The New Zealand Curriculum Draft for Consultation 2006

Analysis of Long Submissions

Draft Supplementary Report

Prepared for the Ministry of Education

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CONTENTS

OVERVIEW

Comments relating to specific text

Illustration

- The illustration does not clearly describe the interrelationship between the **Principles**, **Values**, and **Key Competencies**.

  "The diagram seems to suggest that the Principles and Values provide a context for learning rather than an expression of identity and belief, and a guide for behaviour." (LML 40)

- The colours representing the different curriculum areas around the outside of the illustration look too separate. (CCE 19)

- Additional information is required to help readers understand the illustration. For example, it would be useful to name the eight learning areas as well as having the colour's around the outside of the illustration. (Mt Pleasant School 10; CCE 19; Queen's High School 95)

- It would be helpful to include more visual illustrations to help readers understand how the different aspects of the curriculum are connected. The submitter liked the use of the Te Whāriki and mussel shells in the old curriculum. (Mt Pleasant School 10)

- Remove **Vision** from the inner circle and replace with **Learner or Student.** (Greymouth High School 142)

Layout and language

Positive aspects

- The **Vision** is easy to understand. (Hampton Hill Primary School 16; Teacher Secondary 26; Karori West Normal School 74)

- "A suberb reflection of Hauora, making education holistic in every sense." (Teacher Secondary 26)

- Like the layout. (Karori West Normal School 74)

Concerns and recommendations

- The language is obscure and inconsistent with other parts of the draft. (WWF 9)

- Text is too bland. (Sacred Heart Girls' College 38)

- Repetition of concepts and words in the three sections is both helpful and distracting. It helps to reinforce the messages but there is danger that readers will

think they are re-reading the same material and become distracted. (University of Waikato 80)

A VISION

Comments relating to specific text

Opening paragraph

- The opening paragraph is too long. (Oamaru North School 138; Palmerston North Boys' High School 165)

  "The Vision is not encapsulated clearly. A simple pithy statement needs to be the focus of a vision. This will allow everybody to gain an immediate idea of what New Zealand compulsory education is trying to achieve." (Palmerston North Boys' High School 165)

- Suggest adding "…in New Zealand society *and contribute to the growth of its economy, and to the health and well being of people and the environment*…" (DOC 99)

- "…growth of its economy" is too narrow, suggest changing to "…*contribute to its development*". (Private Individual 158)

- The use of "potential". Suggest rewording as no one reaches their full potential. (Private Individual 1)

- Change to "*social* potential" (WWF 9; Connected Media Trust 51; Private Individual 75)

- Add "…growth of its economy *that considers the health and well-being of people and the environment*." (WWF 9; Private Individual 75)

- The opening paragraph could be strengthened by using the concepts of Hauora. (APIS 65)

- Use of the word "will" is too strong. (St Mary's School 23)

- Remove the term "transformation". (Oamaru North School 138)

- Add "…for further study, work, lifelong learning *and their career pathways*". (Greymouth High School 142)

- Include comment on respecting others. (Paraparaumu College 150)

- Add "…in helping *all* our young people…" (Unknown School 156)

- No need to include "further work and study". (Private Individual 158)

Confident

- The terms "entrepreneurial" and "enterprising" are very similar. A number of submitters suggest using one or the other. Some submitters suggested removing "entrepreneurial" as it has a narrow meaning and felt the term "enterprising" was

sufficient. Others thought both terms should be removed. One submitter thought the terms needed clarification. (Private Individual 1; Victory Primary School 7; Mt Pleasant School 10; CCE 19; NZEI 34; Business NZ 61; PPTA 83; Queen's High School 95; Tairei College 148; Private Individual 158; Palmerston North Boys' High School 165)

- Change "entrepreneurial" to "*innovative*". (Oamaru North School 138; Unknown School 156)

- Use of term "reliable" does not belong under **Confident**. (DCE 120)

- Include humility and compassion. (Maxim Institute 59; Peace Foundation 68)

- Change "Positive in their own identity" to "*Owning and knowing their own identity*". (Unknown School 156)

Connected

- Add a statement on multiculturalism. (Frankton Primary School 93)

- Add a statement on connections between people and the environment. (DOC 99)

- The heading is confusing and is defined differently under **Principles**. Suggest using the heading **Communicators**. (DCE 120)

- Change subheading to **Inter-connected**. (Connected Media Trust 51)

- Add "*Able to relate to local and global environments*". (WWF 9)

- Use "*relate with*" rather than "relate to". (Teacher Educator 20)

- Include ICT component. (Tapora Primary School 127)

- Clarify "others" (Unknown School 156)

- Change heading to **Communications**. (Private Individual 158)

Lifelong learners

- The term "creators of knowledge" is problematic. (Victory Primary School 7; Lake Taupo Christian School 37; Tairei College 148; Palmerston North Boys' High School 165)

- No mention of the joy of learning. (St Joseph's School 27; Maxim Institute 59; Frankton Primary School 93; Queen's High School 95; DCE 120)

- Expand to "*Be resilient seekers, users' and creators of knowledge to be thoughtful and active citizens.*" (Teacher Educator 66)

- Add "*caring thinking*". (Unknown School 156)

Actively involved

- Add "*caring*". (Mt Pleasant School 10)

- Add "*cultural*". (Connected Media Trust 51; Teacher Educator 66; Unknown School 156)

- Move **Actively involved** to the top to emphasise the importance of this competency.

  "Too many Schools do not value this (competency) and do not vary their style of teaching for the learner." (Teacher Secondary 26)

- Needs to be more focused on "learning to be actively involved in our/their communities". (Tapora Primary School 127)

- Add "*respect, integrity, relating well to others, and to have engaged community/parents*". (Tapora Primary School 127)

- What about special needs students? (Unknown School 156)

Illustration

Positive aspects

- Like the photograph. (WWF 9; RSNZ 48; NZAMT 58; Karori West Normal School 74; PPTA 83; PCE 103)

Concerns and recommendations

- Asian students are not represented in the photograph. (Parnell Area School 1; St Mary's School 23; LML 40; Private Individual 75; Newlands Primary School 144; Tairei College 148)

- Special needs students are not represented in the photograph. (Victory Primary School 7; CCE 19)

PRINCIPLES

Comments relating to specific text

Excellence

Positive aspects

- Like that **Excellence** is defined as personal excellence. (Marewa School, Te Awa School, and Nelson Park School 5)

Concerns and recommendations

- The term **Excellence** is problematic. (St Paul's College 17; CCE 19; HETTANZ 69; DCE 120; Unknown School 155; Private Individual 158; Unkown School 160; Palmerston North Boy's High School 165)

  "*Excellence is a value laden and potentially exclusive term and should either be replaced or qualified.*" (HETTANZ 69 p. 3)

- Is a School liable if it fails to deliver through its curriculum? Suggest replacing "empowered" with "*are to be equipped*". (Private Individual 1)

- Nothing to reflect special needs students. (Victory Primary School 7)

- Change the principle **Excellence** to **The pursuit of excellence**, in order to distinguish it from a value. (WWF 9; CCE 19; Private Individual 75; PCE 103)

- Excellence appears in **Principles** and **Values** sections. (Silverdale Normal School 11; NZAMT 58)

- Rather than "seek personal excellence" there should be a statement that says "*students are encouraged to perform to their potential*". (Palmerston North Boy's High School 165)

- Prefer **Achievement** rather than **Excellence**. (DCE 120)

- Add "seek *collective and* personal excellence *and celebrate the success of others*." (Private Individual 75)

- Change "seek" to "*aim*" or "*reach*". (Unknown School 156)

- Delete "and to seek personal excellence regardless of their Individual circumstances." Add "*and to reach personal excellence whilst overcoming life obstacles*." (Unknown School 156)

- Delete "regardless of their Individual circumstances". (Private Individual 158)

Learning to learn

Concerns and recommendations

- Add "…thinkers *and participants*." (WWF 9; Connected Media Trust 51; Private Individual 75)

- Change "enables" to "*gives an opportunity to become*". (St Mary's School 23)

- Add "*critical thinkers*". (HETTANZ   69; DCE 120)

- Prefer **Inquiry** rather than **Learning to learn**. (Peace Foundation 68)

- Some students are unable or unwilling to demonstrate the attributes outlined under **Learning to learn**. (Education Forum 82)

- The attributes are "new-age" and "politically correct". (Education Forum 82)

- Need to clarify the meaning of "creative" and "innovative". Is the meaning the same for both words or different? (Unknown School 156)

- Add "*metacognitive skills*". (Unknown School 156)

Cultural heritage

Positive aspects

- Support that the Treaty of Waitangi is implicit. (Silverdale Normal School 11)

Concerns and recommendations

- Needs to include the Treaty of Waitangi. (WWF 9; Mount Pleasant School 10; Silverdale Normal School 11; St Mary's School 23; Lytton High School 35; Cashmere High 44; NZAMT 58; NZCEO 64; APIS 65; HETTANZ 69; CPH 71; Private Individual 75; NZCER 78; HRC 81; PPTA 83; CCS 94; DOC 99; PCE 103; Unknown School 156)

- Need to include te reo Māori under **Principles**. (Raumati Beach School 46)

- All students not only those who identify as Māori "should have the opportunity to experience a curriculum that reflects and values te ao Māori." (WWF 9; Silverdale Normal School 11; CCE 19; Clyde Quay School 109; Raumati Beach School 46; Connected Media Trust 51; NZAMT 58; Teacher Educator 66; UNDESD 67; Peace Foundation 68; HETTANZ 69; Karori West Normal School 74; Private Individual 75; NZCER 78; HRC 81; PPTA 83; Queen's High School 95; Te Kaupapa Tikanga Rua 96; DOC 99, NZFGW 111; Education Consultant 116; DCE 120; Private Individual 158)

- Question whether the definition of **Cultural heritage** is correct. (Private Individual 1)

- More links required to the present and future not just the past. (Silverdale Normal School 11)

- Biculturalism and multiculturalism is not supported in the rest of the document. (CCE 19)

- Delete second sentence as it is redundant. (St Mary's School 23)

- Does not adequately address obligations under the Treaty today. (Cashmere High 44; DCE 120)

- Define "te ao Māori". (Unknown 156)

- Define "bicultural". (Unknown 156)

- Multicultural heritage is not acknowledged, only multicultural society. (Unknown 156)

- Requires a stronger statement about Māori in New Zealand society. (NZCER 78; Education Consultant 116)

Equity

Concerns and recommendations

- There should be guidance for teachers on the priority of cultures taught in the classroom. For example, Pacific Island communities in New Zealand, and the significance of New Zealand's trading relationship with Asia. (Private Individual 1)

- Add "*creeds*" to first sentence. (St Mary's School 23)

- Delete "affirmed". (St Mary's School 23; Raumati Beach School 46)

- Need to address "learning aspirations" as well as "learning needs". (Education Consultant 116)

- Make explicit that all programmes will be gender inclusive, non-racist, and non-discriminatory. (Private Individual 75; Clyde Quay School 109)

- Acknowledge the limitations of the principle of "equity". (Maxim Institute 59)

- Include a reference to all students being supported to reach their full potential. (CPH 71)

- Fails to address the concern that some cultural practices of students may hold them back in terms of their education. (Education Forum 82)

- Need to address sexual orientation and gender identity. (PPTA 83)

- Need to address special needs/disabilities. (Unknown 156)

- Intention is good but is it realistic? How can equity be recognised and affirmed in class? It is too idealistic. (Private Individual 158)

- Is it enough to recognise that diversity exists? (Private Individual 158)

- Learning needs of different cultures is not addressed. (Tapora Primary School 127)

- Difficult to address without funding and resourcing. (Oamaru North School 138)

Connections

Concerns and recommendations

- Add a comment about the interdependence of people and the natural world. (WWF 9; Connected Media Trust 51; Private Individual 75; DOC 99)

- Emphasise the importance of links to careers. (Business NZ 61)

- Add a comment about other societies and the global community. (Peace Foundation 68)

- The meaning of connectedness in **Principles** differs to the meaning in **A Vision**. There needs to be a greater consistency in these terms. (HETTANZ 69; Private Individual 158)

- Insert **Positive** before **Connections**. (CPH 71)

- Should also recognise that education challenges and questions the world the students live in and their community. (Education Forum 82)

- How will Schools engage the support of families and communities? (Unknown 156)

- "How can students make connections with the School if there are no connections? For example, Niuean students being able to have languages available to School." (Unknown 156)

- Change **Connections** to **Communications**. (Private Individual 158)

- Change to "*The experience of the curriculum will allow the students to make connections with their lives and engages the support of their families and communities*." (Oamaru North School 138)

Coherence

Positive aspects

- **Coherence** is a vital principle. (Maxim Institute 59)

Concerns and recommendations

- Add "*The New Zealand School Curriculum builds on the early childhood curriculum, and prepares students for national qualifications levels 1-3 and tertiary education.*" (Private Individual 1)

- Uses "coherent" in description of principle. Needs further explanation. (Teacher Secondary 26)

- Add "All students *will have a broad and balanced, integrated, holistic and seamless education* that provides…" (WWF 9; Private Individual 75)

- Amend to emphasise the importance of links to careers. (Business NZ 61)

- Assumes that all communities have a responsible attitude to curriculum decisions. (Private Individual 158)

- In most instances this does not happen because of the transition to Secondary. (Tapora Primary School 127)

- What does "range of coherent transitions" mean? (Oamaru North School 138)

Layout and language

- Need to define what is meant by principles and their role in the curriculum. (Private Individual 1; HETTANZ 69)

- Definition of principles is confusing. (DCE 120)

- Vague and meaningless. (St Paul's College 17)

Implementation

- More detail required on how the principles will be monitored and assessed. (Business NZ 61)

VALUES

Comments relating to specific text

Excellence

- Why is excellence at the top of the list? Is it a value? (Silverdale Normal School 11; NZEI 34; UNDESD 67)

- Add co-operation and collaborative excellence. (UNDESD 67)

- Problematic term. (HETTANZ 69)

- Replace with "achievement". (DCE 120; Unknown School 155)

Diversity

- Add "*creeds, beliefs, customs*". (St Mary's School 23; Lytton High School 35)

- This is not a value. (Private Individual 41)

- Is it a value or a principle? (St Joseph's School 27)

- Add "*gender identities and sexual orientations*". (PPTA 83)

- Potential unresolved tensions. If there is an uncritical acceptance of the diversity found in different cultures, languages and heritages, this can work against the common good. (Education Forum 82)

- Include diversity of environment and beliefs. (University of Waikato 80)

- Consider incorporating material from the draft National Statement on Religious Diversity. (APIS 65; NZCEO 64)

- Include students of differing abilities. (Private Individual 158)

Respect

- Add "*Respect for themselves, for others, for human rights, and for all living things*". (WWF 9; Connected Media Trust 51; Private Individual 75; PCE 103)

- Add "*for the environment*". (St Mary's School 23; NZAMT 58)

- Include "rule of law". (Private Individual 1; Karori West Normal School 74)

- Should be ranked above "excellence" in importance. (Sacred Heart Girls' College 38)

- Add respect for animal rights. (Karori West Normal School 74)

Equity

- "*Equity through fairness and social justice for all*". (WWF 9; Connected Media Trust 51; Private Individual 75; PCE 103)

- Incorrect definition of equity. (Private Individual 41; NZCER 78)

- Include social sustainability through quality relationships. (UNDESD 67)

- Add open-mindedness. (UNDESD 67)

- Should this be in this section? (Private Individual 158)

Community and participation

- Include social sustainability. (UNDESD 67)

- Add peace. (UNDESD 67)

Care for the environment

- "Sustaining the environment for the benefit of future generations of living things, including the earth and its interrelated ecosystems". (Connected Media Trust 51; NZAMT 58; Private Individual 75; PCE 103)

- Add "on which all life, including human, depends." Also include sustainability – care for a sustainable environment. (UNDESD 67)

- Delete this as it does not follow from stem. (DCE 120)

Through their learning experiences, students will learn about:

- "*Different kinds of values, such as moral, social, cultural, aesthetic, economic, and environmental values*" (WWF 9; Connected Media Trust 51; Teacher Educator 66; UNDESD 67; Private Individual 75; PCE 103)

- "*Their own values and those of their communities*". (University of Waikato 80; Frankton Primary School 93)

- Dot point 4 is a repetition of dot point 1. (St Mary's School 23)

- Delete "students will learn about" and replace with "*students may learn about*". (St Mary's School 23)

Through their learning experiences, students will develop their ability to:

- "…make ethical decisions and act on them *for the benefit of themselves, their community, and their natural world*". (WWF 9; Connected Media Trust 51; Private Individual 75; PCE 103)

- "Make effective life choices based on experiences". (Enterprise NZ 113)

KEY COMPETENCIES

Comments relating to specific text

Opening paragraphs

- First paragraph: Add "*local, national, global* communities". (Peace Foundation 68)

- First paragraph (insert the following text before the last sentence):

  "*Competencies contribute to students' ability to relate to wider society and the natural environment, work independently as well as cooperatively and collaboratively, consider and understand the impact their choices can have on themselves and others, as well as on the environment and future opportunities.*" (PCE 103)

- First paragraph: Delete "active" from the first line. (Unknown School 156)

- First paragraph: Add "*imagination*" to the last sentence. (Capital E 60)

- Second paragraph: Competencies are also developed as students deepen their understanding of content in learning areas. Make it clear that learners construct meaning individually, as well as socially. Effective pedagogy includes the teacher making evidence-based decisions about whether students' needs in a particular context are best met through opportunities to learn by themselves or in collaboration with others. (LML 40)

- Second paragraph: Add "*frequently*" to the first sentence. Opportunities to develop competencies also occur in private contexts. The second sentence is based on one situation. Some people adopt practices to avoid the errors of those closest to them or have beliefs contrary to those closest to them. **Managing self** and **thinking** may be developed outside of social interaction. (Private Individual 1)

- Second paragraph: "Opportunities to develop competencies occur in social, *environmental, cultural and economic* contexts." (WWF 9; Connected Media Trust 51)

- Third paragraph: Refer to page 17 of *The New Zealand Curriculum Framework* to re-work this paragraph. (Private Individual 1)

- Third paragraph: clarify "complex" and "things". (Unknown School 156)

Managing self

- Positive – self-motivation, fostering a "can do" attitude, goal-setting, planning, setting high standards for self, reduces co-dependencies, increased trust in School, ownership, positive self-image, recognises Individual differences, development of intrinsic goals. (Lytton High School 35)

- If a student doesn't know who they are, where they're from, and where they fit in … this document will not work for them. (Unknown School 156)

Context is everything

- Provide context to what you are managing, that is, transfer and apply skills over multiple settings and contexts. (CCE 19)

- Include a statement that key competencies must be assessed in context. (NZEI 34; Sacred Heart Girls' College 38)

- All actions whether based on knowledge, thinking, attitudes, values and ethics, emotions or motivation are totally dependent on context. Inappropriate thinking and actions in one context may be appropriate in another. (Educational Consultant 84)

- Learning in social context. Opportunities to be successful in a wide range of situations/social settings/workplaces/sports, etc. Sense of self within a community. (Unknown School 153)

- States the focus should be on New Zealand contexts. Most comments talk about needing an international focus. (Unknown School 160)

Role modelling

- Value "managing self" as an important capability. Christian values are the best foundation. Emphasise good role modelling by parents, teachers, community. (Totara College of Accelerated Learning 28; Lake Taupo Christian School 37; Sacred Heart Girls' College 38)

- Important to do the things rather than just teach them. Being the role model and intertwining with the values. (Belfast School 145)

Goal setting

- Goal setting for students needs to be more prominent. Need to learn to self-manage or cannot work in collaboration. Need specific instruction if not yet learned. Include in planning so it is specifically addressed. (Lytton High School 35; Unknown School 153)

Personal responsibility and accountability

- "They act appropriately and are aware of the effects that their words and actions may have on others *and on the environment. They take responsibility for their actions*." (WWF 9; Connected Media Trust 51; Private Individual 75; PCE 103*)*

- Fully support the concept that "managing self" should be seen as a key competency. Advocate increased emphasis on students developing the concept of personal responsibility – in regard to Individual behaviour, natural environment, and contribution to community. (Assembly of Baha'is 42)

- Give responsibility. Challenge – students take responsibility for their own emotional and social growth. Self-development, self-management and self-monitoring, become self-aware. (Unknown School 153)

- Include "*accountability*". (Raumati Beach School 46)

- A five year programme to develop the skills of managing self – more responsibility needed from senior students. (Glendowie College 137)

Competencies continue to develop over time

- Long-term goals: "It is about students *exploring (or developing)* who they are". People develop these concepts throughout life. (School of Education, University of Waikato 20; St Mary's School 23; Business NZ 61)

Spirituality

- Add a statement about developing one's own spirituality and one's own personal inner strength (which is broader than resilience). We consider that spirituality needs to be placed at the core of the curriculum. (NZCEO 64; APIS 65)

Accounting and Business

- Suggest adding this text: Students who manage themselves have "*the ability to make informed judgments and effective decisions about the use and management of money*". (Business NZ 61)

- Recommend a new learning area called business that incorporates accounting, business and economics. These three areas would incorporate enterprise and financial literacy. In relation to the key competencies, accounting and business (and the implied enterprise and financial literacy) provide opportunities for students to develop capabilities in a social context:

    "*Business and being enterprising is based on the principle of managing self and a 'can do' attitude. Business models are based on the ability to relate to others, and how business can contribute to the community's well being economic and otherwise*".

