

The New Zealand Curriculum: Draft for Consultation 2006

Impact of the Feedback on the Final Curriculum

Report prepared for the Ministry of Education

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Introduction

Much work has already been completed in the development of the Draft New Zealand Curriculum. In depth research has been undertaken, including substantial New Zealand research such as *The Best Evidence Synthesis* (2005) and the *Curriculum Stocktake* (2002). At the same time, the framework for the curriculum has considered best practice in other parts of the world, for example in the establishment of Key Competencies based on OECD research defining and selecting key competencies (DeSeCo).

In addition, the Ministry of Education has undertaken an extensive period of co-constructing the new curriculum. There have been extensive opportunities for discussion through online forums, working groups, and in the latest iteration, the chance for all to give feedback in written form.

This report provides a pragmatic summary of the feedback, through the eyes of a practitioner. In compiling this report the writer has read and analysed the summaries of the consultation findings, referred to the actual submissions as necessary, and also drawn on reports written by experts charged with reviewing the direction of the new draft New Zealand Curriculum. Specifically, the documentation reviewed was:

Colmar Brunton (2007). *Summary of findings from feedback questionnaire*. (Referred to as CB).

Ferguson, S. (2007). *Commentary on The New Zealand Curriculum Draft for Consultation 2006*. ACER. (Referred to as ACER).

Le Metais, J. (2007). *Critique of The New Zealand Curriculum: Draft for Consultation 2006*. (Referred to as LM).

Lift Education (2007). *The New Zealand Curriculum Draft for Consultation 2006: Analysis of long submissions*. (Referred to as Lift 1).

Lift Education (2007). *The New Zealand Curriculum Draft for Consultation 2006: Analysis of long submissions – Draft supplementary report*. (Referred to as Lift 2).

The report is divided into seven sections:
































- *Significance of the issues raised* – this section identifies some of the major themes from the consultation documents and seeks to identify those of greatest significance.
- *Implications of the issues* – this section identifies the strengths, weaknesses, opportunities and threats identified and discusses some of the potential risks that must be considered.
- *Suggestions as to the nature, scope and extent of the changes* – this section provides general detail of the suggested changes.
- *Specific areas where you think changes should be made to the draft* – this section identifies specific feedback under each heading of the draft document.
- *Implications for school based implementation* – this section suggests areas where schools may need further support in order to implement a school-based curriculum.
- *Impact on learning and teaching* – this section identifies some of the impacts mentioned (rightly or wrongly) in feedback.
- *Summary of substantive recommendations* – this section lists the key recommendations of this report.

Significance of the Issues raised

The Colmar Brunton and Lift summaries identified some major themes from the consultation. The Colmar Brunton Report provided quantitative data based on the feedback questionnaire. The summary of the long responses (Lift) provided more detailed qualitative analysis regarding significant issues and this was further developed through feedback from the two critiques of The New Zealand Curriculum Draft (Le Metais and ACER).

This information has been collated to establish common themes from the reports, as shown in Table 1. Significance has been determined by considering the number of times a point was raised, the effect on curriculum change, the effect on people and polarisation (e.g. strong feelings for and against). The themes identified are not curriculum based, as these are covered later in this report. Rather, they are over-arching themes that may or may not be evident in enough detail within the draft document.

Table 1 Common themes identified from the feedback

	Colmar Brunton	Lift	Le Metais	ACER	
					Strong 
Sustainability/Environmental issues					Medium 
Treaty of Waitangi/Maori					Weak 
Global community					
Links to Te Whariki					
Economic focus					
Multicultural/Pacific/Asian					
Inclusion and equity					
ICTs, e-learning and future focus					
Civics and citizenship					
Spiritual/religion					
School-based flexibility					
Assessment					
Lack of coherence					

The significant issues raised most commonly are shown in bold type. They are: Assessment; Treaty of Waitangi/Maori; ICTs, e-learning and future focus; Global community; Lack of coherence; Multicultural/Pacific/Asian; Civics and citizenship; and Sustainability/environmental issues. Assessment and lack of coherence involve more of the implementation of the curriculum and will be covered in detail later in this report.

Treaty of Waitangi/Maori

The lack of inclusion of Treaty of Waitangi, biculturalism and Maori concepts was the most common theme. Maori kupu and concepts should be used more explicitly throughout the document and further reference to these ideas made in the Learning Areas.

ICTs, e-learning and future focus

These ideas need to be strengthened in the curriculum in a more integrated manner. At present there are stand-alone sections on e-learning and lack of reference to digital technologies and media in some of the relevant Learning Areas. As technologies continue to develop there is a need for teachers to have a better understanding of possible futures and to be able to work in more innovative ways, and this also needs strengthening.

Global community

The global community and the importance of New Zealand in the world were also reflected in several of the reports. This should be strengthened in the document.

Multicultural/Pacific/Asian

This needs to be strengthened throughout the document to acknowledge the increasing diversity of New Zealand culture and, in particular, our strong links to the Pacific and Asia.

