support to students & schools

the framework we have for doing this is the national curriculum

E4tF – globalisation, exponential change, environment, technology, knowledge economy, workplace demands, lifelong learning, teaching as enquiry, ALL NEED TO SUCCEED & CONTRIBUTE...

Confident, connected, actively involved, lifelong learners

High expectations
Treaty of Waitangi
Cultural diversity
Inclusion
Learning to learn
Community engagement
Coherence
Future focus



Managing self

Participating and contributing

Using Language, Symbols, and Texts

Thinking

Relating to others

Draft New Zealand Curriculum 2006



What **skills and competencies** are needed for individuals to lead a *successful & responsible* life & for society to *face the challenges* of the present and future? (DeSeCo)

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(DeSeCo)



All skills will become obsolete except one, the skill of being able to *make the right response* to situations that are *outside the scope* of what you were taught in school.

We need to produce people who *know how to act when they are faced with situations for which they were not specifically prepared.*

(Seymour Papert, 1998)

What is knowledge ...

A **thing** out in the real world



waiting to be uncovered & taken in by the
receptive mind...

OR

What is knowledge ...

a **growing & evolving form**, whole & of itself



but also a **community** of parts (leaves, roots, trunk...) each of which is a community of cells & other vibrant forms ...

It is both **unpredictable & familiar**

Davis, Sumara & Luke-Kapler - *Engaging Minds*

learning...



requires *sustained involvement* over *time*, in different *places*, with *many people*...

involves manageable *choices*, personal *decision* making, different *ways of thinking*, *making sense* of things & *solving real problems* in real contexts, taking *informed action*, using different *codes*, *symbols* & *texts* to develop & express understanding...

<http://www.youtube.com/watch?v=aEFKfXiCbLw>

http://www.teachertube.com/view_video.php?viewkey=d1296214afd7cc367045



What do we have to do?
And by when?



1. **develop a school curriculum** to best address the particular needs, interests, & circumstances of the school's students (effectively taught programme of learning)
(NZC pp 37, 44)
2. make **evidence based decisions on what to teach & how to teach it**
(NZC p35, 44)



The New Zealand Curriculum Implementation Project

2007 - 2010

What factors are helping/hindering you in your strategy to give effect to The New Zealand Curriculum?

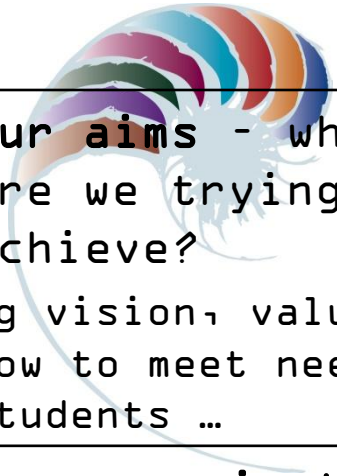


What support do you find most useful?

The NZC document
The NZC website
MoE publications
Colleagues from other schools
Colleagues from own school
Facilitators from other initiatives
Private consultants
SSS Advisors



Giving Effect to the NZC: **What will it look like in your school in 2010?**



Our aims - what are we trying to achieve?
eg vision, values, how to meet needs of students ...

Our organisation - how do we organise teaching & learning?
eg learning areas, strands, kcs, teaching as inquiry process, e-learning ...

Our evaluative processes - how well are we achieving our

task

so what might we see in action?

Possible indicators of progress
Key actions in designing & implementing a school curriculum using the NZC



Developing Understanding: School leaders & teachers are **familiar** with the NZC & are taking initial steps towards its implementation

Developing Key Practices: School leaders & teachers have developed **key NZC understandings**, taken some **initial design** decisions & are beginning to **apply key practices**

Giving Full Effect to the NZC: School leaders & teachers have developed key NZC understandings, taken & recorded key design decisions & are implementing & reviewing key practices. **Curriculum planning & review is ongoing**

(see draft tables)

key question – what does *it* look like?



The curriculum implementation that you are undertaking will not be 'finished' in February 2010.

By February your **school vision** will align to that of the NZC of 'confident, connected, actively involved, lifelong learners', & your **school curriculum in action will reflect the eight principles** of the NZC.

The process will not stop there. School curriculum planning & review is an **on-going process**. It is what schools do. As the particular needs, interests, & circumstances of your school's **students & community change**, [and **curriculum understanding deepens**] so should your school curriculum [change and deepen].

(Karen Sewell to Area Schools' Conference)