    "*Accounting allows learners to self-manage their financial resources. By living within their financial means and setting future financial goals they will plan and implement high standards allowing them to strive for financial security. Students develop a specialised language and use symbols to communicate and develop knowledge in a range of knowledge*". (Orewa College 97)

Suggested changes to text

- Replace heading **Managing self** with "*Building resiliency*". (CDHB 71)

- First paragraph: "Managing self involves *students developing* self-motivation*, acquiring* 'can do' *attitudes* and *an increasing* ability to *clarify their own personal goals, values and beliefs.*" (NZ Amnesty International School Curriculum Group 107)

- "*Managing self is about making good decisions whilst recognising that we are part of a wider interdependent world.*" (WWF 9; Connected Media Trust 51; Private Individual 75)

- Add "*self-assurance*" to the first paragraph and "*are likely to be*" to the second paragraph. (Private Individual 1)

- Change "high standards" to "*realistic standards*". Suggest adding "*with guidance/with mentor*". (St Mary's School 23)

- It is about students *developing a positive sense of identity/self*. (NZCEO 64; APIS 65)

- "It is about students knowing who they are, where they come from, where they fit in, *and where they are going*". (Greymouth High School 142)

- At the end of the first paragraph, add "*and what contribution they are capable of making.*" (PCE 103)

Relating to others

- First paragraph: "Relating *with* others …" (Private Individual 75; PCE 103)

- First paragraph: "Relating *positively* to others". (Taieri College 148)

- First paragraph: "Relating to others is about interacting effectively with a diverse range of people *and the natural world around them*." (WWF 9; Connected Media Trust 51)

- First paragraph: "Relating to others *involves listening to and caring for others*." "Negotiate" could result in settling for the lowest common denominator. We prefer students to communicate with a strong sense of self. (Totara College of Accelerated Learning 28; Lake Taupo Christian School 37)

- First paragraph: Add "*It also includes having the skills and processes to enable students to resolve conflict peacefully*". (Peace Foundation 68)

- First paragraph: "*appreciate and* listen actively". (Unknown School 156)

- Second paragraph: Reverse the order of the last sentence – "*co-operate*" before "*compete*". (Private Individual 1)

- Suggested addition: "*Students become increasingly able to make decisions on how to interact effectively and sensitively with people of diverse cultures and beliefs, in a range of formal and informal situations*." (NZ Amnesty International School Curriculum Group 107)

- When is it appropriate to compete and when is it appropriate to co-operate? State this more fully. (St Mary's School 23)

- *Te Whāriki* states that there is "a sense of responsibility and respect for the needs and well-being of the group, including taking responsibility for group decisions" (p. 70). When discussing **Relating to Others**, Early Childhood National Caucus did not find a sense of "others" as they knew it. (NZEI 34)

- Positive – Active listening, recognising and respecting different viewpoints, knowing when to compete and when to co-operate, being open to new learning. Negative – Need to include "respecting" different viewpoints. Can't always "negotiate" a middle ground. (Lytton High School 35)

- Explicit reference to relationship skills is missing. (NZAMT 58)

- There needs to be a culture of *real* balance, and kids allowing other kids to be themselves. Needs careful expression in the document. (Glendowie College 137)

- Include "*Respect*". (Unknown School 156)

Partnership

- All these skills need to be developed in partnership with other agencies, that is, the family and community – the onus should not only be on Schools. (Glendowie College 137)

- "Interacting effectively" is very important for Schools, particularly as more and more students have very few socialising skills. Concern that Schools are being asked to work with families but there is no responsibility for the parent end of the partnership. If we articulate the need for a partnership rather than being culpable we need the power to say how students relate. Schools should have the power to set how students relate to people while they are in our environment. (Cashmere High School 44)

Participating and contributing

- Positive – Encouraging active participation locally, nationally, and globally. Opportunity for group work, for example, technology or integrated learning. More contributions to whole School activities. (Lytton High School 35)

- Endorsed. (Unknown School 156)

- First paragraph: Add "*ideology*" or "*belief*" to the second sentence. (Private Individual 1)

- First paragraph: "learning, work *and* recreation". (School of Education, University of Waikato 20)

- First paragraph: "to respond appropriately as a group member". What is deemed to be an appropriate response? (PPTA 83)

- Second paragraph: Add "*beliefs*" to the second sentence. (Private Individual 1)

- Recommended alternatives for the final sentence:
  "They understand the importance of balancing rights, roles and responsibilities and *take action to ensure* the quality, *well-being*, and sustainability of social, *natural and built/physical,* and economic environments".
  "They understand the importance of balancing rights, roles and responsibilities and *taking action to ensure* the quality and sustainability of social, *natural and built, cultural* and economic environments". (WWF 9; Connected Media Trust 51; Private Individual 75; PCE 103)

- Final sentence: Add "*actively*" after "contributing". (Peace Foundation 68)

- Suggested addition: "*Students are able to participate effectively in groups, become competent in making opportunities for others to join in group activities, and are able to recognise that others may prefer to belong in groups which follow practices and beliefs which differ from their own.*" (NZ Amnesty International School Curriculum Group 107)

- Suggest adding this text: Students who participate and contribute "*understand the role that business, enterprise and innovation play in creating Individual and national prosperity.*" (Business NZ 61)

- There is a shift to defining participating and contributing as including activities outside School boundaries. Participation on a global scale, for example, online communities, diminishes our ability to protect our students from malicious influences. The Ministry of Education need to institute safeguards for our students. (Totara College of Accelerated Learning 28; Lake Taupo Christian School 37)

Thinking

- Applaud strong endorsement of "thinking" key competency. (Newlands Primary School 144)

- Support inclusion of "thinking" as a key competency. "*We see the development of the ability to independently investigate truth as essential for a society that seeks to rid itself of inherited prejudices. Thinking skills are essential for successfully coping with change and for unlocking the extraordinary capacities of the human mind.*" (Assembly of Baha'is 42)

- Is "metacognitive" helpful for readers or an example of educational jargon? (School of Education, University of Waikato 20)

- Students discover knowledge that already exists. Thinking gives scope for discerning between truth and opinion. Consideration of different learning styles encourages students to understand how they learn and this helps them to learn better. It is important to teach strategies for discerning between right and wrong

information. We reject the claim that all knowledge is good and just needs interpretation. (Totara College of Accelerated Learning 28; Lake Taupo Christian School 37)

- Positive – development of skills (critical thinking, reflective, problem solving). Negative – Presupposes a reasonable level of personal knowledge. Need to have had a range of direct experiences. Don't sacrifice content. A certain level of knowledge is necessary to understand and think critically. (Lytton High School 35)

Central to all competencies

- Prefer to see "thinking" as a cross-cutting competency, so there is less risk of Schools implementing "thinking programmes". (LML 40)

- Thinking is central to all competencies – DeSeCo Eurudice. (Education consultant 84)

Intellectual curiosity

- Endorsed. (Cashmere High School 44)

- Thinking is about more than intellectual curiosity – it also involves creativity, and it has social, emotional, and ethical dimensions. (Silverdale Normal School 11)

- More guidance as to what teachers need to do to develop key competencies in their students. What does intellectual curiosity mean? How is it demonstrated? Is it asking more questions? Is it about the quality of questions? (PPTA 83)

Creators of knowledge

- Unrealistic to expect students to be creators of knowledge – that process takes time and professionalism, which is beyond most students. Not appropriate for students as many are knowledge "gainers and users" but creating knowledge is too high level for primary and Secondary arena. (St Peter's College 39; Cashmere High School 44)

- The statement that students should be capable of "constructing knowledge" and become "active seekers, users and creators of knowledge" suggests an intellectual prowess not expected even of those at undergraduate level. (Education Forum 82)

Suggested additions and changes to text

- Like the idea that **Thinking** can be seen as a separate competency while also underpinning other competencies. Include "*caring thinking*" alongside creative and critical. (Mt Pleasant School 10)

- First paragraph: Cover the process of information skills – finding, analysing, interpreting, ordering, questioning, arguing, concluding, presenting, and evaluating. (Private Individual 1)

- End of first paragraph: Add "*It will remain incumbent on education providers to recognize that every student possesses an innate curiosity awaiting development. That realization requires active partnership with parents, caregivers, and extended family.*" (Peace Foundation 68)

- Second paragraph: Include "*making connections (establishing relationships), exercising imagination, willingness to experiment*". (Private Individual 1)

- Second paragraph: "Systems thinking" is a competency central to many learning areas, science in particular, and needs to be explicitly referenced in the **Thinking** competency. (WWF 9; RSNZ 48; Private Individual 75)

- Suggested additions to second paragraph: "ask questions, *draw connections* and challenge the basis of assumptions and perceptions *in a changing world. Their thinking contributes to a sustainable future.*" (Connected Media Trust 51)

- Add "*draw connections*" and "*in a changing world that will sustain people and other life*" to the final sentence. (WWF 9; Private Individual 75)

- Add "*make connections, consider the future* and challenge the basis of assumptions and perceptions*"* to the final sentence. (PCE 103)

- End of second paragraph: Add "*As students develop higher levels of thinking skills they will progress from knowledge to understanding which further leads to wisdom and new ways of looking at the world.*" (Peace Foundation 68)

- Include aspects of thinking important in other subjects, for example, generalising, visualising, and using multiple representations (mathematics and statistics). (AUT 24)

- Suggested addition: "*... using creative, critical and reflective processes to explore and question information experiences, ideas, and values. This competency can be well practiced in studies of people and their beliefs in a range of learning areas.*" (NZ Amnesty International School Curriculum Group 107)

- Thinking skills will be important in exploring religious diversity. Suggested addition: "*Students reflect on their own learning and beliefs, draw on personal knowledge and intuitions, ask questions and challenge the basis of assumptions and prejudices.*" (NZ Amnesty International School Curriculum Group 107)

Using language, symbols, and texts

- An important role of Schools as it teaches students to understand and use language and information. (Totara College of Accelerated Learning 28; Lake Taupo Christian School 37)

- Reflects the fact that the world is knowable. There is an objective reality and truth that can be ascertained through education. (Maxim Institute 59)

- This is the only area where the document talks about students needing specific help from their teachers: "For each learning area, students need specific help from their teachers." (Unknown School 156)

- Recognises rich and symbolic language of the arts learning area. Specifies movement metaphor which is good for drama. (Cashmere High School 44)

- This is a learning area which needs to be embedded in the learning areas and not assessed alone. (St Mary's School 23)

- Found the explanation for this competency to be convoluted, which seemed to defeat the purpose. (Mt Pleasant School 10)

Critical literacy

- Make explicit connections to the work in multiliteracies and critical literacy by people like Cope and Kalantzis (1995), Gee (1992), Kress (1990), Lankshear and Knobel (2003), and Luke and Freebody (1997). The fact that language can be used for different purposes and that we use it differently for different audiences is part of literacy understanding. (NZCER 78)

Mathematics

- To define mathematics as a language serves to confuse educational debate and public comprehension at a time when demand for clarity of expression and understanding of the curriculum is crucial. (SAATE 18)

- The necessity of moving to international terminology will require adjustments in derived documents and plans. Given the key competencies operate across the curriculum, and in all learning areas, we suggest an alternative to "mathematics". (RSZN 48)

- One learning area should not be singled out. Delete paragraph about mathematics. (University of Waikato 80)

- Are the statements about the language of mathematics consistent with the definitions of mathematics and statistics on page 19? (School of Education University of Waikato 20)

ICT

- ICT is now a key competency, not part of technology – a very good change. (Raumati Beach School 46)

- ICT is not only a financial issue but needs to be used appropriately. Research conducted by John Hattie shows that it has less impact on learning than good teaching – only "bells and whistles". (Cashmere High School 44)

- There are useful statements about using ICT throughout the document. However, the statement in this section places emphasis on communication and accessing information without reference to using ICT to manipulate information or create new knowledge. Add "*enhance their learning*" to the statement. (NZCER 78)

Suggested changes to text

- Amend title to **Using language, symbols, text, and technology** (Sacred Heart Girls' College 38). Not the best heading for this section. Problematic title because it isn't inclusive of both verbal and non-verbal communication. (University of Waikato 80)

- Include other forms of literacy. To avoid priority, provide an example from another learning area, for example, the arts. Delete the final phrase in the final sentence – end the sentence at "Curriculum". (Private Individual 1)

- First paragraph: Include "*composed and sung*" in the third sentence. (Unknown School 156)

- After first paragraph: insert the suggested paragraph[1]. Refer to page 10 of *The New Zealand Curriculum Framework*. (CCE 19)

- Second paragraph: Delete "to overcome barriers" in second paragraph. (School of Education, University of Waikato 20)

- Second paragraph: Move this paragraph to the end of the section. Avoid listing what competent users of language and symbols can interpret because the list is not broad enough. (CCE 19)

- Second paragraph: Add "*digital media*". (Connected Media Trust 51)

- Insert between second and third paragraph: "*Students will learn the complexities of body language in its social, emotional and cultural context. Students will learn that inappropriate body language can be a cause of conflict and can affect relationships between people and groups.*" (Peace Foundation 68)

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[1] Christchurch College of Education has drafted the paragraph in their submission.

- Fourth paragraph: Begin with "*Literate students are able to …*" Change "specialist vocabulary" to "*specialist language*". (CCE 19)

- Last paragraph: Expand the importance of literacy – the phrase "cannot be overstated" is bland and simplistic. (CCE 19)

- Cut and paste paragraph 3 from **Effective Pedagogy**. Include a sentence about the needs of new learners of English. (CCE 19)

- Fifth paragraph: "how to communicate *feelings*, knowledge and ideas". (Peace Foundation 68)

- Suggested addition: "*Developing students' competence in using a wide variety of forms of language and symbols to develop and communicate a variety of beliefs and ideas.*" (NZ Amnesty International School Curriculum Group 107)

- What is appropriate communication? Add to document. Text language not appropriate in formal situations – should be explicit. (Glendowie College 137)

Literacy in English

- Commend the reinforcement that English language is the medium for learning in the New Zealand Curriculum. This reinforces the need for all students and teachers to be literate in the commonly accepted language of instruction and mass communication nationally and internationally. (SAATE 18)

- Should literacy and literacy in *English* be emphasised more, given that its importance cannot be overstated? (Glendowie College 137)

- Specifically mention the needs of EAL students in this section.[2] (TESOLANZ 32)

Bilingual and multi-lingual competencies

- Good to see emphasis on literacy in English. Need to recognise the worth of literacy in te reo Māori. Te reo Māori is an official language. (Lytton High School 35; Auckland Catholic Diocese 96)

- Proposed amendments[3]: Recognise and value bilingual and multi-lingual competencies for the student's sense of self-worth and to encourage students to

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[2] On page 7 of their submission, TESOLANEW ZEALAND has provided a detailed recommendation.

[3] TESOLANEW ZEALAND has recorded these amendments on page 5 of their submission.

maintain and value their community languages and cultures. New Zealand's increasingly diverse and multi-cultural society is not sufficiently recognised in the curriculum. Insufficient value is placed on multi-lingual competencies that many students bring to the classroom. Recognise that some students may be able to perform many of the features of the key competencies, but do so in a language other than English. (TESOLANZ 32)

- The importance of literacy in any language, not just English, cannot be overstated. (Individual 49)

- We welcome the new and clear focus placed on students learning languages other than English. (Business NZ 61)

Layout and language

- We liked the way that the key competencies have been selected, arranged, and clearly explained. (Mt Pleasant School 10)
- Definitely in the right direction, the bullet points highlighted the importance to the reader and were a quick reference point, and the explanations were well written and easy to follow. (Hampton Hill Primary School 16)
- Useful to have **Key Competencies** on the page facing **Values**. (NZCEO 64; APIS 65)
- Easy to read layout. (Unknown School 160)

Implementation

- Schools will need time and support to understand what key competencies look like in practice. How can they teach the competencies and assess their development across the curriculum and over each student's educational lifetime? There is a risk that Schools will teach the competencies *in addition to* rather than *through* the essential learning areas. (LML 40)
- Need to identify how key competencies are integrated into the curriculum. (St Mary's School 164)
- Compared with *The New Zealand Curriculum Framework*, key competencies are less specific – challenges in transferring into learning opportunities. Provide overall guidelines of competencies at various levels, for example, expectations of managing self at Years 1, 4, 8, etc. (St Joseph's School 27; Business NZ 61)

- The challenge will be to work these skills into the School programme … all kids will be at different levels. (Glendowie College 137)

- Benchmarks – what achieving looks like at each level. (Unknown School 153)

Assessment

- Successful development of key competencies will be hampered by NCEA demands. The onerous nature of moderation will be amplified in a system that will encourage extreme diversity. (St Paul's College 17)
- Key competencies will be in every learning area but it is important that teachers are not expected to assess them. Inclusion of competencies as statements of intent is commendable. If these are taught and measured as quantifiable inputs and demonstrable outcomes, criticisms will emerge. (SAATE 18; St Mary's School 23)
- Endorse an approach that encourages teachers to seek to develop students' capabilities *through* the learning areas. (PPTA 83)
- The nature of assessment of key competencies creates a challenge:
  - o students will develop competencies at Individual rates
  - o reporting formally on these could damage students' self-esteem
  - o how best to monitor the progression of key competency development – is there any indication of criteria for progressions in key competency learning?
  - o a holistic approach to their development across a range of subject areas means it is more difficult to monitor their progress in a secondary setting
  - o we can teach them and observe progress in a range of specific and integrated ways, but if we are required to formally record progress against specific key competencies for individuals this will be difficult. (Queen's High School 95)
- Pleased that Schools will be expected to assess and provide feedback on students' development of the key competencies. (Business NZ 61)
- Development of assessment templates integrating the key competencies into the essential learning areas will require considerable national input, and the facilitation of regional School groupings to consider the implications of this work. (NZCEO 64; APIS 65)
- Assessing all the competencies would be a "nightmare". This is about monitoring progress of specific competencies and using a common language to describe the capability of the learner at a given point in time in regard to that competency area. It is necessary to develop rubrics which describe the language associated with the competencies. (Education Consultant 84)
- Monitor students' development of Key Competencies by setting realistic personal best standards (personally challenging). Reporting them – in te reo Māori as well. (Parnell Area School 140)
- Concerns: about assessing key competencies to a common standard that is effective and understood by all participants in the education spectrum) about the validity of reducing this to a quantitative assessment) over the workload impact on

classroom teachers (we are becoming assessors not teachers). Difficulty in relaying information effectively to parents and students on how to interpret categories in each department's marking. Need effective exemplars and recognised time allowance to assess. (Greymouth High School 142)