Civics and citizenship

There was a push to ensure a balance between collective responsibility and individualistic ideals, with some respondents suggesting that there was too much focus on economics. This requires little change other than a clear reference to the importance of community responsibility. This could also strengthen the notion of inclusion and equity, with one clear message that covers aspects such as gender, race, disabilities and non-discriminatory principles in general.

Sustainability/environmental issues

Sustainability/environmental issues featured often as a theme in the Lift reports and were also commented on by Le Metais. Given the growing national and international discussions about sustainability (such as global warming) this should be strengthened in all parts of the document. Professional development and support needs to be provided in this area because of its increasing importance both locally and globally.

The most significant issues can be addressed in a variety of ways, with some needing more input than others. Table 2 outlines the themes identified and assesses the implications in terms of the type of support needed.

Table 2 Implications to strengthen significant themes

	PD needed	Guidance for teaching	Resourcing	Strengthen curriculum	
					Strong ●
					Medium ●
					Weak ○
Assessment	●	●	●	●	
Treaty of Waitangi/Maori		●		●	
ICTs, e-learning and future focus	●	●	●	●	
Global community				○	
Lack of coherence	●	●		●	
Multicultural/Pacific/Asian			●	●	
Civics and citizenship				●	
Sustainability/environmental issues	●	●	●	●	

A description of the four types of support needed are as follows:

- *PD needed* – more professional development will have to be introduced for the development of this theme.
- *Guidance for teaching* – support material will need to be developed to help scaffold this area.
- *Resourcing* – extra personnel or funding will be needed.
- *Strengthen curriculum* – indicates that the theme needs to receive greater focus and/or clarification in the final document.

Implications of the issues

The CB report indicates that the “main objection to the overall intent and direction of the document is that it is too vague, too open to interpretation, and doesn’t specify what is compulsory”. This is supported by the identification of significant themes on the previous pages. These matters need to be addressed if The New Zealand Curriculum is to be implemented successfully. It is all very well having a document that is easy to read, but unless teachers feel confident that they can implement it, there will be limited buy-in, especially from the secondary sector. Table 3 summarises findings from the feedback.

Table 3 SWOT Analysis

Strengths	Weaknesses
Overall intent and direction is generally supported.	
Document is easy to understand.	
Document is considered useful for curriculum design, especially key competencies (82%) and Designing a School Curriculum (68%).	21% believe the section on Designing a School Curriculum is not useful (31% of secondary).
86% believed the document would have an impact on the ongoing development of curriculum in their schools.	Secondary feel constrained in development due to perceived constraints of NCEA.
	82% perceive moderate to major challenges in implementation due to resourcing, NCEA and willingness of teachers to change.
Learning area descriptions generally perceived as catching the essence of the curriculum area.	Secondary express less agreement, particularly in science, technology and learning languages.
Achievement objectives are stated in a way in which teachers and students are likely to find useful. Agreement ranged from 82% for Maths & Statistics, and Health & Physical Education, to 68% for Learning Languages and 53% for Technology.	Significant proportions of secondary teachers do not think the achievement objectives are useful for many of the learning areas. For example: For Science and Technology 58% and 66% respectively do not think the achievement objectives state student outcomes in a way that will be useful. Similarly, for Maths & Statistics, and Social Sciences, 45% disagree that the statement of outcomes are useful. Nearly half (49%) do not think the Learning Languages achievement outcomes are useful.
	Document is not detailed enough on the how to implement a school curriculum.
Opportunities	Threats
Personalised	Lack of consistency across schools seen by some as reducing quality of education.
Flexible	Lack of buy-in from secondary schools.
Holistic and integrated	Schools not provided with support.
Reduces pressure for ‘coverage’.	Lack of clarity re key competencies and achievement objectives.
Teachers’ professional judgement valued	Learning essence statements and areas not developed.
Allows local variation.	

The risks of not making the changes needed must be addressed in order for the strengths and opportunities to be fully developed. There is a real tension, in particular, between the opportunities and threats, as to some extent these reflect differing viewpoints about the nature, purpose and scope of the NZC. The following summary of the main implications includes mitigations for each of these risks.

Table 4 Risk Analysis

Risk	Implication	Mitigation
Lack of direction provided to schools.	Schools will not buy into the new curriculum and implementation will be haphazard.	Provide clearer direction in the document, especially in the <i>Designing the School Curriculum</i> section.
Lack of buy-in from secondary schools.	The changes will only take place in primary schools.	Provide extra change management resourcing and support to secondary schools.
Schools are not provided with support.	Change occurs haphazardly and schools feel overwhelmed.	Develop supplementary resources and stories of how schools have moved forward. Provide clear timelines and develop strong support networks.
Connection between Key Competencies and Achievement Objectives is not clear.	These are developed in isolation and increase workload.	Provide clearer links between these in the document.
Learning Essence Statements and areas are not developed in enough detail.	Confusion about what to teach and dissatisfaction with content.	Revise learning Essence Statements and areas based on common themes, paying particular attention to Learning Languages and Technology.