key messages

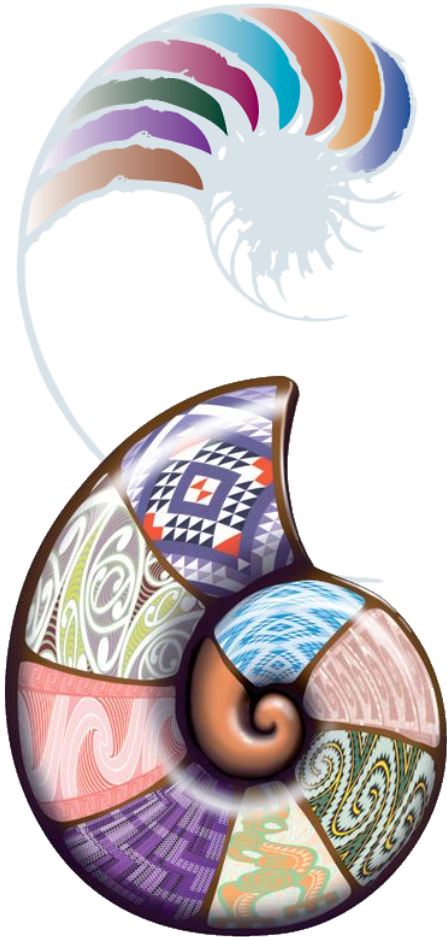
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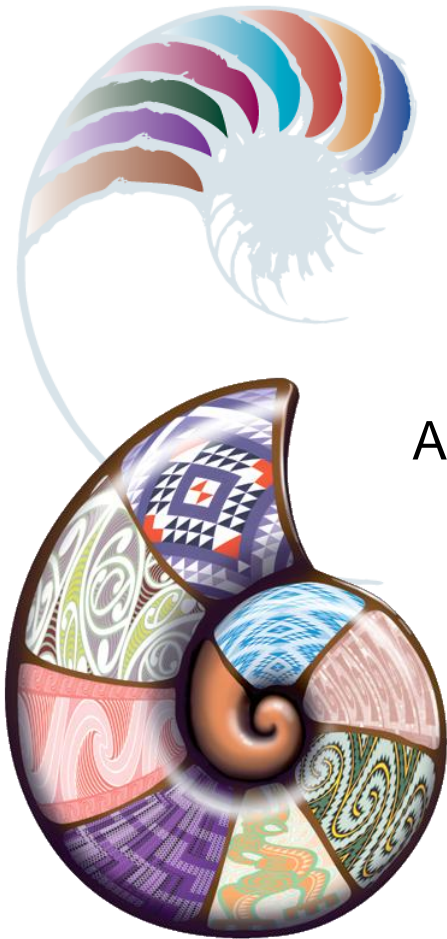


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A school curriculum clarifies **priorities for student learning**, the **ways** in which those priorities will be addressed, & how **student progress & the quality of teaching & learning** will be **assessed.**



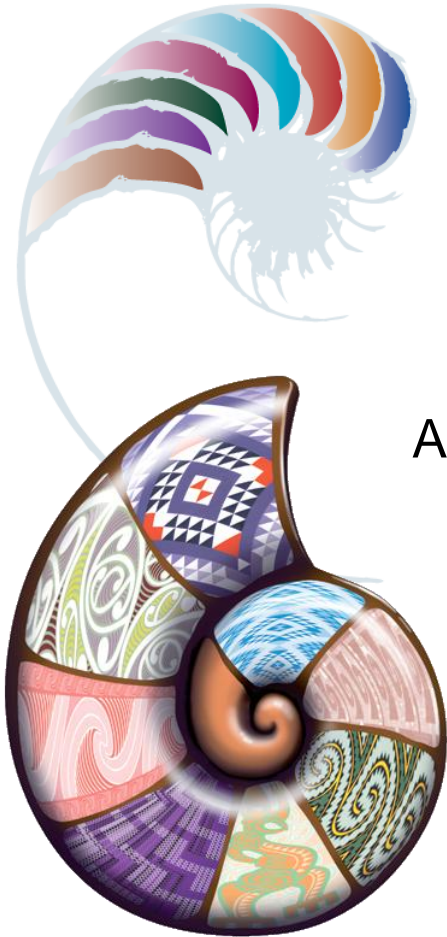
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**** At the heart of a school curriculum is teachers making & acting on decisions, based on evidence about what to teach & how to teach it.**



progress

ERO (ref Readiness Report www.ero.govt.nz)

‘most schools are **progressing well**’

nearly all have **begun preparing**
over half **well underway** or **ready**

CIES (ref Tūkotuku Kōrero 21 September 2009)

key findings

- Making **connections** (a coherent curriculum)
- **Continuous** improvement (an ongoing journey)
- Change as a **community endeavour** (school, whanau, high expectations)

key areas: **inquiry based pedagogy, school leadership, organisations & structures**



ERO: 'successful' school priorities are:



- shared understanding of **key competencies**, **aligning** these to vision & values, **integrating** them into teaching & learning programmes, modifying **monitoring & reporting** practices
- **consultation** with communities
- **languages**
- reviewing frameworks, developing documentation & practices in **learning areas**
- **school self review** for student achievement (from board to classroom level)

factors contributing to success



- committed, informed, strategic **leadership**
- engaging & involving **different parties**
- **triallying** ways of working, **reviewing** progress
- **networking** with other schools
- using **support** opportunities

challenges of the NZC



- **‘getting started’** – there is no one right way, all parts are interconnected
- further **consultation** – multiple approaches
- **reviewing**/ modifying existing curriculum
- **trailing** – are we ‘doing things right’? Or are we ‘doing the right thing’ & getting better at it?
- **organisational** detail (eg assessment & monitoring, appraisal)
- gathering **evidence** & making **decisions**, taking **action**
- **your challenges?**

a key challenge is lifting performance for Māori

our system works well for many, but not for all

Ka Hikitia: recognition of **language, culture & identity** is key

NZC **principles** (excellence, Treaty, inclusion, community ...)



- analysing & using achievement **data**,
- working to change teacher **expectations**,
- choosing relevant & authentic learning **contexts**,
- creating culturally responsive & supportive **learning environments**
- listening** to what iwi want for their schools & their young people
- developing relationships to **work together**

what works well for Māori, works well for everybody

a key challenge is lifting performance for Pasifika

our system works well for many, but not for all



Pasifika Education Plan 2009 -2012

goals

- strong **learning foundations**
- literacy & numeracy** achievement
- achieving & leaving school with **qualifications**

actions

- effective teaching** (responsive to cultural backgrounds)
- parents, families & communities** (actively involved)
- strong **governance & leadership** (understands Pasifika requirements, tailors approaches)

what works well for Pasifika, works well for everybody

Vision

What we want for our young people



“confident, connected, actively involved,
and lifelong learners”

The New Zealand Curriculum, page 8



‘Kia tū tangata te ākonga
- students achieving their full potential’.