▪ We are told key competencies won't be assessed but "Competencies should be assessed in the context of tasks". (p. 29, *Draft Curriculum*) (Taieri College 148)

LEARNING AREAS

Comments relating to specific text

Social sciences

- Add "How they, *as students*, can participate…" (Private Individual 1)

Health and physical education

- Change: "Support their own *physical and emotional* well-being". (Private Individual 1)

English

- Change: "Visually *and/or* in writing". (Private Individual 1)

Learning languages

- Change: "Communicate in *a language other than English [or Māori?]*" (Private Individual 1)

- Important addition to the learning areas. (St Paul's College 17)

- The relegating of Māori language as an "additional language" of choice shows lack of value placed on Māori language. (Private Individual 49)

Science

- Overview does not correctly reflect the areas. Would prefer "*In* **science**, *students develop an understanding of the world they live in through observation, questioning, investigation and seeking explanations.*" (DCE 120)

Diagram

- Too simplistic, especially English which underpins so much learning. (Ponsonby Primary School 2)

- Good idea to use the conch, as this keeps the "circular feel" but not the boxes. Integration between learning areas could be represented visually by changing the hard edges of the boxes in the diagram, or using similar "woven" metaphor in *Te Whāriki.* (CCE 19; Teacher Educator 66; UNDESD 67)

Layout and language

Concerns and recommendations

- Concern about the wording of some of the learning area statements (University of Waikato 80)

- Change layout of section so that all aspects of Learning Areas are included together. "It is suggested that both Achievement Objectives by Learning Areas and Achievement Objective by Levels need to be part of the final document. … each introductory statement should immediately precede the Learning Objectives for that curriculum area, with the Objectives by levels at the end." (University of Waikato 80)
- Need to condense Health and Physical Education and Science statements on to one page. (St Mary's School 165)
- Give each of the Learning Areas the same heading to show that each learning area is essential and of relatively equal value to the curriculum and to illustrate what each area is about, why it is essential, how it is structured. Limit each Learning Area to a page. (Private Individual 1)

Implementation

- Need examples of how Schools could design or plan for integrated learning. (Teacher Educator 66; UNDESD 67)

LEARNING AREA – ARTS

Comments relating to specific text

- Change the title **Arts** to "*Art*". (Victory Primary School 7)

What are the arts about? (Referred to as the essence statement)

- Teachers were supportive of the essence statement as a reasonable and not too prescriptive description of the four disciplines. The statement provided more direction for teachers. (NZEI 34; Clyde Quay School 109)

- Change "our unique" to "*the New Zealand"* environment. (Private Individual 1)

- "our unique environment" – what is meant by this? It seems meaningless. (Queen's High School 95)

- Excellent opening paragraph – reflects well the purposes of arts education as being to celebrate "aesthetic expressions of self, community, culture, and our unique environment". (Maxim Institute 59)

- Strong and inclusive opening statement. (Unknown School 154)

- Over the history of humanity, the arts have been used to explore religious beliefs and feelings – the religious expression of the artist or dramatist. Acknowledge "community culture *religious beliefs* and our unique environment". (NZ Amnesty International School Curriculum Group 107)

Dance

- Emphasise understanding of cultural and historical influences. (Mt Pleasant School 10)

Drama

- If the question is how might the drama curriculum be seen to serve as a foundation for students entering university, then the answer is not revealed in this document. The Secondary School curriculum does little to prepare students for university academic studies in this area, but it may be okay for those moving on to a tertiary dramatic academy or School of performance. (University of Canterbury 57)

- Drama sits within the education system as a cheap subject in which students can expressively participate. The new curriculum document could redress this current imbalance with a stronger focus on the receptive and critical elements of drama (traditionally the territory of the English curriculum). Maybe a comparison could be that visual art has the subject areas of practical art and art history, whereas Drama as it has appeared is heavily biased toward practical drama. As we move away from these older definitions within the arts (a positive direction within the draft document) it will be important to ensure that drama broadens its focus to

encompass a more receptive/responsive/critical perspective than it has to date. There is little to suggest this broadening might occur under the new draft. (Capital E 60)

- Where in the drama curriculum is the same emphasis on professional models of good drama? Where is the link (as in reading and writing) between producing/presenting and responding which incorporates real world contexts, that is, theatres and children as audience? As critic? (Capital E 60)

- No difficulty foreseen with implementation. New Zealand drama added. Idea of students reflecting on a variety of performances (professional theatre?). (Northcote College 141)

- Techniques not mentioned. (Unknown School 154)

Sound arts – Music

- Renaming music to "sound arts – music" covers more areas of music. It allows for a wider range of music exploration, unhindered by preconceived ideas of what music is. Sound arts is inclusive of natural acoustic and digital sound. It takes us away from just musical instruments for creating music. (Frankton Primary School 93; Newlands Primary School 144; Riwaka Primary School 147; Unknown School 154)

- Arts plural indicates more than one art – these need to be specified like visual arts, or changed to sound art – music. The subject has never been referred to as musics. Call the subject music – sound art, as long as this can be justified. (Cashmere High School 44; Unknown School 160)

- Lacks examples of sound arts. Music can be categorized into genres, styles, forms, etc, and in the old syllabus, it was conceptualised into modes, but these all relate to music as a single art. "The sound arts are expressive ideas and forms practiced in natural, acoustic, and digital sound environments" – this definition is illogical. Is shouting an expletive outdoors, in a bathroom, or into a digital microphone an example of sound arts? It conforms to the definition provided. Even when interpreting "sound" as a synonym for music, the definition does not hold good. The opening motif of Beethoven's Fifth Symphony is an expressive idea and also

a formal principle, but it is not an example of a whole art form or discipline.[4] (Private Individual 3)

- Why is music called 'sound arts – music'? Why has music been changed, yet dance and drama remain the same? What is the justification and reason for this change? Following this logic, why isn't dance called "Step Arts – Dance" or "Sound Movement"? Rename drama "Acting Arts" or "Expressive Arts". (Silverdale Normal School 11; Newlands Primary School 144; Raroa Normal Intermediate School 151)

- What are we achieving by calling it sound arts? Why change the name at all? 99% of music is "organised sound", so why put a focus on the word "sound" when "music" is so descriptive. Like 'Sound Arts – Music' because it doesn't make music seem scary anymore. However, we would probably still call it music. Will the attitudes change with a name change? The document should use the terminology that is best known to the profession and the community, in the interests of accessibility. (St Joseph's School 27; Cashmere High School 44; Karori West Normal School 74; PPTA 83; Riwaka Primary School 147)

- If sound arts has a place, it is as a substrand of music. (Mt Pleasant School 10)

- Suggested title "*Sound Environment*". (Victory Primary School 7)

- Suggested new music description (following four paragraphs):

  "*Literacy in music involves the development of knowledge and skills relating to styles, genres, technologies, and musical structures. It implies an appreciation of the conventions that relate to creating, to performing, and to critically evaluating musical compositions and performances*.

  "*Music encompasses a wide range of sounds, from those generated by conventional musical instruments and electronic technologies through to natural and found sounds. We organise these sounds by manipulating pitch, rhythm, dynamics, harmony, timbre, texture, and form to develop musical ideas and create musical works.*

  "*The development of aural skills is intrinsic to all music learning. As students listen to music, they develop understandings about music history, and theory.*

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[4] Submission 3 outlines concerns about the title, definition, and paragraph relating to Sound arts – Music in detail.

They are actively listening and developing aural sensitivity while composing and performing, and they enhance their understandings of the world through listening to music from diverse musical contexts.

"*Music education enables all students to contribute to the cultural life of their Schools, families, and communities through making and sharing music. It also makes available to students a wide range of future opportunities in arts-related employment."* (Cashmere High School 44)

- Second sentence suggests a return to music as the subjective experience beloved in the romantic period – and this "aim" is repeated in the closing sentence. Need to mention rigorous training and practice (in performance), the honing of critical and analytical skills, the cultivation of literacy. Clearly indicate how students develop skills and knowledge, as deliberate acts of teaching and learning rather than through the natural process of development with age and maturity. (University of Canterbury 57)

- Seems rather insular – relates to the Individual but not much to the purpose of the arts and how they reflect society. No mention of relationships and society. Add statements that cover:

  o how important the arts are for life and learning about cultures and place of music in society

  o the importance of the arts as recreation or as an avenue for self and societal expression throughout life

  o the "craft" of music which is vital for all artists – the practice of the craft or skills of music, or in fact any art, makes better artists

  o the place of the arts in society as art reflects and often has a specific purpose in and for society. (Queen's High School 95)

- Concern about the "vagueness" of the music curriculum.
  "There is a lack of curriculum direction – while it is fantastic to be offered the opportunity of an entirely flexible curriculum, with that come many accountability problems and/ issues. ... To have accurate assessment, you must design assessment criteria that are clear, and much more defined than they are at present. One piece of work can clearly fit two assessment levels at present, and this isn't good enough. ... Take a closer look at other curriculum models, such as, GCSE, IGCSE, and IB curriculums. All specialists in all fields need clear guidelines, structures and documentation. A student who comes out with five level 3 Excellence needs to have had similar experiences/results to any other student with the same grades. At the moment, this simply isn't the case." (Raroa Normal Intermediate School 151)

- The key characteristics of the music programme are noted but not in a clearly structured, logical way. It is very wordy and subject wise it jumps through too many aspects of the subject with limited links being made. (Raroa Normal Intermediate School 151)

Visual arts

- The introduction is good, holistic – encompasses all art disciplines. (Raroa Normal Intermediate School 151)

- Visual arts description is too cold and technical – lost its expressive element – no soul. (University of Auckland 101)

- Visual arts – the C1 strand has some descriptors that do not show progression at all (University of Auckland 101)

- The visual arts statement needs reworking and expansion. (DCE 120)

- Prefer the language of the visual arts. "*By learning to make sense of sound, students can appreciate and value the structure, form, origins, relationships, and functions of various sounds. Students develop listening skills (aural literacy) and aesthetic awareness as they listen and respond to sound, sing … They develop knowledge and understanding of cultural practices.* (Private Individual 1)

- Where is the technological context for visual arts? (Karori West Normal School 74)

- Less detailed but more realistic and practical. Moving image placed equally alongside painting, sculpture, etc. (Northcote College 141)

- Quite wordy, especially the first paragraph. (Riwaka Primary School 147)

Layout and language

Positive aspects

- User-friendly, clear and succinct for generating learning objectives. (Nelson Park School and others 5)
- More specific, helpful, active language, more encompassing. (Raumati Beach School 46)
- The language is consistent across all disciplines, emphasising the importance of arts literacy. (Karori West Normal School 74)

Concerns and recommendations

- The glossary in the old curriculum was brilliant. (Karori West Normal School 74)
- Add a glossary to define "role, action, time and space, tension and focus" under drama. (Clyde Quay School 109)
- Recycle phrases in the current statement, such as:
    o "*The Arts are powerful forms of personal and social expression.*

o "*The Arts cross boundaries, they are a form of international communication.*" (Cashmere High School 44)
- Each of the arts disciplines is a separate and discrete subject. Therefore each needs a more comprehensive and clearly stated plain language explanation of the strands as they relate to that subject. (DCE 120)
- Each sentence in the current statement embraces a whole range of concepts, ideas and practices in ways that force unnecessary connections or relations. If each arts subject was allocated a full page it would allow a clear presentation of these ideas, arranged under the heading of the four strands. (DCE 120)

Implementation

Concerns and recommendations

- Needs to integrate with other subject areas, after basic skills are achieved. Would like supporting handbook publications and ongoing professional education support. (Nelson Park School and Others 5)
- Importance of support material/professional development across the arts. (St Joseph's School 27)
- The sections of the current arts curriculum that are excluded from the draft document need to be provided as a separate support document to aid teachers who are not strong in these areas. (Frankton Primary School 93)

Specialist teachers in arts

- The base knowledge of teachers in primary Schools is not well developed in arts. This problem is compounded by the lack of learning examples in the new document. As generalists, not specialists, the hours of preparation and money spent to deliver a quality programme is iniquitous. Specialist teachers are needed in primary Schools. (Silverdale Normal School 11)
- The arts Curriculum is more suited as a guide for arts specialists or for a performing arts School. (St Mary's School 23)
- Do we need to be looking at specialist teachers in Music, Art, etc? Importance of experienced "experts" in these areas to work in and alongside teachers. (St Joseph's School 27)
- At Year 7 and 8, we can only touch on introductory levels of drama/music/dance. We need trained professionals to deliver much of the content and support skills development. Primary teachers are generalists – there is no way we can be experts at all areas. (Raumati Beach School 46)

LEARNING AREAS – ENGLISH

Comments relating to specific text

What is English about? (Referred to as the essence statement)

- "*We are not convinced that this statement reflects the nature of this subject English for the 21ˢᵗ century, nor the work of a Secondary teacher of English.*" (NZ ATE 55)

- Ended up with a "bland essence statement which does not adequately represent the critical, creative and democratising nature of our work."[5] (NZATE 55; DCE 120)

- "*The document should represent the best current practice of English teachers. As such it should reflect current theories and research, and changing times and demographics. It should capture the depth, range, complexity and richness of the subject English, as well as its more functional literacy aspects.*" (NZATE 55)

- Few inspiring principles to be found in the new essence statement. [6] (NZATE 55; Queen's High School 95)

- "*We recommend that this statement be revisited yet again.*" (NZATE 55)

- Would like to see inclusion of development of critical literacy. (Private Individual 1; SAATE 18; NZEI 34; NZCER 78; PPTA 83)

- Would be useful if it was stated that the subject has two main emphases: the study of language and the study of literature. Would emphasise that English is more than a functional tool in a socio-economic sense. (SAATE 18)

- "*Reductivist and simplistic text that glides over issues related to language, literacy and the subject English.*" [7] (NZATE 55; School of Education, Waikato University 110)

- Suggest adding "*English is studied both as a heritage language and as an additional language*". [8] (TESOLANZ   32)

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[5] Submission 55.

[6] See NZATE submission for detailed description of what is perceived to be missing from the draft.

[7] See submission 110, p. 3, for further detail about this point.

[8] See TESOLANZ submission, p. 9, for a detailed rationale for this suggested addition.

- Statement is too short and misses essential material. For example, the impact of socio-economic factors and the need to value the language the student brings to School and the importance of oral language. (Silverdale Normal School 11)

Why study English?

- "*It is imperative that English not be reduced to mere functional literacy. Yet the opening paragraph of the section **Why study English?** seems to suggest that the key role of English is to serve as a medium for other subjects) an interpretation we protest…We therefore oppose the narrow reductive neo-liberal emphasis on functional literacy implicit in the current essence statement, which is at the expense of the richer, broader and more critical vision we hold for the subject.*" [9] (SAATE 18; NZATE 55; DCE 120)

- Need for more "robust recognition of the importance of identity – an identity that needs to be developed against a critique of the 'social, cultural, political and economic life of New Zealand and the wider world'."[10] (NZATE 55)

- Replace "Success in English …" with "*Proficiency in English …*" (TESOLANZ 32)

- Add "Explicit focus on form may be necessary for new learners of English". (TESOLANZ 32)

- Replace "the heritage of English literature" with " *the heritage of literature in English*". (TESOLANZ 32)

- "Success in English …. In order to participate fully in the social, cultural, … and the wider world." Concern that it is implied that only English enables students to fully participate. "*Success in any language will give students access to all these as stated.*" (Private Individual 49)

- Danger that "English literature and the literature available in translation" will be interpreted just as European literature. (NZCER 78)

- Statement needs to refer to range of literacies practiced, their viability, and transformative potential, if studying English is to make an authentic contribution to "each student's developing sense of identity and their place in the world". (NZ CER 78)

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[9] Submission 55.

[10] See NZATE Submission 55 for detailed discussion of this point.

How is the learning area structured?

- Making meaning of ideas or information – needs clarification. (Lytton High School 35; Taieri College 148)

- Terms "making meaning" and "creating meaning" could be misinterpreted. (Unknown School 154)

Layout and language

- Senior teachers find it "very wordy, verbose. Surely (of all the areas) shouldn't this be written in clear English that everyone can understand?" (Raumati Beach School Staff 46)
- Vague and incomprehensible in parts, needs more structure. (Mt Pleasant School 10; St Joseph's School 27)

Implementation

- Exemplars would be valuable. (Lytton High School 35)
- Need for more specific support material to assist with developing benchmarks in some of the key areas and skills. (Ponsonby Primary School 2; Mt Pleasant School 10; DCE 120)
- "A Learning Area Handbook" would help to develop shared understandings about text, medium, mode, representational resource, meaning-making and so on. (School of Education, Waikato University 110)

LEARNING AREA – HEALTH AND PHYSICAL EDUCATION

Comments relating to specific text

What is health and physical education about?

Positive aspects

- Hauora: The Māori dimension is excellent in this document (St Mary's School 23); reference to Mason Durie is good but may be taken out of context if there is no understanding and training about the model (Waihopai Runaka Inc 54); the spiritual, family and cultural beliefs from Māori culture would be a starting point for exploring beliefs held by various religions about the mind, body, and spirit. (NZ Amnesty International Curriculum Group 107)

- Health promotion: reflects society's push to adopt a healthy lifestyle. (Silverdale Normal School 11; Unknown School 154) good to incorporate collective action – but are aware not all Schools are involved in this. (Sunnybrae Normal School 146)

Concerns and recommendations

- Descriptors of learning areas are not very accurate. This varies significantly from pages 16–17. (Teacher Secondary 26)

- The descriptor should read: "In health and physical education*, students explore health-related and movement contexts in a stimulating, safe and positive environment to support their own well-being and that of others' and society.*" (Teacher Secondary 26)

- Hauora: The Māori concept does not work well with the rest of the document. Either include or exclude them (Private Individual 1); mentioned in the topic area but not carried through (Teacher Secondary 26; Karori West Normal School 74); Lack of reference to any other Māori education research other than Mason Durie (Waihopai Runaka Inc 54); Sudden and specific mention of Māori – could this be because of obesity/diabetes levels? (Raumati Beach School 46)

- The emphasis in health and physical education on fitness is "at the expense of a healthy diet, sex and drug education, and human relationship building." (Baverstock Oaks School 139)

How is the learning area structured?

Positive aspects

- Good idea to add emotional aspect to personal growth and development. (Victory Primary School 7)

- Adequately addresses the changing needs of the learner as a key focus on developing the Individual as a whole and relates back to the environment and community. (Frankton Primary School 93; Sunnybrae Normal School 146)

- Strong focus on the environment. (Private Individual 75)

- Integrates well with other learning areas. (St Mary's School 23)

- Focuses on developing life long learners as active and productive members of the society. (Frankton Primary School 93)

- Four interdependent concepts blend neatly into the four strands. (HETTANZ 69; Greymouth High School 142)

Concerns and recommendations

- The key learning areas are just titles and not even in bold type, leaving them open to interpretation and narrowing the result. (Teacher Secondary 26)

- Should include a diagram showing the interwoven nature of concepts and strands. (HETTANZ 69; DCE 120)

Why study in this learning area?

Positive aspects

- Greater emphasis on reflection. (Northcote College 141)

- Enables students to be more reflective about their own health and physical education. (Sunnybrae Normal School 146)

Health education

Positive aspects

- Emphasis on resilience building. (Northcote College 141)

Concerns and recommendations

- "Health literacy" should be included as its own subject area, along with the other three identified subject areas, under the health and physical education learning area.11 (CDHB 71)

- This learning area should be re-titled. Suggested title: **Health and Well-being**. (CDHB 71)

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[11] See p. 6 of submission 71 for detailed discussions.