There is a fundamental tension between the establishment of new pedagogical ideas such as Key Competencies and overarching Essence Statements with the continuation of Achievement Objectives. This appears to be trying to rebuild the notion of curriculum while still holding onto what we had before. In putting together the final version of the NZ Curriculum the Ministry of Education will need to consider how much it is prepared to move forward. The pull back to what has been in the past is strong from some quarters, while others are wanting greater change. The challenge is to think of the future needs of our children and take action accordingly.

Suggestions as to the nature, scope and extent of the changes

The nature, scope and extent of the changes were identified from the previous sections, taking into account those changes that would have the most impact. Previous sections identified major and minor areas of impact. This section provides general detail of the suggested changes. Specific details of changes will be covered in the next section. Changes are prioritised with the most important items being listed first.

Provide greater clarification

Section 1, *Significance of the issues raised*, identified respondents' concerns regarding lack of coherence in the document. There is greater clarification needed between Vision, Values, Principles, Key Competencies and Learning Areas. It is also important, once changes have been made, to check that each Essence Statement links well to the Achievement Objectives.

The other area that needs further clarification is assessment. While the section *Planning for Purposeful Assessment* provides direction there is a greater need to clarify Year 11-13 assessment; the role of external exams; and the role of assessment in areas such as the Key Competencies.

Provide greater scaffolding

For some, the document is seen as not being detailed enough to enable schools to design a curriculum and they request more 'how to' instructions and detail. Not surprisingly therefore, the least useful and least understood section in the document is *Designing a School Curriculum*. Comments such as "Too vague/ not prescribed enough/ too open to interpretation/ doesn't tell what to teach/ doesn't tell what is compulsory/ no examples" (CB, p.29) explain some of these concerns. However, it is this section of the new curriculum that provides the most movement forward so it must not be watered down.

There needs to be more explanation about how the Key Competencies will guide teachers to develop these in their students.

Provide ongoing dialogue

Once finalised, a report should be written outlining key findings and how decisions were reached. For example, the public should know that the key competencies section received the largest number of comments (80). Some indication of the changes made and the rationale behind these changes would be useful. It is not possible to respond to every personal suggestion so it needs to be clear that the Ministry of Education responded by pulling trends from the data, and by asking a wide range of people to be involved in synthesising the data. Keep the process transparent, in line with the current excellent practice of co-constructing the curriculum.

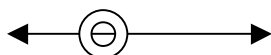
At the end of the next iteration it is suggested that the document be read from the perspective of different filters such as disabled learners, special character schools and Kura Kaupapa to ensure that the document applies just as easily to them. A number of respondents have commented from their particular area of passion and it is not possible, or productive, to insert all these separate groups into the document. It is important to see that their general needs are met within the wider context of The New Zealand Curriculum.

Specific areas where you think changes should be made to the draft

The specific areas identified for change are summarised under each heading of the draft document. Identified changes are as a result of synthesising the feedback from the reports provided. The explicit comments made under each of the Achievement Objectives for each learning area have not been focussed on as they should be reviewed by the curriculum reference groups for the relevant learning area. Any general themes have already been covered in the earlier parts of this report, so are not reiterated in this section unless they have a special relevance.

Overview

minor changes required



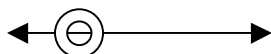
significant changes required

Consider the inclusion of an overview diagram showing the relationship between the various elements of the curriculum, to help clarify how The New Zealand Curriculum fits together (see LM Appendix for an example). Alternatively, clarify the current diagram by showing a clearer difference between the Principles and Values and identifying the Learning Areas more clearly, as not all are aware that the colours circling the Key Competencies represent Learning Areas.

Look at Vision, Principles, Values and Key Competencies sections that follow in terms of ensuring they relate to each other in an holistic way. This includes consistency of style and terminology.

A Vision

minor changes required



significant changes required

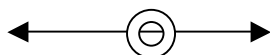
This section was seen as having a perceived economic focus. Rather than remove or diminish this focus, it is suggested that other aspects of *Vision*, as mentioned below, are strengthened.

The role of the community in education – Under *Connected* reference could be made to being a valued member of a community.

A greater emphasis on sustainability and the environment – there is a need to comment on the place of young New Zealanders in the global community (ACER). Under *Actively Involved* add a reference to global community/citizenship. *Confident* could be extended to be “Positive in their own identity, health and well-being.”

Principles

minor changes required



significant changes required

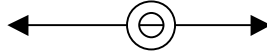
Extend the Principles by separating *Connections* into *Relevance* and *Partnership*; separating *Equity* into *Diversity* and *Equity*; and the addition of *Lifelong Learning*. See LM, pp. 12-13 for details.

Ensure consistency. Start all Principles with the same sentence starter, “All students *experience a curriculum that...*” as suggested by Le Metais.

ACER suggests making a stronger link between this section and the section on the school curriculum, and to mention assessment in this section. This may help meet the needs of the two identified themes of clarifying assessment and lack of coherence.

Values

minor changes required



significant changes required

Clarify the role and scope of values, how they were developed and their place in the whole document. My understanding is that this section is not suggesting that the school's role is to teach values, but rather that these underpin the curriculum. A longer opening paragraph should clarify expectations.

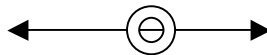
There was some debate as to whether the values mentioned were reflective of the views of the community, or whether they were “middle class pakeha values.” The opening paragraph could make it clear that other values may be identified by the school community, that is, “the values are not exhaustive and schools and communities can add other values that are important to them” (Lift 1, p.50). Alternative wording is provided by Le Metais (p.7).

Review the lack of reference to the Treaty of Waitangi/ bicultural society and environmental sustainability in this section.

Consistency of Language. Le Metais' suggestions for redrafting (p.6) make good sense and should be adopted.

Key competencies

minor changes required



significant changes required

Although there were many suggestions for additions and alterations to the Key Competencies many of these were individual suggestions rather than common themes, and many of these suggestions were covered already from a broader perspective. There are some adjustments to content that could be changed.

Content

In *Participating and Contributing* include ‘social, physical, *natural* and economic environments’ so that this better covers natural systems. In terms of sustainability and social action, some of the suggestions of wording in Lift 2, p. 12-23 could be adopted.

Managing self could make better reference to managing physical health and wellbeing. This would strengthen the ‘body smart’ aspect of the competencies.

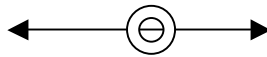
A reference linking the Key Competencies to *Te Whariki* could be included in the opening paragraph.

Clarity

The need to explain the relationship between the Key Competencies, Designing a School Curriculum and Assessment has already been identified. Further scaffolding of this could be placed at the end of the Key Competencies list on page 12.

Learning Areas

minor changes required



significant changes required

Clarity

The first page could contain more explicit information such as:

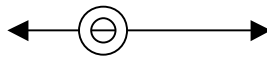
- whether all learning areas are mandatory across the years of schooling (ACER);
- the relationship between the Achievement Objectives and NCEA standards;
- the role and balance of the Learning Areas in the curriculum;
- the importance of integration rather than separate silos of learning;
- a reference to ICTs and their use; and
- links to the Key Competencies (see below).

Links to the Key Competencies

LM suggests that each section for each of the learning areas should have a new section added – ‘How XXX contributes to developing the key competencies’. This would help schools to scaffold as this is an area of unease at present. Alternatively, this should be provided in supplementary material available to schools at the same time as the new curriculum.

Arts

minor changes required



significant changes required

Format

Include *Why study the Arts?* to be consistent with other learning areas.

Clarity

Add a statement regarding how the four disciplines should interact, be taught and balanced. Teachers are unclear as to what is required and how flexible this curriculum is, or should be.

Content

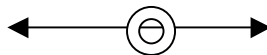
Drama was seen by some as being too practically based. This should be referred back to the Arts Reference Group for comment.

There was also considerable debate about the use of the *Sound Arts – Music* discipline. Supporting material from the Arts Reference Group could outline why this discipline has undergone a name change.

ACER referred to the fact that the *Arts* curriculum makes no mention of the use of ICT or of the emergence of multimedia as a new discipline. This should be referred back to the Arts Reference Group for possible inclusion.

English

minor changes required



significant changes required

Clarity

The heading *What is English About?* is not widely supported: “not convinced...bland...few inspiring principles...reductivist and simplistic” (Lift 2, p.34) being some of the comments made. This needs to be revisited.

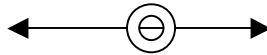
Content

The English Reference Group should consider any changes based on consultation responses, such as:

- the place of spelling, handwriting and grammar; and personal reading;
- the inclusion of Literature, including the importance of New Zealand Literature and Maori Literature; and
- a clearer description of where digital literacy belongs.

Health and Physical Education

minor changes required



significant changes required

Format

The Rationale should proceed the structure, as identified by Le Metais. Her other recommendations for this Learning Area (LM, p.8) should also be adopted.

Clarity

The Essence Statement was seen by some as being too complex and not user friendly, needing reworking. In particular, the relationship between the three subjects, especially Home Economics, is not well explained. “For example are some strands to be a focus for some subjects or is it expected that all subjects should address all strands?” (ACER, p.5). Define this relationship more clearly.

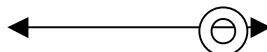
Content

The Health and Physical Education Reference Group should also review the content of the Learning Area based on feedback, including the lack of reference or depth in the document to:

- outdoor education or EOTC;
- food, nutrition and lifestyle; and
- drug education.

Learning Languages

minor changes required



significant changes required

This curriculum area received the strongest criticism and needs to be reworked significantly, taking into account the following feedback:

Format

Shift the second paragraph under *What is learning language about?* to the rationale section (LM, p.8).

Clarity

There was a suggestion that the Essence Statement should make it explicit about the voluntary or compulsory nature of *Learning Languages*. Comments included, “What does voluntary mean? Can you opt out? Put in what must be offered Y7-10. Is it at the discretion of schools? How many languages? Should any languages be prioritised eg PI, Asian?” (Lift 2). This is identified as a major issue in all of the reports.

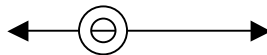
The role of Te Reo Maori needs to be more clearly defined and given higher priority either here or alongside English. Perhaps a Treaty of Waitangi section for Maori could be included.