- Personal health development/education could come in earlier. (Unknown School 154)

- Health appeared to be linked almost exclusively to fitness without adequate acknowledgement of the need for proper diet, adequate sex and drug education and human relationships education for good mental health. (Organisation Other 132)

- Too much about health. (Belfast School 145) Sunnybrae Normal School 146) Unknown School 160)

Physical education

Positive aspects

- More specific emphasis on enjoyment and physical activities and lifestyle balance. (Northcote College 141)

Concerns and recommendations

- Has a right to stand alone. (Lake Taupo Christian School 37)

- Not enough emphasis on the physical education aspects. (Sunnybrae Normal School 146; Unknown School 160)

- Not enough emphasis on skills for PE. (Newlands Primary School 144)

- Do we want to emphasise playing games and learning skills through these? (Newlands Primary School 144)

- Need workshops/professional development for developing teachers' knowledge of PE skills. (Newlands Primary School 144)

Home economics

Positive aspects

- Home economics is a good initiative to encourage a holistic approach to the well-being of Individuals and families. (Nelson Park School and Others 5; St Mary's School 23; Karori West Normal School 74; NZFGW 111)

- Addition of home economics is a positive move. (Lake Taupo Christian School 37; HETTANZ 69; University of Auckland 101; Baverstock Oaks School 139; Riwaka Primary School 147)

- Home economics is holistic and relevant to society's eating/health issues. (Nelson Park School and Others 5)

- The key elements are clearly identified in each of the four levels. (CDHB 71)

Concerns and recommendations

- Home economics seems to be another "tagged on" aspect because it is not mentioned on page 16 when the structure of the subject is explained. (Teacher Secondary 26)

- "*Is it necessary to separate home economics as this clearly comes under the nutritional umbrella within health*?" (Mt Pleasant School 10)

- At what level should home economics start? (Nelson Park School and others 5)

- Home economics does not reflect the food and nutrition themes. It should be changed to **Food and Nutrition**. (Raroa Normal Intermediate School 151)

- Little explanation is given of what home economics could look like in a School. (University of Auckland 101)

- Including home economics in health and physical education, but not in the title, is it to be taught during health and physical education time when planning the curriculum? (Teacher Secondary 26)

- "*Home economics drew achievement objectives from technology, health and physical education. Is this still the case? If not, when did it change? Why does this one key area of learning now get subject status in the health and physical education learning area?*" (Teacher Secondary 26)

- Home economics is now incorporated in its own right and responsible for nutrition and changes made to achievement objectives. Does this imply to Schools that nutrition does not need to be taught at Year 10 level in home economics? (Raroa Normal Intermediate School 151)

- Need for supporting documents for how home economics is to be implemented. (Nelson Park School and Others 5)

Layout and language

Positive aspects

- User friendly, more streamlined and easier to follow. (Silverdale Normal School 11; Sunnybrae Normal School 146)
- Clearly links with the rest of the curriculum. (Unknown School 154)
- Rationale is clear, focused, concise, and justified. (HETTANZ 69; Unknown School 154)
- The concepts, strands and key areas are clearly defined. (HETTANZ 69; Newlands Primary School 144)
- The explanatory notes on pages 16 and 17 are important clarifications of terminology and must be retained. (HETTANZ 69; DCE 120)

Concerns and recommendations

- The structure is complex and covers too much. (Private Individual 1; St Paul's College 17; Lake Taupo Christian School 37; Northcote College 141)
- Language/terminology could be more user friendly. (Riwaka Primary School 147; Unknown School 154)
- The order of the section statements should be written with *why*, *what*, and *how* to signify the importance of having the subject. (Teacher Secondary 26)
- "*What does 'sub-strand' mean – new term added?*" (Teacher Secondary 26)
- Would be good to have English/Māori translation within the levels. (Karori West Normal School 74)
- Why is the statement only two pages long? Depth will be lost. (Teacher Secondary 26)

Implementation

Concerns and recommendations

- Lacks context and teaching examples/guidance. (Silverdale Normal School 11; Frankton Primary School 93; Unknown School 154) and requires professional development, trained Staff, and new supporting documents (Silverdale Normal School 11; Raroa Normal Intermediate School 151)
- No models or examples given on how community can take a role in meeting the needs of the Individuals within the School context. (Frankton Primary School 93;
- Need a long time to develop new planning templates. (Newlands Primary School 144; Sunnybrae Normal School 146; Raroa Normal Intermediate School 151)
- "*Will guidance and support be given when developing new School-based curriculum that meets culturally sensitive needs?*" (Sunnybrae Normal School 146)
- "*How are we going to do the part 'children contribute to communities, environments and society'?*" (Sunnybrae Normal School 146)
- Concern about the massive breadth of health and PE learning area and the implications for that when planning. (St Paul's College 17)

Assessment

- "*How is health to be assessed?*" (Newlands Primary School 144)

LEARNING AREA – LEARNING LANGUAGES

Comments relating to specific text

What is learning languages about?

Positive aspects

- Inclusion of classical language. (Unknown School 154)

- The statement identifies both language and culture. (Raroa Normal Intermediate School 151; Unknown School 154)

- Recognises the influence language has in shaping a person. (Unknown School 154)

- Introduction of New Zealand Sign Language. (Unknown School 154)

- Agree: "Language and culture play a key role in shaping our personal, group, national and human identities". (NZ Amnesty International Curriculum Group 107)

Concerns and recommendations

- The first sentence in this section is superfluous and should be removed. The second sentence serves as a better introduction to the learning area statement. (CCE 19)

- Insert into the second paragraph the following: "*The maintenance of these and other community languages enables and empowers students*." (TESOLANZ 32)

- The current wording of classical languages could be easily misinterpreted. Our suggestion is: "*classical languages provide an insight into ancient thought and civilisations.*" (CCE 19)

- Respect for the first language and culture of all students should be mentioned on page18. (Victory Primary School 7)

Why study a language?

Concerns and recommendations

- "Learn an additional language", does this "additional" mean additional to heritage language or mother tongue and English? (Action for Children and Youth Aotearoa 77)

- Bilingual students are likely and may need to explore and develop the understanding of how language and culture shape identities. They may not need to *discover* it. (Education Consultant 116)

- On page 18 the fourth paragraph needs to be rewritten, or supplemented with an additional paragraph which relates more appropriately to students who study the language/s of their families. (Education Consultant 116)

How is the learning area structured?

Positive aspects

- Language, culture and communication are good strands. (St Mary's School 23) Belfast School 145)

Concerns and recommendations

- Is it learning a language or culture? The three strands: language, culture, and communication are huge! (Baverstock Oaks School 139)

- Provides an impoverished view of languages compared with descriptions of English and other learning areas. (Education Consultant 116)

- Notions such as enjoyment, sophistication, critical thinking, and intellectual features all apply well to language learning and should be included. (Education Consultant 116)

- Enjoyment language and literature should be reflected in the description of this learning area. (Education Consultant 116)

- *"In the **language** strand students learn about features, systems, patterns and conventions of a language, and its texts. Students will:*
  - *Notice, recognise and identify these features, systems, patterns and conventions*
  - *Use them to understand and communicate meaning*
  - *Analyse and explain them*
  - *Reflect on, compare and evaluate them*
  - *Manipulate them and adapt them creatively for particular purposes".* (Education Consultant 116)

- "*In the **culture** strand students learn about features, systems, patterns and conventions of a culture, and its cultural expressions and institutions. Students will:*
  - *Notice, recognise and identify these features, systems, patterns and conventions*
  - *Use them to understand and communicate meaning*
  - *Analyse and explain them*
  - *Reflect on, compare and evaluate them*

o *Manipulate them and adapt them creatively for particular purposes".* (Education Consultant 116)

- "*These outcomes can apply across all levels but would be expressed differently to show the increasing complexity of text, and task demands, and the nature of the support provided at different levels.*" (Education Consultant 116)

- Students should reflect, compare, evaluate, manipulate and adapt creatively even at the earliest levels. (Education Consultant 116)

Layout and language

Positive aspects

- Clear and concise. (Riwaka Primary School 147)
- User friendly and clear explanation of benefits of learning a language. (Karori West Normal School 74)
- **How is the learning area structured?** reads well. (CCE 19)
- Appropriate for the whakatauki "He taonga reo katoa" to appear as part of the learning languages statement, but it should be in a larger font and the same colour as the heading. (CCE 19)
- Essence page links well to learning processes sheet. (School Staff Other 154)
- **Why study a language?** is well-worded and appropriate. (CCE 19)
- The division into language, culture and communication strands is accurate and easy for teachers to work with. (Education Consultant 116)
- On page 18, the expectations for each strand are well described. (Education Consultant 116)

Concerns and recommendations

- Title of the learning area should be amended to read: **Te Reo Māori and languages**) or **Te Reo Māori and learning languages**) or **Te Reo Māori and second languages** (CCE 19)
- All the learning area headings need to be bilingual. (DCE 120)
- The descriptions of the learning languages area need fine tuning. (Educational consultant 116)
- Section on learning languages is very unclear. (University of Auckland 101)
- The language page should be incorporated into the main part of the booklet. (Taieri College 148)
- Do we need the word "learning" in the title? (Taieri College 148)
- The summary page needs more elaboration. (Taieri College 148)
- Repetitive wording and confusing terminology. (St Paul's College 17)
- Should make the voluntary or compulsory nature of learning languages explicit in the essence statement. (Clyde Quay School 109)

Implementation

Concerns and recommendations

- Review current funding for employing language assistants and specialist teachers. (Clyde Quay School 109; Baverstock Oaks School 139)
- Need a plan from Ministry of Education for professional learning and development on learning languages. (Victory Primary School 7; Clyde Quay School 109)
- Constraints of Staffing, time and resourcing. (Nelson Park School and others 5; St Paul's College 17; St Joseph's School 27; Karori West Normal School 74; PPTA 83; Newton Central School 108; Clyde Quay School 109; Baverstock Oaks School 139; Northcote College 141; Raroa Normal Intermediate School 151)
- Māori language teachers are in too short supply for te reo Māori to be compulsory. (Nelson Park School and others 5)
- Will there be competent/available/prepared teachers? (St Mary's School 23)
- How much time per week is expected to teach a new language or is it integrated with social sciences? (Riwaka Primary School 147)
- It was not clear whether all three official languages – English, te reo Māori, and Sign Language – and other "international" languages were required to be taught. (NZEI 34)
- What additional languages to offer? Is this at the discretion of Schools, or in response to availability of trained language teachers? (Action for Youth and Children Aotearoa 77)

LEARNING AREA – MATHEMATICS AND STATISTICS

Comments relating to specific text

What is mathematics and statistics about?

Positive aspects

- Essence statement allows for mathematics to be a discipline applied to the real world. (NZCER 78)

Concerns and recommendations

- Woolly and misses the point. (University of Canterbury 57)
- Mathematics is a major curriculum area and should have a longer and more elaborate essence statement. (Silverdale Normal School 11)
- On page 19, "These two disciplines are related but different ways of thinking and of solving problems" does not read well. (Frankton Primary School 93)
- The use of "Mathematicians and statisticians use symbols, graphs, and diagrams…" may give the impression that these activities are exclusive to academics. (NZEI 34)
- The essence is not linked directly to what is to be taught. (Ponsonby Primary School 2)

Why study mathematics and statistics?

Concerns and recommendations

- "To think creatively, critically, strategically, and logically" should be a feature of education in general, not just limited to maths and statistics. (University of Canterbury 57)
- Needs clarification of terms and an explanation of the different types of thinking mentioned. (Teacher Educator 20)
- "Carry out procedures" in the first paragraph sounds narrow. Could this be omitted or replaced with **"***investigate***"**? (Teacher Educator 20)

How is the learning area structured?

Positive aspects

- Captures the logical structure of the statistics statement and its similarity to and relationship with the mathematics structure. (Statistics NZ and Other Education Organisations 53)
- The structure is clearly outlined and covers the aspects of mathematics in each structure. (Frankton Primary School 93)

- Recognises the vital importance of "number knowledge". (Marewa School, Te Awa School and Nelson Park School 5)
- Numeracy project is reflected in the emphasis on number. (Raroa Normal Intermediate School 151)
- Good to see NUMPA developments included. (Karori West Normal School 74)

Concerns and recommendations

- Estimation and reasonableness of answers need to be included at all levels of each strand. Students need to be constantly aware of how reasonable their results and statements are. "Approximation" has a more specific, less general definition than "estimation". (NZCER 78)
- Find a more holistic descriptor for **Statistics** to replace "data" (NZCER 78)
- Remove the sentence "It also involves knowing how and when to use approximation and discerning whether results are reasonable" from **Number and Algebra**. Replace it with "*Students should know when it is appropriate to use estimation, and have an appreciation of the reasonableness of their results.*" (NZCER 78)
- Measurement and geometry do not sit together. (Sacred Heart Girls' School 38)
- What is the purpose of merging geometry and measurement? (Marewa School, Te Awa School and Nelson Park School 5)

Layout and language

Positive aspects

- More streamlined/concise and obvious progressions. (Marewa School, Te Awa School and Nelson Park School 5; NZ MAT 58)
- User friendly and condensed format. (Teacher educator 20; St Mary's School 23; NZEI 34; Riwaka Primary School 147; Unknown School 160)
- Introduction line is good. (NZEI 34)
- Title page is well-organised, informative, and explains the importance of these strands. (Frankton Primary School 93)
- The layout is helpful and easy to access. (Teacher educator 20; Sacred Heart Girls' School 38; Karori West Normal School 74)
- Foldout is good. (NZAMT 58)
- Graphics at each page is a bonus. (Statistics NZ and Other Education Organisations 53; NZAMT 58)

Concerns and recommendations

- Unclear definitions. Language needs to be crystal clear. (Sacred Heart Girls' School 38; NZ AMT 58; Baverstock Oaks School 139; Greymouth High School 142; Raroa Normal Intermediate School 151)
- It is unclear what "numerate" means. (Northcote College 141)

- Descriptions need to be understandable to all participants – teachers, students, parents, community – in the education spectrum. (Greymouth High School 142)
- Need clear, simplified and universal language. (Raumati Beach School 46)
- Unclear differentiation between mathematics and statistics. (Baverstock Oaks School 139)
- Is there a conflict between the process and inquiry based "flavour" in the mathematics and statistics introduction and the structured, behaviourist "flavour" of the achievement objectives? (Teacher Educator 20)
- Lack of depth and extensive use of jargon. (Raroa Normal Intermediate School 151)
- Appears to be a big gap in coverage. (Ponsonby Primary School 2)
- Need to change the foldout. (Victory Primary School 7)
- Lack of details. (Sacred Heart Girls' School 38)
- Language is too sophisticated and remote to help in designing the scheme. (Private Individual 59)
- Should include rates and ratios as separate ideas and distinguish the separate definitions of rates and ratios through the use of a glossary. (NZCER 78)
- 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. (NZCER 78)
- Second tier material should include a maths glossary. (DCE 120)

Implementation

Positive aspects

- Clear directions for planning. (Newlands Primary School 144)

Concerns and recommendations

- Need a detailed maths support document/reference including suggested learning experiences. (Ponsonby Primary School 2; NZAMT 58; Northcote College 141; St Bede's College 143)
- List supporting documents needed from the Ministry. Professional development can be sent to School to be glued in the back of the document. (Frankton Primary School 93)
- Need support and resources. (Teacher Educator 20)
- Lack of prescriptive material. (Palmerston North Boys' High School 165)
- Guidance is minimal and worrying. (Sacred Heart Girls' School 38)
- Second tier needs exemplars. (NZAMT 58)
- Sample assessment available? (Lytton High School 35)
- Professional development package needed. (NZAMT 58)
- Need to rewrite Years 9–11 schemes/syllabus. (Raroa Normal Intermediate School 151)

- The challenge of getting our "head" around the statistical language introduced at very early levels. (Raroa Normal Intermediate School 151)
- Duplication of a curriculum statement for levels 6–8 at NCEA standards. How will they match up? Do we need both? (Raroa Normal Intermediate School 151)
- Planning will need to take into account the emphasis placed on each strand at different levels. (Newlands Primary School 144)
- Algebra needs national strategy implemented and the use of technology won't make students better in algebra. (Sacred Heart Girls' School 38)
- Encouragement of excellence is necessary and should be considered as part of the regular review cycle in the implementation of final New Zealand Curriculum. (St Bede's College 143)
- Will NCEA change with the introduction of the new curriculum? (Lytton High School 35)

LEARNING AREA – SCIENCE

Comments relating to specific text

What is science about?

Positive aspects

- Essence statement fits with teachers' current teaching philosophy, knowledge, skills and practice, easy to transfer the scientific language into teaching practice. (NZEI 34)

- Encompasses why and how to study science and what science is about. (Raroa Normal Intermediate School 151)

Concerns and recommendations

- Would be better as: "*Science is about people investigating, understanding and explaining the world around them and beyond*".[12] (DCE 120)

- Too vague and a bad way to start the document statement. (Queen's High School 95)

- Replace "natural and physical" with **"*world around us*"** in **What is science about?** (Northcote College 141)

Why study science?

Concerns and recommendations

- Suggested wording:

  "Science is fundamental to understanding the world in which we live. By studying science, students will develop curiosity, an enquiring mind and a desire to know and understand their world. To address the opportunities and challenges of our world, students need to develop:

  - o *an understanding of current scientific thinking*

  - o *skills for investigating in scientific ways*

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[12] See p. 6 of submission 120 for details.

o *an ability to use scientific knowledge and skills to make informed*
  decisions about the application of science and its implications with
  regard to their own lives and the environment

o *scientific thinking*". (DCE 120, p. 6)

How is the learning area structured?

Nature of Science

Positive aspects

▪ **Nature of Science** more obvious and clarified. (Marewa School, Te Awa School
  and Nelson Park School 5; Unknown School 154)

Concerns and recommendations

▪ Suggested wording:

  "Students develop understanding about scientific skills, attitudes and values,
  and about how scientific ideas are communicated. Because the nature of
  science is the integrating strand that provides the focus for learning in
  science, students will learn to make links between scientific knowledge and
  everyday decisions and actions so that they can respond to a wide range of
  contemporary issues and challenges". (DCE 120, p. 6)

▪ Is this really another strand? (Riwaka Primary School 147)

▪ The overarching nature of **Nature of Science** is not so clear. (DCE120)

Living world

Positive aspects

▪ Good title, gives room to develop planning. (Karori West Normal School 74)

▪ Including evolution from Level 1 gives formal support to the teaching of evolution
  as the foundation of biology. (Marewa School, Te Awa School and Nelson Park
  School 5; Lytton High School 35)

Concerns and recommendations

▪ Suggested wording: *students will explore living things and how they interact with*
  each other and the environment." [13] (DCE 120, p. 6)

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[13] See P.6 of submission 120 for more details.

- Narration lacks focus on biology as a science. No evidence on p. 20 nor in the senior level foldouts that biology should be taught. (Private Individual 41)

- For biology strand earlier introduction of ecology and connections between humans and other members of ecosystems is essential. (Raroa Normal Intermediate School 151)

- There is no concrete evidence to support the evolution theory. Why New Zealand is going to set this as a high priority? This heading could be changed to **Diversity**.[14] (Totara College 28; Lake Taupo Christian School 37)

- "Evolution" used under **Living World** draws unnecessary strife from some quarters and should find a less "emotive" term. (Mt Pleasant School 10)

- "Human biology" needs to be placed under **Living World**. (PPTA 83)

Planet Earth and Beyond

- Clearer than the existing curriculum. (Karori West Normal School 74)

Concerns and recommendations

- Would be more informative as:

    "A balanced teaching and learning programme will be driven by the Nature of Science strand linking the achievement objectives and learning experiences across the four contextual stands to reflect the integrated nature of science". (DCE 120, p. 6)

- Fixation on "cycles" in **Planet Earth and Beyond**. (Northcote College 141)

- Suggested wording:

    "Students will explore the cyclic processes and systems that occur on Earth and in space, and the interactions between them, particularly in relation to New Zealand." (DCE 120, p. 7)

- Not prescriptive enough could lose themes. (Karori West Normal School 74)

- The "'interactions" is very vague, and to suggest that everything important that happens can be cyclic is odd.[15] (Teacher Secondary 47)

- Delete "cyclic" in **Planet Earth and Beyond**. (Northcote College 141)

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[14] See submission 37 for more details.