Make the place of New Zealand's other official languages, Te Reo Maori and New Zealand Sign Language, more explicit. "It is not clear whether all three official languages – English, Te reo Maori, and Sign Language – and other 'international' languages were required to be taught" (Lift 2, p.45).

Terminology also needs to be more clearly defined, as there is confusion over meanings such as first language, second language, heritage language, mother tongue and English. This is especially the case given the increasing complexity and diversity of New Zealand culture and languages spoken in the home environment.

Mathematics and Statistics

minor changes required



significant changes required

Consistency

Check that the Essence Statement (which has process/inquiry based flavour) and the Achievement Objectives (which have a structured behaviourist approach) match (Lift 2, p48).

Clarity

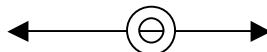
Provide a clear rationale for the change from *Mathematics* to *Mathematics and Statistics* in supporting information or FAQs, as this has attracted many comments in the feedback. Also include the rationale for combining geometry and measurement.

Content

The Essence Statement should make explicit reference to the role of ICTs in this Learning Area. The Mathematics and Statistics Reference Group should consider whether money and estimation should be mentioned in the document.

Science

minor changes required



significant changes required

Format

Concerns were expressed about the *How is the learning area structured?* section, in terms of the five strands. The recommendation that *Nature of Science* could be woven into the conceptual strands, rather than standing alone (ACER) should be referred back to the Science Reference Group for consideration.

Clarity

The Science Reference Group should check that:

- the aims and philosophy of each strand are consistent; and
- there is enough scaffolding for secondary years in terms of achievement aims, physics, chemistry, biology, agriculture and horticulture. Comments indicate that there is a greater need for supporting documents in this curriculum area.

Content

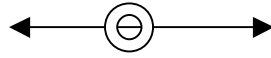
The Science Reference Group should:

- re-examine the purpose and nature of *Nature of Science* based on feedback;

- review the use of the term ‘cyclic’ in *Planet Earth and Beyond*; and
- explore the perceived lack of inclusion of practical investigations and technology.

Social Sciences

minor changes required



significant changes required

Clarity

There may be a need to clarify the social inquiry process and its place. Are there other approaches (such as Values Exploration and Social Decision-making), particularly in Geography that are also appropriate? Provide a greater opportunity for multiple methods rather than one way of learning (Lift 2, p.61).

Further clarification is also needed regarding the development of achievement objectives for the senior subjects such as classics and sociology (LM).

Content

In this Essence Statement there should be explicit reference to the Treaty of Waitangi and the tangata whenua (see suggestions in Lift 2, p.57).

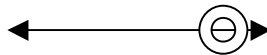
There were concerns about the Economic World strand and its fit in Social Sciences. The Social Sciences Reference Group should articulate in FAQs why this has been included.

The Social Sciences Reference Group should also explore concerns raised whether the settings are too New Zealand focussed and whether there needs to be more global emphasis and recognition of the international influences on life in New Zealand.

Strengthen civics and citizenship, especially in *Identity, Culture and Organisation* strand (ACER).

Technology

minor changes required



significant changes required

Clarity

The Achievement Objectives for *Technology* must be completed, to alleviate concerns expressed about the lack of clear definition in this Learning Area.

The Essence Statement should indicate more clearly the relationship between the strands and whether these three areas need to be covered in one year. There is a significant difference between the old *Technology* document and the new statement so requirements need to be specific and support material developed.

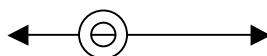
Content

The Technology Reference Group should consider:

- Whether there is a need to place more emphasis on practical skills, without reducing the future focussed direction of this Learning Area. This follows comments that technology education does not just refer to employment opportunities that are enterprising and innovative by nature.
- The role of ICT, computing, information management, and graphics.

Effective Pedagogy

minor changes required



significant changes required

Content

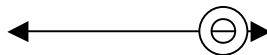
“The notion that effective pedagogical practices should be informed by assessment, both for planning effective programs that meet the needs of the individual students and for evaluating the effectiveness of learning programs, should also be included here” (ACER, p.7). Provide a statement regarding the link between effective pedagogy and assessment.

Format

There is a greater need to define e-learning and to ensure that teachers understand that e-learning is not ICTs nor just about computers. Le Metais comments that, “the presentation of e-learning as a separate, rather than integral, part of the teacher’s pedagogical resource is not in keeping with current educational practice” (LM, p.5). While I agree that this should be embedded throughout the document, it does also need to be made explicit to ensure that teachers understand its clear links to pedagogy.

Designing a School Curriculum

minor changes required



significant changes required

Clarity

There were concerns expressed about the workload involved with re-writing everything to establish a school curriculum. Schools were unsure how to find out about the shared values and beliefs of the community and how much input was expected from the community in terms of curriculum design. Supplementary documents and resources should give clear examples and ideas to scaffold this for schools.