[15] See P. 2 of submission 47 for more details.

Physical World

Concerns and recommendations

- Suggested wording:

  "Students will explore the physical phenomena such as light, sound, heat, electricity, magnetism, forces and motion, and the scientific concepts of energy". (DCE 120, p. 7)

- What does it mean? Too broad, what is appropriate to various ages? (Karori West Normal School 74)

- The ideas are intentionally vague. (Teacher Secondary 47) Last sentence in the description is not true. It should read: *"By understanding physics, students gain knowledge and skills that will assist them in solving a wide variety of practical problems."* (IPENZ 115)

- Change **Physical World** to *Physics World*. (Northcote College 141)

Material World

Concerns and recommendations

- Suggested wording:

  "Students will explore the chemical properties, chemical changes, reactions and composition of materials. They learn that by studying observable changes they can begin to understand causes that cannot be observed". (DCE 120, p. 7)

- Too loose, may allow some interesting topics to be developed. (Karori West Normal School 74)

- The last sentence in the description is inappropriate. It should read: *"By understanding chemistry, students will be better able to understand how to bring about desirable transformations of materials and limit the extent and rate of their undesirable transformations."* (IPENZ 115)

- This strand is not as clearly suggested as is **Physical World**. (Riwaka Primary School 147)

- Remove "the possibility of" in the last sentence. (Private Individual 75)

Layout and language

Positive aspects

- Comprehensive, detailed at each aspect, and captures the essence of the science learning area and its structure. (Raroa Normal Intermediate School 151)

- Condensed, concise and easier to follow. (Nelson Park School and others 5; Mt Pleasant School 10; St. Mary's School 23; NZEI 34; Frankton Primary School 93; Belfast School 145; Unknown School 154; Unknown School 160)
- User friendly. (Ponsonby Primary School 2; Newlands Primary School 144)
- Well laid out. (Raumati Beach School 46).
- The use of the word "knowledge" ensures key ideas clearly stated. (Queen's High School 95)

Concerns and recommendations

- Layout not clear. (Unknown School 154)
- Need technical terms. The inclusion of scientific vocabulary is important and should be started as early as possible. (St Mary's School 23; Belfast School 145)
- Suggest the use of statements on p. 9 of the old New Zealand science curriculum. (Teacher Secondary 39)
- Introduction on pages 20–21 has lost the "awe, wonder and curiosity" and become focused on the imparting of knowledge.[16] (DCE 120)

Implementation

Positive aspects

- Existing resources will continue to be valuable as a reference for teaching. (Frankton Primary School 93)

Concerns and recommendations

- Supporting documents are needed. (Silverdale Normal School 11; Teacher Secondary 47; Newlands Primary School 144)
- Out-of-date resources and not enough new resources available. (Raroa Normal Intermediate School 151)
- Learning experiences/assessment examples needed. (Queen's High School 95)
- Professional development is needed. (Silverdale Normal School 11; Sacred Heart Girls' College 38)
- Teachers need more guidance on what key areas of scientific concepts and skills need to be taught. (Palmerston North Boy's High School 165)
- How are we going to cover all the contents? (Lytton High School 35)
- Need more science education at primary level. (Lytton High School 35)

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[16] See P. 5 of submission 120 for details.

- Strongly urge the Ministry of Education to develop resources and to train and re-train School teachers in evidenced-based delivery of the science curriculum to all students. (C&CDHB 136)
- Should emphasise the quality and scope of teachers' professional pre-employment pedagogical training, especially in motivating Māori and Pacific students in adopting and sustaining an interest in the sciences. (C&CDHB 136)
- Needs guidelines so there will be no doubling up of themes/topics. (Karori West Normal School 74)

Assessment

- Will make it easier to manage assessment. (Newlands Primary School 144)
- Need to identify base line data to assess progress from one level to the next. (Raroa Normal Intermediate School 151)
- How will the teacher know a student has a "scientific mind?" (Queen's High School 95)

LEARNING AREA – SOCIAL SCIENCES

Comments relating to specific text

Title

- Social sciences as a name can be confusing. (Newlands Primary School 144)

What are the social sciences about? (Referred to as the essence statement)

Positive aspects

- Teachers were supportive of the essence statement, believing it to fit with their current teaching philosophy, knowledge, skills and practice. They saw the focus on integration and the inquiry approach at levels 1-4 as very important. The general statement gives teachers more flexibility to meet the needs of specific students. (NZEI 34)

- Viewed in a positive light. Less prescriptive nature provides more flexibility. (Clyde Quay School 109)

- Good, clear introduction allowing good scope and coverage. (Raroa Normal Intermediate School 151)

Concerns and recommendations

- Proposed descriptors for the social sciences.[17] New Zealand should be at the foreground of a learning area descriptor. Some Schools preferred "*economic activity*" as they felt "business enterprise" was a little narrow. Emphasise the collective (societies) because New Zealand is made up of multiple societies, not just the national one. (Wellington Social Studies Teachers 62)

- The explanation is limited to unsupported ideas of how society operates and social participation. (University of Waikato 92)

- Narrow participation focus. Knowledge and understanding of ideas appear to be relegated to the periphery or are non-existent. These need to become core and to be recognised as such. Suggested broader rewording of the purpose statement provided. [18] (School Staff 102)

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[17] On pages 1 and 2 of submission 62, Wellington Social Studies Teachers have provided proposed descriptors for the Social sciences.

[18] Under the heading Criticisms on page 2 of submission 102.

- The introduction captures the essence of the learning area, although this is not pertinent to the specialist disciplines chosen by students at levels 6–8. For subjects, such as classical studies, there is little in the way of guidelines. (Raroa Normal Intermediate School 151)

Why study the social sciences?

Concerns and recommendations

- "The focus of the curriculum is on New Zealand contexts". The focus should be on people and society with an emphasis on New Zealand contexts. (Lake Taupo Christian School 37)

- After the second sentence, add "*They will develop an understanding and appreciation of their own rights and responsibilities as citizens of New Zealand, and the human rights of themselves and others within a global context*". (Peace Foundation 68)

- The heading "Why study the social sciences?" is an example of how a standardised approach to the *Draft's* formatting can confuse meaning – we don't study social sciences, rather we learn in the social sciences. (University of Waikato 92)

- "The unique nature of New Zealand society and its bicultural heritage" is expressed, but the omissions of Māori as tangata whenua, the Treaty of Waitangi and colonising processes contradict the inclusion of "histories". The inclusion of "bicultural heritage" and omission of Māori as the indigenous people of achievement objective tearoa New Zealand perpetuates a dominant cultural worldview. Cultural and gendered roles, perspectives and experiences are not included. (University of Waikato 92)

- Replace "Students explore the unique nature of New Zealand society and its bicultural heritage" with "Students explore the unique nature of *Aotearoa New Zealand society and its bicultural identity that recognises tangata whenua*". (Clyde Quay School 109)

How is the learning area structured?

Strands

- At the end of the first paragraph, add: "*This includes an understanding of human rights issues, both at a personal, local, national, and global level*." (Peace Foundation 68)

- For feedback on contrary aspects of the statement, see p. 4. (University of Waikato 92)

Identity, Culture, and Organisation strand

Concerns and recommendations

- Combining culture and heritage and social organisation into one strand is a positive step. (Riwaka Primary School 147)

- This strand provides for learning about "communities and how they function". Learning about the religious communities that exist in New Zealand should be specific and detailed rather than a vague possibility as it currently stands. (Assembly of Baha'is 42)

- This new strand is not social studies as we know it currently. The rejection of the *SSNZC's* culture and heritage strand indicates a lack of understanding of the expansive concept of culture in making meaning in social studies pedagogies. The absence of key concepts of *time* and *heritage* in the *Draft's* structure limits ways of thinking. (University of Waikato 92)

- Recommend the social sciences curriculum acknowledge, in line with the New Zealand Disability Strategy, that disability is a societal process and acknowledge the formation and history of disabled people's identity in this strand. (CCS 94)

Place and Environment strand

Concerns and recommendations

- Rename strand as **The Geographic World**. (School Staff 102)

- Reword: "*sustainably* interact with places and environments". (Private Individual 75)

- The strand statement is geographic in nature, but fails to capture the essence of geography. Alternative statement provided on page 3 of submission 102. (School Staff 102)

Continuity and Change strand

Concerns and recommendations

▪ The title "Time, Continuity and Change" is changed to Continuity and Change – why? (Silverdale Normal School 11)

▪ Rename strand as **The World of History**. (School Staff 102)

▪ *"This is the most subjective and problematic section of the curriculum. It ignores the notion that history can convey meaning, describing it in terms of a process, "continuity and change", which reduces the study of history to the cultural context in which the events occur. While understanding the cultural context of past events is important to a degree, the draft curriculum does not claim that studying history should include knowledge of key historical events in the history of New Zealand or global history. This absence is symptomatic of the silence of the draft curriculum on the values which underpin New Zealand's cultural and institutional heritage.*

"While it is not disputed that different perspectives on past events are a vital part of studying history, the curriculum should be bolder in distinguishing that some historical viewpoints and indeed some views of history are flawed or negative, and should not be equally affirmed or valued.

"The notion that history is concerned with uncovering and discerning an objective reality about different times, people, places and events is severely compromised in the draft curriculum, and is a glaring inadequacy that should be addressed." (Maxim Institute 59)

▪ At the end of the paragraph, add:
"Before long, students will learn from past events, within their own country and abroad, that deeply held values may clash to produce conflict. They will learn that conditions of peace are not always just, and that the search for justice is not always peaceful. These are difficult but vital questions that offer ample scope for written and oral expression. Students will relate, compare and discuss the nature of differences, and how to manage them." (Peace Foundation 68)

▪ "Imagining of possible futures" in this strand should acknowledge the desire of students with special needs to imagine positive and strength based futures rather than deficit based ones. (CCS 94)

Economic World strand

Positive aspects

- Economic strand now weighted more heavily (1/4 now as opposed to 1/5 before). (Lytton High School 35)

Concerns and recommendations

- There is a new strand called **Economic World** – what does this mean? (Silverdale Normal School 11)

- Economics is not a social science and should not be incorporated into that learning area. (Private Individual 41)

- Reword: "… students learn about the ways in which people participate in economic activities *that are sustainable* and about the *equitable* consumption, production, and distribution of goods and services." (Private Individual 75)

- The idea of an "economic world" is introduced, but in this world, ideas of access to resources, people's work, cultural practices and gendered activities are also scarce. (University of Waikato 92)

- The strand indicates that students will "understand their place in the economic world" rather than that people have over time, and in various cultures sought ways to ensure that economic activities have often been subjects for debate about human rights and social justice, as expressed in the major religions. (NZ Amnesty International School Curriculum Group 107)

- Description is the same for all levels. (Greymouth High School 142)

- Lack of the word "resources" in this strand – this was used well in previous documents and could be easily related to by students. (Newlands Primary School 144)

- "They use this knowledge to understand their place in the economic world, *as well as the role, nature and systems of business in today's highly interdependent communities*." (Mt Albert Grammar School 163)

Social Inquiry

Positive aspects

- Incorporating the processes into the social inquiry process. (DCE 120)

Concerns and recommendations

- The processes of social decision-making and values exploration have been replaced by only one term "social inquiry". Easily confused with the current term

"inquiry process" which in some forms does not include the exploration of values or group decision-making. (Mt Pleasant School 10)

- Missing processes – inquiry, values exploration, social decision-making – all become one "social inquiry". (Siverdale Normal School 11)

- The "how" and "why" have gone. Students "learn about" rather than having to "demonstrate knowledge and understanding of". (Siverdale Normal School 11)

- Social inquiry is a particular learning process that has value in some situations. Of itself, it does not presuppose students arriving at determined understandings. Social inquiry is one of the learning tools that teachers will use to achieve the objectives. It does not deserve that exclusivity or pre-eminence that the draft gives it. Generally the expected understandings should be emphasised rather than the process. (Lake Taupo Christian School 37)

- Provide a definition of the "social inquiry process". How do bullet points under social inquiry tie in with planning? Do teachers choose these for each unit along with key competencies? (Raumati Beach School 46)

- Is the topical public issue strand the culmination of the processes (that is, social issues, values exploration)? (Wellington Social Studies Teachers 62)

- Need feedback on how the processes and skills should be incorporated into social studies. [19] (Wellington Social Studies Teachers 62)

- The social inquiry statement that overrides this learning area is problematic for geography. Assumption that everything studied is primarily about people and society, whereas in geography the physical environment may be the primary focus. (PPTA 83)

- The dominant positioning of social inquiry across the learning area loses rich opportunities for critical pedagogies opened up by the *SSNZC* processes of inquiry, values exploration and social decision-making. Issues, perspectives, time and place settings are collapsed within this mega-process of social inquiry in contrast with the *SSNZC's* design where all achievement objectives are open to perspectives, time and place setting, and learning about Aotearoa New Zealand society. Social inquiry lacks a critical orientation because of its "one size fits all" assumptions. This undermines the scope for learner engagement with multiple methods. (University of Waikato 92)

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[19] See page 4 of submission 62.

- Cannot see how the "social inquiry" focus advances our curriculum area or has academic rigour and acceptance as the "only way of learning". Reworded statement provided on pages 2–3 of the submission. (School Staff 102)

- The text makes no reference to New Zealand in world affairs and offers an isolationist vision. Add the following sentence: "*Recognition should be made of international influences on life in New Zealand.*" (ACYA 77)

Final paragraph

- Add "*both nationally and internationally*" to the last sentence. (Peace Foundation 68)

- Whilst achievement objectives are provided for social studies, economics, geography, and history, "the range of possible social science disciplines in Schools is much broader, including for example, classical studies, sociology, psychology, and legal studies". This is a curious contradiction in the light of the rigidly framed and non-integrative subject boundaries structured through levels 6 – 8. (University of Waikato 92)

Layout and language

Concerns and recommendations

- There is no specific "Concepts" page. The document is not "user friendly". Missing examples for new teachers – supporting documents required. (Silverdale Normal School 11)
- Each subject has subject specific detail that can't always fit into the same box. Introduce an "across the board" format but the content needs specific signalling to ensure the quality of education is consistent across the country. (Sacred Heart Girls' College 38)
- Static and simplistic articulation of a learning area. The prosaic language is disappointing in the light of the dynamic nature of learning about human social behaviour in multi-layered life worlds in the past, present and possible futures. (University of Waikato 92)
- Replace "citizen" with "*people*" throughout the document. (School Staff 102)
- Wordy, complex, difficult to understand. Couldn't teach from this (levels 1–2). (Raumati Beach School 46)

Implementation

Positive aspects

- "Four strands – one per team, much easier to implement." (Newlands Primary School 144)

Concerns and recommendations

- Where and when do we teach basic mapping skills/general geography? (St Joseph's School 27)
- Where do current affairs fit? (Karori West Normal School 74)
- Before implementing the curriculum document, provide clear signals and specific exemplars. (Sacred Heart Girls' College 38)
- How will the existing *SSNZC* and all the supporting research literature and resources for pedagogy be used alongside this framing? How will teachers in the social sciences field be supported with professional development opportunities and resourcing to make sense of a learning area? (University of Waikato 92)
- Lots of teacher work needed to implement this as the document is vague and provides no benchmarking. This is also a resourcing and teacher workload issue. (Newtown Central School 108)
- Professional development and resource material will be vital if the social inquiry process is to be implemented as intended. It's important that the current curriculum statement is accessible as an underpinning document to clarify what learning in this process involves. (Sacred Heart Girls' College 38; DCE 120)
- Need the supporting documents now, or at least the drafts, so we know what we have to teach to support the new curriculum. (Belfast School 145)
- Social studies – refocusing current teaching in line with changes. Resourcing may be an issue. (Raroa Normal Intermediate School 151)
- Both geography and history prescriptions need updating to better match the new curriculum. Prescription statements provide useful guidance for teachers. (Raroa Normal Intermediate School 151)
- Learning to diversify away from an NCEA based programme, without the guidelines provided by a curriculum document. (Raroa Normal Intermediate School 151)

LEARNING AREA – TECHNOLOGY

Comments relating to specific text

What is technology about?

- Add "…impacts upon the cultural, *religious*, ethical, environmental…" (New Zealand Amnesty International School Curriculum Group 107)

Why study technology?

- No mention of students taking technology to find out how things work. (Private Individual 25)

- Add "These include control, food, communications, *and media*". (Connected Media Trust 51)

- Concern about the use of "dynamic" as it is too broad a term. (Greymouth High School 142)

- Do not agree with second paragraph, particularly the use of enterprising and innovative. Suggest acknowledging that technology leads to employment that is practical as well as enterprising and/or innovative. (Greymouth High School 142)

How is the learning area structured?

- Include "…*or is able to be integrated throughout all curricula*." (St Mary's School 23)

Technological Practice

Positive aspects

- Like this strand. (Greymouth High School 142)

Concerns and recommendations

- Not clearly defined. (Raumati Beach School 46)

Technological Knowledge

- Not clearly defined. (Raumati Beach School 46)

- Do not like the use of the word "understand". (Greymouth High School 142)

- Professional development required to clarify scope, intent, and practical implementation of this section. (Greymouth High School 142)

Nature of Technology

- Not clearly defined. (Raumati Beach School 46)

- Emphasis on the nature of technology is of concern. It requires a high level of reflection by students resulting in Technology becoming more philosophical and less 'technological'. (St Paul's College 17)

- Do not like the use of the word "understand". (Greymouth High School 142)

- Professional development required to clarify scope, intent, and practical implementation of this section. (Greymouth High School 142)

Layout and language

Positive aspects

- Good layout. (Raumati Beach School 46; Karori West Normal School 74)
- Less prescriptive. (Raumati Beach School 46)
- The descriptions are accurate and specific. (Marewa School, Te Awa School, Nelson Park School 5; Hampton Hill Primary School 16; Sacred Heart Girls' College 38; Raroa Normal Intermediate School 151)

Concerns and recommendations

- Terminology is too complex, wordy, and full of jargon. Difficult to link old document with new document.[20] (Sacred Heart Girls' College 38; Raumati Beach School 46; HETTANZ 69; Karori West Normal School 74; PPTA 83; Riwaka Primary School 147; Raroa Normal Intermediate School 151; Unknown School 154)

  "*...while the status of technology is seriously in need of enhancement, this will not be achieved by publishing a curriculum document that uses language which obscures rather than enhances the essence of the learning area.*" *(PPTA 83)*

  "*While some have found the language used in the statement challenging it must be stressed that this language is developing within the sector as part of the evolution from the previous iterations and this like any other learning area will develop its literacy as it progresses and grows. This will require support and further materials to enable teachers to come to grips with this in their own context.*" (HETTANZ 69, p. 5–6)

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[20] See submission 83 for examples of confusing descriptions and terminology.