The examples of significant themes can be daunting, in that schools do not know what is then expected of them and how this ties in to the Vision, Principles, Values, Key Competencies and Learning Areas. ACER comments that *Designing a School Curriculum* provides little advice about *how to* put the curriculum together. Nor does it make clear if schools need to plan for all aspects such as values, outcomes, key competencies, purposeful assessment and coherent pathways. “The idea of basing planning on the analysis of evidence is laudable but what evidence is recommended? Is it the results of assessments of students learning, student and community satisfaction surveys, or some other matter?” (ACER, p.8). This whole section needs to be strengthened considerably.

The diagram showing the link to the Schooling Strategy and National Education Guidelines does not add clarity.

More examples of globalisation and critical literacies should be provided to make it clear that the themes suggested are not exhaustive or compulsory.

For schools that have taken a discipline-based approach rather than a cross-curricula approach it will require significant effort to plan across Learning Areas. Again, this will require professional development and support for schools.

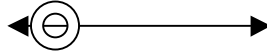
Content

Le Metais refers to the *Curriculum Stocktake Report* as recommending “that the curriculum statements should be revised so that they better reflect the future-focussed curriculum themes of

social cohesion, citizenship, education for a sustainable future, bicultural and multicultural awareness, enterprise and innovation, and critical literacy”. While these are identified in this section of the document these links are less clear in the Achievement Objectives.

Planning with a Focus on Outcomes

minor changes required



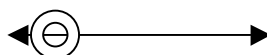
significant changes required

Clarity

There is agreement with viewing each child’s success as more important than the covering of particular Achievement Objectives but then confusion arises about what is expected in terms of Learning Areas and the Achievement Objectives of each Learning Area, for example, “What is the purpose of achievement objectives if schools have the freedom to develop their own? (Lift 2, p.74). This needs to be clarified. Include as a FAQ.

Planning for the Development of the Key Competencies

minor changes required



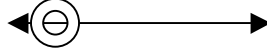
significant changes required

Clarity

Respondents expressed concern that Key Competencies will be assessed, hence adding another layer of assessment, and increasing workload. Make this more explicit. Make the relationship between Key Competencies and Learning Areas more explicit (ACER).

Planning for Purposeful Assessment

minor changes required

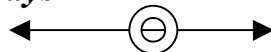


significant changes required

No changes suggested.

Planning for Coherent Pathways

minor changes required



significant changes required

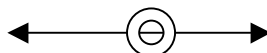
Clarity

ACER suggests the development of a supporting document “showing how this might be implemented, or a series of case studies could prove useful for schools. This could include transition documentation showing what accompanies students as they progress from school to school or even for learning area to learning area”(ACER, p.9).

Le Metais suggest that the explanatory sentence should read “The diagram suggests how the key competencies of the NZ curriculum align with those of Te Whariki and with the proposed tertiary development” (p.5). This seems to provide a clearer focus for the diagram.

Achievement Objectives by Level

minor changes required



significant changes required

Format

More information could be put on this page so it is better linked with the previous sections and its place at the end of the document is more clearly defined.

Clarity

This section should be prefaced with a description of the nature and purpose of the Achievement Objectives and the curriculum levels (LM, p.13). There were also questions raised about “What checks will occur to ensure each learning area is included and well taught?” (Lift 2, p.72). This is a real tension in terms of a traditional approach to coverage and could be reiterated on the opening page.

The Key Competencies have been placed in the section on Achievement Objectives for each curriculum area, almost as an afterthought. This needs to be changed as it lacks context in its current format. However, it is important to have these included somehow since they need to be maintained as a focus. Perhaps they could be woven into the sides of each page.

Content

There is a clear message that it is time for this ‘skid’ diagram to be revisited. Many parts of *the New Zealand Curriculum Draft* have moved forward but this diagram maintains an artificial construct of learning (see comments in Lift 2, p.79). This was especially noted given the Ministry of Education’s new focus on *personalised learning*. It looks as though this diagram has seen its day but what will it be replaced by?

Implications for school based implementation

The recurring theme throughout the feedback relates to the difficulty of implementation and helping teachers to scaffold new ideas.

Clarity (Sense making)

There are significant implications for schools in terms of the guidance given. The consultation indicated a clear need to provide more support about the ‘how to’, but at the same time any support developed should continue to allow, and encourage, flexibility to respond to school based curriculum needs.

Specifically, areas that need to be more explicit are mainly linked to the second part of the document, *Designing a School Curriculum*. Clarity and consistency in this second section are very important. There is a need to clarify the place of assessment and its role in the Key Competencies. ACER comments that the section on *Designing a School Curriculum* is too open and needs to provide more advice or examples. This will help schools decide what is the main driver of their curriculum, while still keeping track of the other axes. The relationship between, and place of, Key Competencies, Learning Areas and future focussed themes require clearer direction.

One suggestion to explain how schools can plan for integrated curriculum was to, under each Learning Area, suggest how the Key Competencies link, so they become more embedded in the Learning Areas. This would provide some examples in the learning areas about how these contribute to the Key Competencies.

The school based information needs to provide high quality examples and ideas for pathways shown. Specific ideas mentioned in feedback were:

- provide vignettes showing ways teachers have integrated curriculum (including Key Competencies);
- provision of exemplars and/or benchmarks;
- create a ‘Learning Area handbook’ (Lift Education, p.36) to help develop shared understandings. For example, in English “this would have such things as text, medium, mode, representational resource, meaning making etc.”;
- Ministry of Education could provide leading examples of the new curriculum at work; and
- provide ways of encouraging schools to share ideas rather than re-invent.

The Ministry of Education is already providing a range of materials on *Te Kete Ipurangi* and these must be developed further. This could include:

- adding to the FAQ on the website, using some of the specific questions that have been posed in the feedback. For example, one of the queries in the feedback was regarding the implications for families who want to opt out or home school;
- expanding the Digital Stories, especially for secondary schools; and
- ensuring that the guides currently being developed for schools (Vision; Principles and Values; Designing a school-based curriculum; Key Competencies; Learning Areas; Effective Pedagogy; and Assessment) carefully reflect the concerns expressed from the consultation.

Resourcing

There is a need for greater support in terms of resourcing schools. In some Learning Areas the need is greater, based on the fact that major changes have occurred in that Learning Area. This may mean that some of the changes need to be staged eg Learning Languages may take another year of development.

Workload may increase, especially in schools that have had less focus on cross-curricular approaches, in particular, high schools. Teachers with less expertise or experience will need to have clear guidelines for teaching provided (LM). There will be a need to strengthen teacher capability and develop in-school expertise.

Learning Languages was a particular area where resourcing was seen as a major issue. Respondents mentioned the need to review funding for employing language assistants and specialist teachers; the need for more professional development in this Learning Area; constraints of time, staffing and resourcing; the lack of competent, available, prepared teachers; and the place of New Zealand's three official languages in this Learning Area.

Technology – this Learning Area has changed substantially. As commented on by IPENZ (Lift 2, p.66) technology teachers have historically come from a crafts background. The new curriculum moves beyond this and, while not diminishing this focus, makes it clear that technology has moved forward significantly. There is a special need to extend professional development to resource technology effectively to meet the new curriculum requirements. The current workforce is not fully equipped to meet this curriculum and it may mean making greater use of community.

Mathematics and Statistics – “It is recommended that a glossary of commonly used mathematical terms be developed as part of the second tier material to assist in clarifying ideas such as the difference between rate and ratio” (Lift 2, p.48). Others suggest a support document to include suggested learning experiences. Another idea is to provide a list of supporting documents available. The problem is whether it is in the detail of the terms and knowledge or more in the implementation that people need help. This is common to all of the curriculum areas.

It is important to refocus current teaching in line with the changes, and for some this means significant change in behaviour. This needs resourcing in terms of more school-based coaching, particularly in secondary schools. Coaches selected need significant training in this role, including a clear understanding of the new curriculum. School leadership will also need significant support to ensure that the changes are implemented in schools, otherwise change will not occur.

Key Competencies

While many of the implications for schools to develop Key Competencies are also part of the *Clarity* heading there is a need to specifically mention this area because it received so much feedback in the reports.

Submissions indicate that teachers do not understand how to implement the Key Competencies. It needs to be explicit that the teaching of these can be *through* the Learning Areas. It also needs to be clearer whether these Key Competencies are the major driver of curriculum planning and what their relationship with the Learning Areas is. The relationship of values and future focussed themes to the Key Competencies and Achievement Objectives could also be clarified (ACER, *Le Metais*, p.8).

It needs to be stated that teachers are not expected to assess the Key Competencies. The feedback from the long submissions showed that this was a real concern for teachers. They are struggling with the whole notion of assessment, with some believing they will now need to assess these Key Competencies on top of everything else. Some schools were asking for benchmarks at each level or what the expectations would be. Schools will need time and support to understand and implement these. Again, FAQs could cover some of the questions about Key Competencies such as, “What will this look like in practice? How can these be taught and assessed?”

As already discussed, there is a need to provide more scaffolding in the document and supporting material.

Sector Differences

The consultation feedback highlights differences between primary and secondary schools. These sector based differences are in respect of both the framework and content of the NZC Draft. A number of secondary teachers and principals believe that NCEA will get in the way of developing the Key Competencies. Comments such as: “The onerous nature of moderation will be amplified in a system that will encourage extreme diversity” (Lift 2, p.24), and “Will NCEA change with the introduction of the new curriculum?” (Lift 2, p49) need to be answered.

Pre-service responses also seemed to be more negative, although it must also be remembered that the sample of respondents was smaller. Nevertheless, time needs to be invested in clear expectations for teacher training and the work undertaken with training teachers needs to be firmly focussed on the new curriculum.

Senior Secondary issues

A number of comments related to the lack of clarity for implementation of the new curriculum at the senior secondary level. This included the lack of guidelines for subjects such as classical studies (Lift 2, p.57), the lack of clear direction in senior science and the place of specialisation at Levels 6-8 of the *Technology* Learning Area. These need to be clarified.

Compliance Expectations

There was some concern expressed regarding levels of compliance expected from the Ministry of Education and the Education Review Office (ERO), for example in the comment “Do we need to cover all the contents? How do we know?”