- Prefer the bullet point layout in the first version of the technology learning area. (Riwaka Primary School 147)
- Not as easy to follow as other learning areas. (Riwaka Primary School 147)

Implementation

- This section lacks clarity. Technology education is under resourced with regards to exemplars and specific direction. (Silverdale Normal School 11; NZEI 34; Lytton High School 35; Sacred Heart Girls' College 38; Belfast School 145)
- High costs involved in implementing this curriculum area. (Silverdale Normal School 11)
- Have got to cover three areas in one year. (Lyttton High School 35)
- There is a danger that the document leaves it too open and some areas may not be taught. (Karori West Normal School 74)
- Difficult to link old document with new document. (Karori West Normal School 74)
- Seems to be based on a business model. (Karori West Normal School 74)
- Are there any links to the new key competencies. (Belfast School 145)
- Technology teachers need professional development. Without it implementation will potentially be poor[21]. (IPENZ 115; ETITO 125; Baverstock Oaks School 139)
- *"Students need to experience and explore a wide range of technologies in a variety of environments. Teachers must have some first-hand experiences to be able to manage the learning and progress of their pupils effectively."* (IPENZ 115 p. 4)
- *"Technology teachers have historically come from a crafts background ... someone with a crafts background is unlikely to be appropriately skilled to teach technology. It is vital that professional development for technology teachers is more focused and carried out at a much greater intensity ..."* (IPENZ 115 p. 4)
- The context needs to be addressed. Are there technology exemplars? (Victory Primary School 7; HETTANZ 69; IPENZ 115; Riwaka Primary School 147)
- *"...it should be made clear that at levels 1 –5 students are expected to study technology in a range of contexts, but at levels 6 –8 there can be some specialisation. We propose the definition of 'domains' which are somewhat akin*

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[21] See submission 115 for detailed comments about this point.

to the 'worlds' in science. The domains would be defined according to the types of materials and transformations occurring." [22] (IPENZ 115)

- Technology is not suitable for primary School level. (Marewa School, Te Awa School, Nelson Park School 5)
- High demands on Staff that current workforce is not fully equipped to meet. (PPTA 83)

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[22] See submission 115 for detailed comments about this point.

EFFECTIVE PEDAGOGY

Comments relating to specific text

Making Connections

- Delete "unnecessary duplication of content". (Totara College of Accelerated Learning 28; Lake Taupo Christian School 37)

- Does not sufficiently promote the importance of learner's prior knowledge and self-identity nor present the need for the development of cultural factors as part of that prior knowledge. (Auckland Catholic Diocese 96)

- Ignores the possibility that the benefits of some learning might not be immediately understood or valued by students and that not all education is practical or "utilitarian". (Education Forum 82)

Facilitating Shared Learning

- Should acknowledge that learning can be a solitary affair. "*Forcing students to accept one another and to form positive relationships with teachers, parents and the community at large smacks of social engineering.*" (Education Forum 82)

Enhancing the relevance of new learning

- Replace "students need" with "students *may need support to understand*." (St Mary's School 23)

- Need a description of what new learning might look like. (St Mary's School 23)

- Include reference to when students learn and how they are progressing towards goals. (Education Consultant 116)

Creating a supportive learning environment

- A teacher's professional culture also includes their personal values. (Totara College of Accelerated Learning 28; Lake Taupo Christian School 37)

- Suggest adding: "*They ensure that conflict is identified, and that their students are provided with conflict resolution skills that minimize negative behaviour and lead to peaceful and fair solutions*." (Peace Foundation 68)

- Support for inclusion of the wider community as part of pedagogical practice. (Wellington Area Social Studies Teachers 62)

- Lead sentence suggests "a narrow and superficial understanding of the nature and purpose of education." [23] (Education Forum82)

- Replace "accept" with "respect". (Unknown School 156)

- Large class sizes can make it difficult to provide a supportive learning environment. (Paraparaumu College 150)

- Greater communication with parents is needed to create a supportive learning environment. (Paraparaumu College 150)

E-learning and pedagogy

Positive aspects

- Pleased ICT "has a home".(Nelson Park School and Others 5)

Concerns and recommendations

- Suggest adding: "*These advantages will sharpen an appreciation of the advantages of literacy and regular access to the printed word through properly resourced School libraries.*" (Peace Foundation 68)

- Suggest adding: "Using ICT, students can *use and create media to promote sustainability across local, national and global communities.*" (Connected Media Trust 51)

- Integrate with other aspects of effective pedagogy as it reflects effective teacher practice. (DCE 120)

- What are e-learning tools? (St Joseph's School 27)

- E-learning was not identified as a characteristic of quality teaching in *BES* (MoE, 2003). ICT is not the only tool to support student learning. (LML 40)

- What evidence is there that young people's learning is transformed by the use of computers? (CCE 19)

- Where does e-learning belong? "We believe it was an add-on because a place couldn't be found for it anywhere else." (Oamaru North School 138)

- Internet safety is an issue. (Lytton High School 35)

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[23] See Education Forum submission, p. 19, for a detailed discussion of this point.

- Recommend that the Ministry makes a clear statement about how ICT will be financed and resourced. (NZEI 34; Unknown School 155; Unknown School 156; Belfast School 145; Private Individual 50)

- If ICT is going to be included, it needs to be resourced. If some Schools cannot afford to make the latest ICT available for students, this will create inequalities of access. (Silverdale Normal School 11)

- Cost of ICT. (Silverdale Normal School 11; St Paul's College 17; Sacred Heart Girls' College 38)

Layout and language

- Concise and easy to read. (Hampton Hill Primary School 16; Education Consultant 116)
- This section should be earlier in the document (for example, after p. 9). (Nelson Park School and Others 5; CCE 19; RSNZ 48; NZAMT 58; HETTANZ 69) University of Auckland 101; DCE 120)
- Multiple uses of the word "connections". This causes confusion. (Private Individual 158)
- Replace "home practices" with "life outside School". (Private Individual 158)

Implementation

Concerns and recommendations

- Need professional development to support this. (Raumati Beach School 46; Clyde Quay School 109)
- Can be difficult to engage families in partnership with teachers. (Lytton High School 35)
- Need time to deliver all these aspects of effective pedagogy. (Lytton High School 35)
- Assessment requirements for learning across the curriculum and with differentiated teaching are a "huge increase in expectations" for teachers. (NZEI 34)

DESIGNING A SCHOOL CURRICULUM

Comments relating to specific text

Third paragraph (p. 26)

- Statement that "curriculum design usually starts with the shared values and beliefs of the community or with an assessment of the learning needs of the students" undermines other content of the *Draft*, and evidence on quality teaching, that "any set of values in education must always start with a commitment to meet student needs" (LML 40; APIS 65)

Significant Themes

- Include examples that focus on the need for social cohesion. (Silverdale Normal School 11)

Sustainability

- Put "environment" first (Private Individual 1)

Citizenship

- Mention New Zealand. (Private Individual 1)

Enterprise

- Remove "entrepreneurial" (Omaru North School 138)

Globalisation

- Don't start with Asia use as an example after cultures in the opening sentence. (Private Individual 1)

Critical literacies

- Only financial literacy mentioned. Should include other literacies, for example, information literacies. (Private Individual 1; St Mary's School 23)

- Why is financial literacy included? (St Joseph's School 27; Sacred Heart Girls' College 38)

Schooling Strategy Goal (p. 27)

- Second bullet should read "*Learning should be nurtured*" (St Mary's School 23)

Layout and language

- Move this section to before Learning Areas (WWF 9; Private Individual 75)
- Include diagram to show how all sections of the curriculum can be thematically linked across levels (WWF 9)

- Diagram does not fully capture complexities of curriculum processes. (Lytton High School 34)
- Diagram on p. 27 is useful. (HETTANZ 69; Queen's High School 95; DCE 120)

Implementation Issues

- Concern about the workload issues in "re-writing everything we have in place". How will Schools find time to undertake designing a School curriculum? (Silverdale Normal School 11; St Paul's College 17; Lytton High School 35; Raumati Beach School 46; NZAMT 58; Clyde Quay School 109)
- How will Schools collate "the shared values and beliefs of the community"? How much will be expected of the community in terms of input into curriculum design? (Lytton High School 35; Raumati Beach School 46; Queen's High School 95)
- What checks will occur to ensure each learning area is included and well taught? (Mt Pleasant School 10; Raumati Beach School 46)
- Provide support documents based on the five themes to ensure their application. (WWF 9)

PLANNING WITH A FOCUS ON OUTCOMES

Comments relating to specific text

"A focus on outcomes…"

- This paragraph should be part of "Designing a School Curriculum" (p. 26). An important statement that needs rephrasing. (Private Individual 1)

"Students are more task oriented…"

- Add at end of paragraph: "*This three-way partnership pf teachers, parents and students requires constant attention and involvement.*" (Peace Foundation 68)

"The curriculum assumes…"

- Strong support for opening sentence. (NZEI 34)

- Conflict between statement that there are no limits on proportions of students who can achieve and NZQA's adjustment of examination marking schedules to achieve desired profiles. (Sacred Heart Girls' College 38)

- Support emphasis on students learning and achieving in their own time. (St Mary's School 23; Lytton High School 35)

"In outcomes-focused programmes"

- Add: "*Principals, teachers, students, parents and the community have a shared vision of the School as a community where the rights of all are respected, and the curriculum reflects that shared vision both in design and in practice.*" (Peace Foundation 68)

"The long view is taken"

- Staff expect the Ministry of Education to work towards ensuring changes to policy to reflect this view and to ensure national testing does not occur. Intention to mandate achievement objectives and report against levels seems contradictory. (NZEI 34; Clyde Quay School 109)

- Support inclusion of "long view" as it takes the pressure off assessing tightly to achievement objectives (NZEI 34; Lytton High School 35; NZCEO 64; APIS 65)

- Children come with less prior knowledge in some curriculum areas due to their previous School's priorities. (Unknown School 155; Unknown School 160)

Implementation

- Resource issues – a lot of requirements on Schools. (Silverdale Normal School 11; NZEI 34; Lytton High School 35)

- Difficulty in assessing skills. (Lytton High School 35)

Assessment

- Need to define assessment. (SAATE 18)
- Too much emphasis on assessment. (Lytton High School 35)
- Need to provide incentive for students to excel: NCEA dopes not do this. (Sacred Heart Girls' College 38)
- What is the purpose of achievement objectives if Schools have the freedom to develop their own? (Nelson Park School and Others 5)

PLANNING FOR THE DEVELOPMENT OF THE KEY COMPETENCIES

Comments relating to specific text

"In developing the competencies…"

- Add to final sentence of paragraph: "*and by creating supportive and peaceful environments which optimize learning opportunities.*" (Peace Foundation 68)

Dot points

- Add another bullet point: "*receive encouragement through varieties of support and mentoring*" (Peace Foundation 68)

"Students need ongoing feedback…"

- Add: "*They also need to learn from their mistakes, to accept responsibility for their actions, and to deal with disappointment and failure in a positive way.*" (Peace Foundation 68)

Implementation

- Do Schools have enough resource to do this? (Lytton High School 35)
- What professional development will be offered to help Schools to realign current School policy and best practice to key competencies? (Clyde Quay School 109)

Assessment

- Concern that competencies should be assessed.
  "The competency can only be demonstrated within context and the assessment should be of the learning context Achievement objective not another layering of assessment of and arbitrary competency." (HETTANZ 69, p. 7)
- Schools are "not in a strong position to assess the Key Competencies". Schools require more detailed guidance about how to do this and assessment resources. (Sacred Heart Girls' College 38; Queen's High School 95; Clyde Quay School 109)
- Positive to see key competencies being assessed in the context of tasks. (NZEI 34)
- Replace statement about assessment with: "*students should be given opportunities to develop the competencies in a range of contexts that require them to use their knowledge and skills in a variety of ways.*" (DCE 120)
- Move final paragraph about "gathering evidence" to the "Assessment" section. (DCE 120)

PLANNING FOR PURPOSEFUL ASSESSMENT

Comments relating to specific text

Diagram, p. 31

- Should have largest section at the top and smallest at the bottom to indicate that the bulk of information is used for learning. (Silverdale Normal School 11)

- Why is there a split in the brown section of the diagram? (Silverdale Normal School 11)

- Should place **Information for Learning** in a central position to show how the other purposes are related to the central purpose. (NZCER 78)

PLANNING FOR COHERENT PATHWAYS

Comments relating to specific text

Learning in years 1–4

- Extra-curricular to co-curricular results in increased teacher workload. (Cashmere High School 44)

- Good to see emphasis on numeracy, literacy and key competencies. However, the sentence "The competencies are developed through a wide range of learning experiences in all learning areas" contradicts the initial statement. (Silverdale Normal School 11)

- Transition between "learning to read" and "reading to learn" is made in years 4–5 and this should be made explicit. (Silverdale Normal School 11)

Learning in years 5 –10

- Recommend that language be included stating that students in this age group – and particularly those at risk of not making a successful transition from school – should also be given career and life planning opportunities. (Business NZ 61)

- Positive acknowledgement that literacy and numeracy develops in all curriculum areas. (Nelson Park School and Others 5; Cashmere High School 44)

- Second half of paragraph is "huge conflict" with p. 26.[24] (Cashmere High School 44)

- Why are parents/whānau not included here? (Nelson Park School and Others 5)

Learning in years 11–13

- Funding issues for Schools if they are to offer programmes and study for qualifications offered by workplaces and tertiary institutions. (Paraparaumu College 150)

- Focus on gaining qualifications undermines focus on learning at the expense of assessment. (University of Waikato 80)

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[24] See Cashmere High Arts Teachers submission, p. 3 for further discussion of this point.

- Add before final sentence in first paragraph "*Students also bring with them a range of learning experiences which may mean that not all students reach their potential at the same time. Schools* also need to…" (TESOLANZ 32)

- Add to the second sentence in paragraph two: *"Schools can extend this range by encouraging students to participate in career education programmes and study for qualifications offered by workplaces and by tertiary institutions."* (Greymouth High School 142)

Tertiary education and employment

- Implies that everyone is going on to tertiary education. (Paraparaumu College 150)

- "Learning doesn't stop when formal education does…." This needs to be more explicit as learning is not necessarily formal and much learning in Schools is incidental. (St Mary's School 23)

The key competencies: cross-sector alignment

- Looks "a little contrived" in some places. (Queen's High School 95)

- Cross section alignment in the diagram is "confusing as it does not coherently align with the previous sections in its content or context". Connecting arrows not always logical. (NZEI 34; HETTANZ 69; DCE 120)

- Diagram is good. (Lytton High School 35)

Implementation

- Schools need professional development to help them to integrate assessment of key competencies and essential learning areas. (NZCEO 64; APIS 65)

ACHIEVEMENT OBJECTIVES

Comments relating to specific text

Comments about diagram 'Years and Curriculum Levels' on p. 34

- Disappointed that this diagram has been reproduced without alteration from the earlier document. "*Much discussion has been centred on the appropriate level to plan to teach students of a given chronological age and this diagram has not been helpful in these discussions.*" (Teacher Secondary 39)

- Diagram has 'lost currency'.
  "It reinforced an artificial construct of learning ie, in linear, hierarchical and equal steps and did not reflect how students learned. The groups were of the view that the diagram no longer had a place in an environment of 'personalised learning' catering for an individual student's learning needs."
  Overlaps between a student's chronological age and the curriculum levels are not satisfactorily explained. Recommend removing the diagram. (NZEI 34)

- Level bands are different to the existing curriculum. Have they been "dumbed down"? The changes to the diagram will have workload implications for teachers as teachers will need to "unpack" the levels to meet requirements for planning, assessing and reporting against the levels. (Silverdale Normal School 11)

- Levels are too broad and should be based on "majority expectations not outliers". Lack of clarity for teachers and parents about what the expectations are at each year level. Much clearer guideline needed. (Mt Pleasant School 10)

- Not structured in a helpful or comprehensive way. (Education Consultant 116)

Layout and language

- Clear and succinct. (Nelson Park School and Others 5)
- Like the fold-out for each level and inclusion of key competencies. (Nelson Park School and Others 5)
- Color matches curriculum documents and print size good for reading. (Nelson Park School and Others 5)
- Confusing to have key competencies between only two learning areas in the fold-out sheets. (NZEI 34)
- Fold-out section difficult to follow. (SAATE 18)

ACHIEVEMENT OBJECTIVES – SOCIAL SCIENCES

Comments relating to specific text

Place and Environment

Concerns and recommendations

▪ No spatial area. Change wording to "… understand *that the way people interact with places has implications for environmental sustainability*". (Northcote College 141)

▪ How much should the distinct senior level subjects of the social sciences (achievement objectives 6–8) be reflected in the level 1–5 achievement objectives? More so than is evident in the *Draft*. Economics is the model to follow; if history and geography were referred to explicitly then their contribution to learning in social sciences would become more obvious and their contribution would become sharpened. For example, replace **Place and Environment** and the strand statement that appears on page 22 and is then repeated at each level from 1–8 with a geography statement. [25]

> **Comment:** what is the source of the reference?

Continuity and Change

Concerns and recommendations

▪ Needs to mention actual change rather than driving change in interpretation. (Northcote College 141)

The Economic World

Concerns and recommendations

▪ Concern at the emphasis given to economic studies at the early levels. Expectations were not clear. Hope to see achievement objectives given more clearly, for example, do we investigate "jobs people do" or do we teach them about the sharemarket? (Mt Pleasant School 10)

▪ Does not refer to resources. (Northcote College 141)

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[25] Submission 102 provides detailed feedback on geography in the social sciences and offers alternative wording.

- Recommend that the economics/economic world achievement objectives explicitly encourage experiential learning (as occurs through such programmes as the Young Enterprise Scheme). (Business NZ 61)

- Recommendation: Move away from "resources" (a stock concept) and build in the idea of managing processes, eg, ecosystem services (a flow concept). (DOC 99)

- Level 6 economics:
"as a result of scarcity, consumers, producers and government make choices that affect New Zealand society; *and the environment*."
"The different sectors of the New Zealand economy are interdependent *and depend on the environment*." (DOC 99)

- Level 8 economics: "… governments may need to intervene where markets fail to deliver efficient or equitable outcomes *for society and the* environment".
(DOC 99)

Social Inquiry

Positive aspects

- Combining three processes to make Social Inquiry is a logical step as they work best together. All needed when looking at inquiry in SST. Values and social decision-making can't be done well without inquiry – should be linked. (Rangitoto College 22)

- Well explained. Specific, workable, and relevant. (Riwaka Primary School 147)

Concerns and recommendations

- Level 1: At the end of the first paragraph, add: "*They also learn that differences between people are something to value*." (Peace Foundation 68)

- Level 1, second bullet point: Difficult wording, simplify. (Menzies College 149)

- Level 1, second bullet point: "Individuals and groups have social, cultural, *environmental*, and economic roles and responsibilities". (Private Individual 75) Frankton Primary School 93)

- Level 2, second bullet point: "people and groups make *sustainable* choices to fulfil their needs and wants". (Private Individual 75)

- Level 2, last bullet point: What is meant by Māori as tangata whenua? More realistic to talk about haka, and poi? (Menzies College 149)

- Level 2, last bullet point: We are all immigrants to New Zealand – we all arrived on a waka of one kind or another, and we all have a sense of place here. This reality needs to be reflected in this curriculum strand. (DOC 99)

- Level 3, first bullet point: Are the words "formal and informal" necessary? Just groups. (Menzies College 149)

- Level 3, first bullet point: Add the words "*and their environment*" at the end. (Frankton Primary School 93)

- Level 3, fourth bullet point: "people make decisions about access to and *sustainable* use of resources". (Private Individual 75)

- Level 3, second to last bullet point: "Migration of tangata whenua" needs to be at level 2. "The role of Māori as tangata whenua" needs to be at level 3. (Menzies College 149)

- Level 3, last bullet point: Needs to be at level 4 or 5. (Menzies College 149)

- Level 3 sixth bullet point: Amend to "The migration of tangata whenua *and other people* is significant for people in New Zealand," as migration is a significant factor that has shaped New Zealand society. (Lake Taupo Christian School 37)

- Level 4, first bullet point: Too hard for level 4, needs to be more basic. (Menzies College 149)

- Level 4, second bullet point: Does not make sense. How do you pass on culture and heritage on purpose and for what reasons? What are the consequences? (Menzies College 149)

- Level 5, after the first bullet point, add two more: "*New Zealand is part of the world community, and plays an important role in international affairs.* "*New Zealand is a signatory to important international declarations such as the Universal Declaration of Human Rights.*" (Peace Foundation 68)

- Level 5, last bullet point: Why do we have to cover enterprise and innovation? Too much economics – incorporate into fourth bullet point. (Menzies College 149)

- Level 6, social studies. Amend the first bullet point: "… social justice and *international* human rights". (ACYA 77)

- Level 6, social studies. Amend the first bullet point: "Individuals, groups and institutions work to promote social justice, human rights *and environmental sustainability*". (Private Individual 75)

- Level 6, economics. Amend the first bullet point: "as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society *and the environment*". (Private Individual 75)

- Level 7, social studies. Amend the first bullet point: "… and exercise their rights in local, national, and global contexts *through formal agreements especially in regard to the Treaty of Waitangi*". (ACYA 77)

- Level 7, economics. Amend the second bullet point: "economic, *social, cultural and environmental* issues in New Zealand are interrelated. (Private Individual 75)

- Levels 6–8 geography: achievement objectives are open-ended but sit uncomfortably with the mainly New Zealand settings of history and economics. This suggests that discrete subject communities defended territories rather than seeking inter- and trans-disciplinary social sciences opportunities. (University of Waikato 92)

- Geography achievement objective 1: very convoluted.
  Geography achievement objective 2: perception of changing over time is new – more to teach.
  Geography achievement objective 3: change in emphasis suggested by wording, eg, interacting processes becomes "processes that may interact".
  (Northcote College 141)

- Level 5: "Nations develop systems of government that affect people's lives and reflect different types of decision making". Positive about this change but noted some concerns. (Rangitoto College 22)

- Level 5: "Cultural interaction impacts on cultures and societies". Positive about this change but noted some concerns. (Rangitoto College 22)

- Level 5: "People move between places which has consequences for the people and the places". Positive about this change but noted some concerns. (Rangitoto College 22)

- Level 5: "Economic decisions impact on people, communities and nations". Unsure of this achievement objective. (Rangitoto College 22)

- Level 5: "The way people manage resources has impacts for environmental and social sustainability". Positive about this achievement objective. (Rangitoto College 22)

- Level 5: "The Treaty of Waitangi is responded to differently by people in different times and places". Positive about this change. (Rangitoto College 22)

- Level 5: "Ideas and actions of people in the past have had a significant impact in shaping people's lives and identities in New Zealand's developing society". Positive about this change. (Rangitoto College 22)

- Level 5: "People in New Zealand seek and have sought economic growth through business, enterprise, and innovation". Mixed feelings about this achievement objective. (Rangitoto College 22)

Layout and language

Positive aspects

- Simplicity of the language, very user friendly. (School Staff 5)
- Great to have everything on one page! (School Staff 5)

Concerns and recommendations

- With the exception of Social Inquiry, huge sentences which can lose meaning. Not succinct enough to see the components needed to be covered. (Riwaka Primary School 147)

Implementation

Concerns and recommendations

- Integrated planning is harder because linking matrixes are not there. (Silverdale Normal School 11)
- The achievement objectives can be interpreted in lots of ways, although the underpinning concepts (geographical, historical, and so on) are clear elsewhere in the document. Even if teachers interpret the achievement objectives differently, shouldn't they be at least developing the suggested concepts from *SSNZC*? (Wellington Social Studies Teachers 62)

Assessment

- Much easier for assessment. (School Staff 5)

ACHIEVEMENT OBJECTIVES – HEALTH AND PHYSICAL EDUCATION

Comments relating to specific text

Personal Health and Physical Development

Positive aspects

- Thorough coverage – possibly too much. (Northcote College 141)

- Offers opportunity of reversing unhealthy developments/trends in teenagers. (Northcote College 141)

Concerns and recommendations

- Perceived theory content could discourage some students from taking NCEA PE. (Northcote College 141)

- Level 2 achievement objectives for personal health and physical development need to be reworded to ensure the teaching of food preparation skills is mandatory. Suggested rewording: "Describe their stages of growth and their development needs and demonstrate increasing responsibility for *healthy self-care, including healthy food options and preparation skills*". (CDHB 71)

- Personal growth and development: Puberty is now at level 4. With students developing much earlier, it really needs to be at level 3. (Sunnybrae Normal School 146)

Movement Concepts and Motor Skills

Positive aspects

- Student-centred and students to take responsibility for their own learning. (Northcote College 141)

- Opportunity to use technology. (Northcote College 141)

- Good to integrate science and technology. (Riwaka Primary School 147)

Concerns and recommendations

- Complexity of some movement and motor skills evaluation may result in time constraints affecting assessment. (Northcote College 141)

- Technology appears to be linked to theory rather than hands-on skill learning. (NCWNZ 32)

- Inclusion of science and technology in the middle of health and physical education is not appropriate. (Raumati Beach School 46)

Relationships with Other People

Positive aspects

- Most aspects covered thoroughly. (Northcote College 141)

- Students and staff have an opportunity to build better relationships with the school community. (Northcote College 141)

- Identity, sensitivity and respect address issues within the United Nations Conventions on the Rights of Children. [26] (ACYA 77)

- Only five out of eight levels under "Rights, responsibilities, and laws" have text. Would be appropriate to add text for levels 1, 2 and 4. (ACYA 77)

Concerns and recommendations

- Level 1: Interpersonal skills should read: "Express their own ideas, needs, wants and feelings clearly and *confidently using 'I' statements. They will* listen to those of other people." (Peace Foundation 68)

- Level 2: Interpersonal skills should read: "Express their own ideas, needs, wants, and feelings appropriately *using 'I' statements and through peer mediation. They will* listen sensitively to other people and be able to affirm them." (Peace Foundation 68)

- Level 3: Interpersonal skills should read: "*Describe and demonstrate assertive communication skills and processes such as 'I' statements, active listening and peer mediation* that enable them to interact appropriately with other people." (Peace Foundation 68)

- Level 3: Identity, sensitivity, and respect should read: "*Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people,* **for example in relation to bullying, gender stereotyping, students with specific needs, messages about body image, cultural differences, fair play, and inclusiveness during work, plan and games.**" (Peace Foundation 68)

- Level 4: Identity, sensitivity and respect should read: "Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, *for example in cases of bullying, harassment, gender stereotyping, violence in sport, non-inclusiveness, a lack of fair play, or*

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[26] See submission 77 for detailed discussion.

discrimination on the basis of chronic illness, mental illness, or cultural difference." (Peace Foundation 68)

- Level 4: Interpersonal skills should read: "Students will describe and demonstrate a range of assertive communication skills and processes, *such as peer mediation as a form of peaceful conflict resolution*, that enable them to interact appropriately with other people." (Peace Foundation 68)

- Level 6: Interpersonal skills should read: "Plan strategies and demonstrate interpersonal skills *and processes such as peer mediation* to respond to challenging situations appropriately." (Peace Foundation 68)

Healthy Communities and Environments

Positive aspects

- Encourages students to critically analyse their environment and their part in it. (School Staff Secondary 141)

- Students will develop a greater awareness of School community links. (Northcote College 141; Riwaka Primary School 147)

Concerns and recommendations

- Level 4 – Societal attitudes and values: "Investigate and describe lifestyle factors and media influences that contribute to the well-being of people *and the environment* in New Zealand." (Private Individual 75)

- Level 4: Add text "*investigate the text of human rights international treaties*" to subheading "Rights, responsibilities, and laws". (ACYA 77)

- Level 4 – Rights, responsibilities and laws) People and the environment should read: "Specify Individual responsibilities and take collective action for the care and safety of other people in their School and in the wider community, *for example, by introducing a peer mediation programme to help resolve conflicts peacefully within the School community.*" (Peace Foundation 68)

- Level 6: People and the environment: "Investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental *respect.*" (Private Individual 75)

Layout and language

Positive aspects

- More concise. (Greymouth High School 142)

Concerns and recommendations

▪ Achievement objectives need to be numbered for effective use. (Nelson Park School and Others 5; Silverdale Normal School 11; Karori West Normal School 74)

▪ No reference to home economics on achievement objective pages. Would be difficult for primary Schools to include in their teaching. (Nelson Park School and Others 5)

▪ Difficult to track progression of stages on the fold-out pages. Should be placed altogether. (Frankton Primary School 93).

▪ Over-elaboration and wordiness may discourage thorough reading. (Northcote College 141)

Implementation

Positive aspects

▪ Easier to implement. (Sacred Heart Girls' College 38)

Concerns and recommendations

▪ Suggestions on how teachers can cover a number of objectives and areas would be really helpful. (Frankton Primary School 93)

▪ Lacks examples for each achievement objective. (Sacred Heart Girls' College 38)

▪ Costly and difficult to implement within programme. (Northcote College 141)

ACHIEVEMENT OBJECTIVES – ARTS

Comments relating to specific text

Understanding the Arts in Context

Positive aspects

- Drama: Covers Greek, Shakespeare and range of historical contexts. Opportunity to discuss values. (Northcote College 141)

- Music: Open to cultural diversity – allows students to express their own musical identity. Opportunity for sporadic presentation of historical music. (Northcote College 141)

- Level 6 visual arts: The use of "research, compare, and contrast" rather than "investigate" is clearer. (Northcote College 141)

- Level 7: Influence of evolving technologies now not studied – more realistic. (Northcote College 141)

- Level 8: Influence of technologies back in. The words "students will research the ways art-making traditions are maintained, adapted or appropriated" are gone – they were confusing and not realistic or manageable. (Northcote College 141)

Concerns and recommendations

- Drama: Is New Zealand mandatory? Growing cultural diversity of watching theatre develop, or how it is developing in New Zealand? Narrow field? (Northcote College 141)

- Music: No time for historical context to be delivered for student reference. Students not knowing their own role in a historical context. (Northcote College 141)

Developing Practical Knowledge

Positive aspects

- Drama: Clear transition of expected skills between levels. Students get a diverse experience of all elements of theatre. (Northcote College 141)

- Music: Allows students to see/hear how different elements work to develop a piece of music. Opportunity for in-class training on software for Individual work. (Northcote College 141)

- Level 8 Visual arts: "broad and deep" added – close to achievement standards. (Northcote College 141)

Concerns and recommendations

- Music: Some material is too advanced for students at high School level. Students reluctant to pursue this achievement objective due to level of difficulty. (Northcote College 141)

- Level 7 visual arts: "Extend skills in a range of technologies". (Northcote College 141)

Developing Ideas

Positive aspects

- Drama: Clear progression encourages critical thinking. (Northcote College 141)

- Music: Allows students to apply their musical knowledge to communicate artistically. Opportunity for in-class delivery of materials and elements. ICT training to assist their development. (Northcote College 141)

- Level 6 visual arts: The use of "clarify ideas" rather than "refine" is closer to ASs. (Northcote College 141)

- Level 7 visual arts: "Generate, clarify and extend ideas" rather than "generate, analyse and clarify" is closer to achievement standards. (Northcote College 141)

- Level 8 visual arts: regenerate "options" rather than "ideas" – in line with achievement objectives. "Selectively incorporate ideas from recent and established practice" into own work added – in line with achievement standards. (Northcote College 141)

Concerns and recommendations

- Music: Students without a strong musical background struggle in this area. Students believing that their "feeling" about their work has more relevance than the criteria. (Northcote College 141)

- Level 2 music: The first objective is waffle. (Riwaka Primary School 147)

- Level 2 visual arts: What does "Develop visual ideas" mean? (Riwaka Primary School 147)

- Level 4: Study of artists' work not mentioned. (Northcote College 141)

- Level 5 visual arts: "established practice" used rather than study of artists' work – in line with NCEA achievement standards. (Northcote College 141)

Communicating and Interpreting

Positive aspects

- Drama: Encourages critical thinking, understanding and the development of theoretical knowledge into practical. Opportunity for holistic drama experience. (Northcote College 141)

- Music: Allows students to develop their ability on a chosen instrument. Opportunity for two recorded assessments at each level. (Northcote College 141)
- Level 5 visual arts: The use of "compare and contrast" rather than "describe and evaluate" is clearer. (Northcote College 141)

Concerns and recommendations

- Drama: The rehearsal time will in practice require more out of School time for students and teachers. Concern about technical element (levels 7– 8). Wide range implies time and money. (Northcote College 141)
- Music: Concentrate on only two solo pieces over the year. Not enough performance at high School level to develop confidence and presentation skills. (Northcote College 141)
- Level 2 dance: "Share their thoughts and feelings in response to their own and others' dances – insensitive ground." (Riwaka Primary School 147)

Layout and language

Positive aspects

- Wording reflects NCEA achievement standards more – leads to consistency. (Raroa Normal Intermediate School 151)

Concerns and recommendations

- The language issue is a major concern about the *Draft* as a whole. Complex areas of study like music cannot be reduced to statements of simplistic performance outcomes. The draft document does not offer real achievement objectives at all, but merely describes very generalised spheres of activity. (Private Individual 3)
- Unable to look at levels 1, 2, and 3 at the same time – may be better to have the curriculum area on one page – with all levels. (Newlands Primary School 144)

Implementation

- It doesn't explain the strands in detail – will it support beginning teachers, teachers who are not confident, and teachers returning to the workforce? (Karori West Normal School 74)
- Drama: Needs extensive funding, for example, technology, lighting, sound, and set. Budget and time issues for students and staff if required to see external performances. (Northcote College 141)

Assessment

- Visual arts: Some of the objectives, for example, level 6, have the word "clarify" which a student normally doesn't encounter until level 2 in NCEA. Questionable about increasing difficulty? (Raroa Normal Intermediate School 151)
- Referring to moving image (time based art) as a field of the visual arts has ramifications for assessment at the senior level, which have not yet been addressed in NCEA – all external assessments are two dimensional on an A1 board. (Northcote College 141)

ACHIEVEMENT OBJECTIVES – TECHNOLOGY

Comments relating to specific text

Planning for practice

- Levels 5 and 6 are too complex at this age to "analyse" and "critically analyse". (Raroa Normal Intermediate School 151)

Outcome development and evaluation

- At levels 1–4, replace the term "research" with "investigations" (not all agreed on this matter). At levels 5 –6, the terminology is "experimentation and evaluation". To suggest that research is a lower level activity is not appropriate as research is seen as a higher-level activity. (IPENZ 115)

Clarification required over most levels. (Greymouth High School 142)

Technological products

- At levels 6–7 replace "materials testing" with "material evaluation". Testing is seen as a lower level activity. (IPENZ 115)

- At level 8 replace "materials development" with "materials development and evaluation". (IPENZ 115)

- At level 8 insert the word "ultimate" before "disposal" to indicate a higher level of requirement than at level 7. (IPENZ 115)

Technological systems

- Not clear what this means. (Riwaka Primary School 147)

Layout and language

Positive aspects

- Flows easily level to level. (Marewa School, Te Awa School, Nelson Park School 5; Baverstock Oaks School 139)
- Skills are succinct. (Marewa School, Te Awa School, Nelson Park School 5)

Concerns and recommendations

- Need to number achievement objectives. (Karori West Normal School 74)
- Terminology is too complex. Too much jargon. (Marewa School, Te Awa School, Nelson Park School 5;) HETTANZ 69; PPTA 83; Baverstock Oaks School 139; Northcote College 141; Newlands Primary School 144; Riwaka Primary School 147)

Implementation

- Modelling required to meet each achievement objective could be more clearly defined. (Northcote College 141)
- Need exemplars for each achievement objective. (Baverstock Oaks School 139; Northcote College 141; Riwaka Primary School 147)

ACHIEVEMENT OBJECTIVES – SCIENCE

Comments relating to specific text

Nature of Science

Positive aspects

- Levels 5–6 living world: suggested amendments, see submission 151. (Raroa Normal Intermediate School 151)

Concerns and recommendations

- Levels 3–4 communicating in science: suggested amendments, see p. 7, submission 120. (DCE 120)

- Level 5 communicating in science: suggested amendments, see p. 8, submission 120. (DCE 120)

- Level 6 communicating in science: suggested amendments, see p. 8, submission 120. (DCE 120)

- Level 7 suggested amendments, see p. 9, submission 120. (DCE 120)

- Human impact on ecology at or before level 5, too late for level 8. (Raroa Normal Intermediate School 151)

- Level 8 suggested amendments, see p. 9, submission 120. (DCE 120)

Living World

Concerns and recommendations

- Level 6 suggested amendments, see p. 8, submission 120. (DCE 120)

- Level 7 suggested amendments, see p. 9, submission 120 (DCE 120)

- Level 8 ecology bullet point 2, suggested amendments, see submission 151. (Raroa Normal Intermediate School 151)

- Level 8 suggested amendments, see p. 9, submission of 120. (DCE 120)

Planet Earth and Beyond

Concerns and recommendations

- Level 6 suggested amendments, see p. 8, submission 120. (DCE 120)

- Level 7 suggested amendments, see p. 9, submission 120. (DCE 120)

Physical World

Positive aspects

- Levels 7–8: suggested amendments, see submission 151. (Raroa Normal Intermediate School 151)

- Using physics: suggested amendments, see submission 151. (Raroa Normal Intermediate School 151)

Concerns and recommendations

- Level 5 using physics, suggested amendments, see p. 8, submission 120. (DCE 120)

- Level 6 using physics: suggested amendments, see p. 8, submission 120. (DCE 120)

- Level 7 using physics: suggested amendments, see p. 9, submission 120. (DCE 120)

- Level 8 using physics: suggested amendments, see p. 9, submission120. (DCE 120)

Material World

Positive aspects

- Levels 5–6: suggested amendments, see submission 15. (Raroa Normal Intermediate School 151)

- Levels 7–8: suggested amendments, see submission 151. (Raroa Normal Intermediate School 151)

Concerns and recommendations

- Levels 3–4: suggested amendments, see p. 7, submission 120. (DCE 120)

Layout and language

Positive aspects

- Clear and simple. (Mt Pleasant School 10; Greymouth High School 144)
- Explicit headings. (Northcote College 141)
- The best laid out part in learning area is the achievement objectives. (Mt Pleasant School 10)

Concerns and recommendations

- Too broad. (Queen's High School 95; Raroa Normal Intermediate School 151)
- Delete "cycles" in both "earth cycles" and "astronomical cycles". (Northcote College 141)
- Different naming at junior to senior levels. Confusion for students. (Queen's High School 95)

- Topic areas do not show enough of the depth and range to be covered. (Queen's High School 95)
- A serious inconsistency concerning the use of the term "evolution". [27] (Private Individual 128)
- Levels 3–4, replace "phase changes" with "*changes of state*" in "particles" in material world. (NZCER 78)

Implementation

Concerns and recommendations

- New School overview will need a variety of focuses with the same achievement objective. (Newlands Primary School 144)
- No application of microbiology and genetics stated but is assessed. (Queen's High School 95)
- What we teach will be dedicated by the achievement standards for NCEA levels 1 –3. The teachers will decide the specifics, seek continuity, and avoid repetition in years 7–10. This is a job that needs to be done during faculty days on a yearly basis. (Sacred Heart Girls' College 38)
- Banded together achievement objectives across levels could give freedom and flexibility to Schools, but when constructing school curriculum, it could also cause debate among teachers. (Silverdale Normal School 11)
- Fair testing and investigation should start from level 1. (Newlands Primary School 144)

Assessment

Concerns and recommendations

- Level 5 and above do not relate well to assessment requirement. (Queen's High School 95)
- How are key competencies assessed? [28] (Sacred Heart Girls' College 38)
- How are we going to use the grades from the assessment? Can the information be stored electronically? (Sacred Heart Girls' College 38)
- NCEA assessment statement will not match curriculum documentation levels 6–8. (Northcote College 141)

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[27] See submission 128 for details.

[28] See submission 38 for ideas of assessment.

- Need learning experiences/assessment examples. (Queen's High School 95)
- Assessment to be affected by prior learning. Is the junior curriculum prescriptive enough to ensure knowledge base? (Queen's High School 95)
- Broad nature leads towards teaching to assessment in senior School. (Queen's High School 95)
- Levels 5–8: Where could the nature of science be assessed? [29] (Sacred Heart Girls' College 38)

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[29] See submission 38 for suggested amendments.