The expectations of the Ministry of Education should be addressed through strengthening the document as per the suggestions made in this review. There must also be significant training in the NZC for the Education Review Office, not only in the document but also in how the School Curriculum may manifest itself in schools. If there is more flexibility in The New Zealand Curriculum, then it implies that ERO will need to be flexible in its approach. Variation in school-based implementation needs to be recognised.

ICT and Future Focus

The ACER report suggests more reference to ICTs throughout. As Le Metais points out, the initial recommendations from the *Curriculum Stocktake Report 2002* were made in 2002. Four years on

we have moved forward. By retaining the structure of the curriculum have we moved forward enough?

The possibility of updating the curriculum on an ongoing basis rather than every so many years should be considered.

Impact on learning and teaching

Feedback from the consultation indicates a wide range of viewpoints regarding The New Zealand Curriculum Draft. The impact on teachers and on schools will vary depending on the school's willingness to adopt the changes, hence the impact on learning and teaching will also vary. The curriculum will impact on learning and teaching, however, unless changes to teaching practices also occur and scaffolding for this is provided, the impact on learning will be limited.

It is of concern that only 45% of those surveyed by Colmar Brunton agreed that "The direction for learning set out in this document is just what NZ students need." This is even more apparent for secondary and pre-service. To have a major positive impact on learning and teaching, buy-in is needed from the compulsory sectors and from tertiary, especially pre-service education.

The key question regarding impact is, "How will we know what impact has been made?" Will it be measured in knowledge outputs, test results, in the building of the Key Competencies, the values, the future focussed themes or from learning stories provided by schools? In implementing this curriculum the Ministry of Education should be asking itself "In 2020, how will we know if the curriculum implemented in 2007 has had a positive impact on learning and teaching?"

Respondents made some comments regarding the impacts of the curriculum on learning and teaching. A summary of these is shown in Table 5.

Table 5 Impact on learning and teaching

Learning	Teaching
Students will have wider range of paths to follow.	More personalised so there will be a greater need to meet diverse needs of students and curriculum.
More global/less subject specific.	Less subject specific and more integrated so teachers will need to think across contexts and more globally.
Lack of consistency between schools	Harder to assess outcomes.
Students will develop stronger skills, attitudes and values.	Less direction for teaching will aid innovative teaching. For those teachers who are not global thinkers scaffolding will need to be put in place.

The comments represent some of the perceptions of those who will be implementing the curriculum. The major impact on learning and teaching is a greater flexibility for learning, which will potentially better meet the needs of individuals and allow teachers to be innovative. There is also the potential for the Learning Areas to become weaker, with both learners and teachers lacking direction. The final NZC Document must provide the clear direction that enables this first scenario to occur. The current focus on personalised learning is reflected in the following comment, from a RadioNZSunday Group Transcript:

In our discussions, both within New Zealand and internationally with OECD, that message about the importance of the personalisation of the learning is coming through very, very clearly. It's not OK just to have that sort of one model fits of all, but because you happen to be 14, that this is the Maths that you now need to know and this is the Social Studies and this is the Science, and because you're 14 you will do it now in this

way. It's not going to be good enough for our future, for our future world. The world will be different. We're going to need different ways to do it. So that is one that's coming through clearly, the personalisation (Gillian Heald).

(downloaded from www18/2/07 from

http://www.secondaryfutures.co.nz/matrix/2006/03/sunday_group_event.php

This requires adequate professional development, guidance for teaching, and resourcing for learning and teaching to be of the highest possible quality.

Summary of Substantive Recommendations

In summary, there are many recommendations as a result of the consultation. The following recommendations are taken from the key findings of this report. They do not seek to reiterate all the smaller points, but to recognise those larger themes that must be addressed. Details of each of these recommendations can be found in the body of this report.

Recommendation 1:

That the Treaty of Waitangi and Maori be strengthened throughout the document.

Recommendation 2:

That ICTs, e-learning and a future focus be integrated more fully into the document and guidance provided for its implementation.

Recommendation 3:

That multicultural aspects in The New Zealand Curriculum be strengthened and that adequate resourcing be provided for implementation, especially as it relates to *Learning Languages* (see Recommendation 5).

Recommendation 4:

That the economic focus of the curriculum be balanced by inclusion of greater reference to civics and citizenship; to the global community; and to sustainability and environmental issues.

Recommendation 5:

That the *Learning Languages* Learning Area undergoes substantial review.

Recommendation 6:

That the *Technology* Learning Area undergoes substantial review.

Recommendation 7:

That *Designing a School Curriculum* is rewritten to provide greater clarity.

Recommendation 8:

That supplementary resources are developed to add clarity and scaffolding for schools, with a particular focus on secondary schools.

Recommendation 9:

Provide clearer guidance in the implementation of the Key Competencies and their interaction with other areas of The New Zealand Curriculum, especially the Learning Areas; and that the role of assessment be clarified.

Recommendation 10:

That the curriculum reference groups analyse the feedback regarding their Learning Areas and make changes as deemed appropriate based on that feedback.