ACHIEVEMENT OBJECTIVES – MATHEMATICS AND STATISTICS

Comments relating to specific text

Opening statement

Positive aspects

- Happy with opening statement that "in a range of meaningful contexts, students will be engaged in knowing, doing, and thinking mathematically and statistically". (St Mary's School 23)

Concerns and recommendations

- The opening statement that prefaces the achievement objectives needs to reflect the emphasis on the key competencies. (DCE 120)
- Could the opening statement include words such as "*problem-solving*" or "*investigating*" to replace "doing"? (Teacher Educator 20)

Number and Algebra

Positive aspects

- There is strong support for teaching number. (Frankton Primary School 93)
- The number knowledge integrated well into achievement objectives. (DCE 120)
- Combining number and algebra makes sense as the two strands are interdependent. (Marewa School, Te Awa School and Nelson Park School 5; St Bede's College 143)
- Significant emphasis on number and algebra in levels 1–2. (Newlands Primary School 144)

Numeracy strategies and knowledge

- Like the inclusion of and emphasis on strategies and number knowledge. (Marewa School, Te Awa School and Nelson Park School 5; Lake Taupo Christian School 37; Raroa Normal Intermediate School 151)
- Levels 1–3: good to add clear strategies. (Unknown School 154)
- Links with numeracy project. (Newlands Primary School 144)
- Recognises the vital importance of "number knowledge". (Marewa School, Te Awa School and Nelson Park School 5)

Patterns and relationships

- Level 6: Recognises exponential functions. (Menzies College 149)

Concerns and recommendations

- Level 1: Add "*Copy and create repeating and sequential patterns, and create the next element*". (NZCER 78)
- Levels 5–6: Number, suggested amendments, see submission 70. (Horowhenua College 70)
- Merge "Equations and expressions" and "Patterns and relationships" as a single thread from level 3 onwards. (NZCER 78)

Number strategies and knowledge

- Level 1: Only two bullet points for Number knowledge. (Ponsonby Primary School 2)
- Level 1: Estimation should be introduced. (Teacher Educator 20)
- Levels 1 –2: The strategy stages linked well to the levels, however there is no evidence of multiplication at level 2, nor any reference to estimation. (Teacher Educator 20)
- Level 2: Should have students knowing 2, 5, 10 times tables, multiplication and related division facts plus addition and subtraction facts to 20. (Teacher Educator 20)
- Multiplication needs to be specified at level 2. (Teacher Educator 20)
- Level 3: Bullet point 4 of Number knowledge should be at level 1 or level 2. (Greymouth High School 142)
- Achievement objectives "dumb down" maths even further. For example, "division" should be included in level 3 Number knowledge. (Greymouth High School 142)
- Levels 1–4: Insert "*and number properties*" after the word "strategies" for this section. Provide further information on these number properties on tier 2. (NZCER 78)
- Level 5: Drop the reference to "factorials" (NZCER 78); the use of "factorials" is new at level 5. Need up-skilling/exemplars of what context to use it in. (Unknown School 161)
- Level 5: Scopes of problems on factorials needs to be defined. (DCE 120)
- Level 5: Number: suggested amendments. (Unknown School 157, p. 2)
- Level 6: Bullet point two of Number strategies and knowledge – "Classify numbers as whole, rational, integer and irrational" – should be at level 5. (Greymouth High School 142; Unknown School 157)
- Big jump in number and algebra between levels 2–3. How well does it line up with the numeracy project? (Raumati Beach School 46)
- Levels 3–6 number and algebra, suggested amendments, see submission 70. (Horowhenua College 70)
- Need organised, indexed, and referenced resources for numeracy. (Unknown School 161)

- Need to mention ordering fractions and decimals in the achievement objectives. (NZCER 78)
- Should provide a clearer progression of fractional thinking and decimal thinking by refining the descriptors in the achievement objectives, and provide tier 2 material to further expand on and exemplify the progression. (NZCER 78)
- Do we really need to classify number (natural, whole, rational, and so on)? (Unknown School 161)

Equations and expressions

- Level 1 achievement objective is too narrow? (Teacher Educator 20)
- Level 2: Add *"Understanding and exploring the meaning of the equals sign"*. (NZCER 78)
- Level 4: What exactly does "proportional strategies" mean – exemplars? (Unknown School 161)
- Level 6: What does "manipulating expressions and comparing the structure of expressions" mean? (Unknown School 157)
- Level 8: "… other non linear equations" needs further definition. (Sacred Heart Girls' School 38)

Patterns and relationships

- Level 1: Delete this achievement objective as it is clearly implied by Number strategies and Number knowledge. (NZCER 78)
- Level 3: What does "spatial strategies" mean? (Teacher Educator 20)
- Level 5: "Generalise the number properties of fractions, ratios and proportions". What does this mean? (Greymouth High School 142)
- Level 6: Relating rate of change to the gradient of a graph. This is suited better to year 12 calculus. (Unknown School 157)
- Should introduce the concept of gradient earlier than level 6 and provide a progression for this either in the Achievement objectives or in supporting tier 2 information. (NZCER 78)
- Level 7: Network is new to this level. (Unknown School 157)
- Level 8: Networks is not currently in programme. (Unknown School 157)
- Will teachers who are not specialists in mathematics understand these statements? (Teacher Educator 20)

Geometry and Measurement

Positive aspects

- Combining geometry and measurement makes the strand more unified. (St Mary's School 23)

Concerns and recommendations

- Circumference needs to be specified at level 4. (DCE 120)

- Should provide a clearer progression of area and volume understanding, either by refining the descriptors in the Achievement objectives, or in providing tier 2 material. (NZCER 78)
- Suggest "*shape and space*" to replace "geometry and measurement". (Raroa Normal Intermediate School 151)
- Geometry and measurement do not work well as a single strand. Would like to see them separated. (Mt Pleasant School 10; Newlands Primary School 144)
- Levels 5–6: Measurement and geometry, suggested amendments, see submission 70. (Horowhenua College 70)

Measurement

- Levels 1–4: Measurement progression, suggested amendments, see submission 14. (Teacher Educator 14)
- Levels 1–4: There are other factors in the development of measurement, suggested amendments, see submission 14. (Teacher Educator 14)
- Level 2: Add "*perimeters*" to "measure lengths, *perimeters*, areas and volumes (capacities), weights (masses), turns (angles), temperatures and times". (DCE 120, p. 5)
- Level 2: "*Create and use appropriate units and devices to measure lengths …*". What does this mean? (Unknown School 157)
- Should keep measurement of angles until level 3 or level 4. (NZCER 78)
- Level 4: Include "*bearing*" as a measurement. (NZCER 78)
- Level 4: Include reference to "*circles and triangles*" under Measurement. (Menzies College 149)
- Level 4: Where are "circles" and "triangles"? (Unknown School 157)
- Level 4: Why the need to include metric? (Unknown School 157)
- Level 5: For comments, see submission 38. (Sacred Heart Girls' School 38)
- Level 6: What does "including units for different attributes" mean? (Unknown School 157)
- Level 8: For comments, see submission 38. (Sacred Heart Girls' School 38)
- Vague in most parts. (Sacred Heart Girls' School 38)

Shape

- Use "Shape *and pattern*". (Newlands Primary School 144)

Position and orientation

- Level 3: Move co-ordinate systems to Number and Algebra. Explore whether Position and orientation could be subsumed into the other Geometry and Measurement threads. (NZCER 78)
- Level 3: What is meant by "rectangular and rotation-based co-ordinates"? (Unknown School 161)

- Level 3: "Create and use rectangular and rotation-based coordinate systems to specify locations and describe paths". What does this mean? (Unknown School 157)
- Level 4: Add "*co-ordinate systems*" and move "ordered pairs" to Equations and expressions and Patterns and relationships. (NZCER 78)
- Level 6: What does "… map to show points in common and areas contained by two or more loci" mean? (Unknown School 157)

Transformation

- Level 3: "translation and enlargement" is not explicit. (Unknown School 157)
- Move "enlargement" to level 3 and above, and include a progression for it, either by refining the descriptors in the Achievement objectives or providing tier 2 material. (NZCER 78)

Statistics

Positive aspects

Probability

- Strongly approve the practical way the draft encourages exploring probability from level 1 and the emphasis is excellent. (NZCER 78)
- Support the inclusion of Venn diagrams. (Mt Pleasant School 10; DCE 120)

Concerns and recommendations

- What is meant by "variation" at all levels? (Unknown School 161)
- New terms hard to interpret. (Sacred Heart Girls' School 38)
- Not appropriate to put statistics into lower levels. (Sacred Heart Girls' School 38)
- Levels 4–8: Changes in statistics, see discussion in submission 59. (Private Individual 59)
- Is the statistical knowledge gained at level 8 enough for what is required in other subjects at this level, such as biology? Which subject domain lines up with level 8 in terms of University Entrance? (Horowhenua College 70)
- Would like to see hypothesis testing returned to this course. (Horowhenua College 70)
- Need to define experimental design principles and sources of variation. (Horowhenua College 70)

- Randomisation as a method to assess strength of evidence. Does it mean dealing with residuals? If this is the case, is exponential/power modelling still in the course? (Horowhenua College 70)
- Needs specific, long-term professional development, both in-service and pre-service for statistics.[30] (Statistics NZ and Other Education Organisations 53; Unknown School 157)
- Embedding thinking and reasoning requires a new approach to teaching and new ways of thinking how to reason statistically. (Statistics NZ and Other Education Organisations 53)
- Levels 5–6: For suggested amendments, see submission 70. (Horowhenua College 70)

Statistical investigation (thinking)

- The "statistical enquiry cycle" for levels 3–5 needs further clarification. (Horowhenua College 70)
- "Multivariate data" at level 4 needs clarification and support in second tier material. (DCE 120)
- Add "*plan*" in reference to level 4 Statistical investigation. (Menzies College 149)
- Level 5: "… redefining categories and intervals to find patterns, variations, relationships and trends in multivariate data sets". What does this mean? (Unknown School 157)
- Why consider "sources of variation**"** second to determining the variables and selecting measures for level 5? (Horowhenua College 70)
- Level 6: Clarify "justifying attributes and measures selected". (Horowhenua College 70)
- Levels 6–8: Suggested amendments. (Statistics NZ and Other Education Organisation 53, p. 17–19)
- Level 7: "using relevant contextual knowledge, exploratory data and analysis and statistical inference". What does this mean? (Unknown School 157)
- Level 7: More clarification is needed on the meaning and understanding of "exploratory data analysis" and "the aspect of sample size". (Horowhenua College 70)

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[30] See pp 3-4 of submission 53 for detailed discussions.

- Level 8: "Using informed contextual knowledge, exploratory data analysis and statistical inference techniques". What does this mean and how does it differ from level 7? (Unknown School 157)
- Level 8: "Using methods such as resampling or randomisation to assess the strength of evidence". What does this mean? (Unknown School 157)
- "Thinking" does not receive enough attention. (Silverdale Normal School 11)
- Needs clarification on implication of "data displays" and "possible causes of variation". (Horowhenua College 70)
- "Display multivariant" too difficult. (Baverstock Oaks School 139)
- Specify investigation and enquiry cycle for statistics. (Unknown School 154)
- Why is "thinking" in brackets at the end of Statistical investigation? (DCE 120)
- Statistical investigation objectives: suggested amendments. (Statistics NZ and Other Education Organisation 53, p. 17)
- What is meant by "cleaning data"? Are there any exemplars? (Horowhenua College 70; Unknown School 161)
- Why create "multiple" displays? Would like to replace it with the word "*appropriate*". (Horowhenua College 70)
- "Statistical investigation (thinking)" is confusing. It could be interpreted that it is "this" part of mathematics and statistics that relates to the key competency 'thinking'. (Teacher Educator 20)
- "Interpolations" and "extrapolations" are new. Currently year 13. (Unknown School 157)
- Why is "thinking" added to statistical investigations if it is a key competency? It should run through all aspects. (Mt Pleasant School 10)

Statistical literacy

- Level 5: "evaluate the statistical processes used by others" is too difficult for this level. (Unknown School 157)
- Levels 6–8: Suggested amendments. (Statistics NZ and Other Education Organisation 53, p. 17–19)
- Level 7: Should explain "risk and relative risk" and "identifying non-sampling errors". (Horowhenua College 70)
- Level 7: "interpreting risk and relative risk". What does this mean? (Unknown School 157)
- Level 8: "interpreting margins of error" needs to be more specific in terms of method. (Unknown School 157)
- Level 8: "factor and remainder theorem", "binomial expansions", and "algorithms" are missing. (Unknown School 157)
- Completely support the aim of this thread, but question the name given to it. Should find an alternative title, such as "*Appraising statistical information*". (NZCER 78)

- Statistical literacy requires more clarification and in the later levels access to appropriate resources. (Horowhenua College 70)
- What is meant by "variation" – exemplars? (Unknown School 161)
- Where are the resources coming from for statistical literacy? (Unknown School 157)
- What are "sampling methods" – exemplars for year 10? (Unknown School 161)
- Up-skill teachers in statistical literacy. (Horowhenua College 70)

Probability

- Levels 1–5: Suggested amendments. (Statistics NZ and Other Education Organisation 53, p. 8–9)
- Level 4: No mention of tree diagrams. (Unknown School 157)
- Level 4: Vague wording in Probability. (Unknown School 157)
- "Recognising unreasonable sample variation" at level 4 Probability needs clarification and support in second tier material. (DCE 120)
- Levels 4–5: What is meant by "unreasonable sample variation"? (Unknown School 157)
- Level 6: There is no simulation work. (Unknown School 157)
- Levels 6–8: Suggested amendment. (Statistics NZ and Other Education Organisation 53, pp. 10–12)
- Level 7: "Venn diagrams", "independent", and "mutually exclusive events" currently at year 13. (Unknown School 157)
- Level 7: "Calculating relative risk from two way tables". What does this mean? (Unknown School 157)
- What are the "population parameters"? (Unknown School 161)
- Needs clarification on "unreasonable sample variation" – don't agree with word unreasonable. We prefer "*unexpected*". (Horowhenua College 70)
- Probability: suggested amendments. (Statistics NZ and Other Education Organisation 53, p. 6)
- Needs to be quantified as early as possible in appropriate ways. We recommend including quantification of probability ideas in the achievement objectives at level 2 and beyond, making a clear progression and providing tier 2 material. (NZCER 78)
- The use of "ratios" and "sample variation" is not clear. Need up-skilling professional development and support on the terminology. (Unknown School 161)
- Don't like the word "ratios". (Horowhenua College 70)
- What is a reasonable range from trial data? (Horowhenua College 70)
- Does multi-stage imply tree diagrams and two-way tables? Should include these two areas. (Horowhenua College 70)
- Venn diagrams need to be explained. (DCE 120)
- The Venn diagram proportion indicates more time to be spent on this topic. What implication has this for NCEA level 1 programme? (Horowhenua College 70)

Layout and language

Positive aspects

- Chart with all levels is great. (Unknown School 154)
- Better layout. (Newlands Primary School 144)
- Good flow through the levels, easy to follow. (Statistics NZ and Other Education Organisation 53; PPTA 83; Newlands Primary School 144)

Concerns and recommendations

- Jargon used is new to Schools and brief statements can create confusion. (Sacred Heart Girls' School 38: Frankton Primary School 93)
- Very unclear on what is actually to be taught – too much jargon and too little detail. (Horowhenua College 70)
- Achievement objectives too generic and loose. (Sacred Heart Girls' School 38: Karori West Normal School 74)
- Supporting document is needed. (Baverstock Oaks School 139)
- Fold-out is not the best. Prefer Individual pages for achievement objectives. (Frankton Primary School 93)
- Label each chart with a level so no unfolding is needed to know what level is being read. (Frankton Primary School 93)
- Technical mathematical language needs to be changed back. (Belfast School 145)
- Will teachers who are not specialists in mathematics understand these statements? (Teacher Educator 20)

Implementation

Concerns and recommendations

- Achievement objectives are very broad, leading to Staffing and resources issues. (Greymouth High School 142; Menzies College 149; Unknown School 161)
- Need support, exemplars, and accessible resources to interpret and clarify the achievement objectives and terms. (Teacher Educator 20; Horowhenua College 70; Frankton Primary School 93; Greymouth High School 142; Raroa Normal Intermediate School 151; Unknown School 161)
- Need time to adjust to combining strands. (Newlands Primary School 144)
- Require professional development and continued professional development on numeracy. (Menzies College 149; Unknown School 161)
- Will teachers have all the skills to interpret the terms and include all the necessary basics? (Menzies College 149)
- Is there a need to work with other departments to focus on problem solving? How to manage this? (Menzies College 149)

- Huge cost for Schools to purchase new materials. (Menzies College 149)
- Need to indicate a minimum level of expectation for students as not all students will achieve at higher levels. (Menzies College 149)
- The processes are too vague and not specific enough for teachers to implement them. (Teacher Educator 20)
- Need more prescriptive achievement objectives or course outlines. (Unknown School 157)
- Needs second tier material to explain the vague achievement objectives. (Unknown School 157)
- Need second tier resources to lead teachers into linking strands and learning areas which include:
    - input from a variety of people
    - an expanded glossary from 1992 version
    - exemplary group activities and teamwork
    - a clear statement about new directions, rationale, and pedagogy
    - exemplars of NCEA performance levels (achieved, merit, and excellence).[31] (Statistics NZ and Other Education Organisations 53)

Assessment

- This approach seems to require a high level of literacy. Are verbal responses to be considered at NCEA testing? (Horowhenua College 70)

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[31] See p. 5 of submission 53 for detailed discussions.

ACHIEVEMENT OBJECTIVES – ENGLISH

Layout and language

Positive aspects

- The fold-outs help to relate the levels. (Unknown School 154)
- Bullet points are helpful. (Unknown School 154)
- Good to have all the achievement objectives on one page. (Riwaka Primary School 147)
- Organisation of strands into productive and receptive modes is clear, easily understood and manageable and "reducing the number of achievement objectives and unpacking them in terms of outcomes is a sensible and overdue decision". (NZATE 55)

Concerns and recommendations

- Suggest there needs to be a label for the two strands so it makes it easier to refer to them in professional discussions. (NZATE 55)
- Would be helpful to have all the Achievement objectives from levels 1–8 on one sheet. (Frankton Primary School 93)
- Levels should be on the top of all pages. (Frankton Primary School 93; Unknown School 154)
- Achievement objectives too verbose and would lead to misinterpretation. (Unknown School 160)

Implementation

- Need for glossary and exemplars to support the Achievement objectives at each level. Also needs to be guidance as to text difficulty. (NZATE 55)
- Supporting documents and professional development needed. (Silverdale Normal School 11; Frankton Primary School 93)

ACHIEVEMENT OBJECTIVES – LEARNING LANGUAGES

Comments relating to specific text

Communication
Concerns and recommendations

- Subdivision "Productive and receptive skills, Self and others, and Interaction" is suitable for communication strand, but do not work for the Language and Culture strands. (Education Consultant 116)

- Suggest an outcome at levels 1–2 encompassing enjoyment: Productive and receptive skills under Communication should read: "Receive and produce *spoken or written texts which provide enjoyment and pleasure in language and language use*". (Education Consultant 116)

Language / Culture

- The Language and Culture strands should have outcomes reflecting the descriptions on page 18. (Education Consultant 116)

Layout and language

Positive aspects

- User friendly and serves as an umbrella for the specific language documents. (Professional Teaching Organisation 19)

Concerns and recommendations

- Need detailed information about achievement objectives. (School Staff primary 151)
- Need greater detail and clarity for progression between levels as recommended by NZALT Auckland Branch. (School Staff Secondary 141)

Implementation

- Time constraints for developing materials. (School Staff Secondary 141)