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Respond

Tell us what you think
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Key Competencies Response
Freepost 192041
PO Box 17727
Sumner
CHRISTCHURCH

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We will collate all feedback and publish the resulting report in the Curriculum Project kete on the TKI website.

Timeline

Consultation and participation in redevelopment of the curriculum: 2004
Draft curriculum published: 2005
Further consultation: 2006
Revised curriculum published: 2007

Visit TKI: www.tki.org.nz/e/community/nzcurriculum Papers relating to key competencies are in the What’s Happening section.

Acknowledgments

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Item number 31027
Learning areas and key competencies

Why do we need something new?

International research such as the DeSeCo Report (Defining and Selecting Key Competencies, OECD 2003) identifies key competencies that people need in order to lead full lives in well-functioning societies. Feedback from the stocktake and consultation across all interest sectors suggests that the essential skills and attitudes of the New Zealand Curriculum should be reframed along similar lines.

Key competencies are more than discrete skills and attitudes: they integrate all aspects of learning (knowledge, skills, attitudes and values); they offer an alternative way of viewing curriculum and a clearer focus for teacher practice.

The development of these competencies begins in early childhood and continues into mature adulthood. Schools and other educational institutions have a vital part to play in the process, but it can go on anywhere.

The suggested framework of key competencies promotes a life-long learning model. It is consistent with the strands of the Early Childhood Curriculum, Te Whāriki, and with the proposed New Zealand tertiary education framework.

What key competencies are proposed?

Five overarching and interconnected key competencies are proposed: thinking, making meaning, relating to others, managing self, and participating and contributing.

Thinking

is about all kinds of thinking in all kinds of contexts. It includes creative, critical and logical thinking, metacognition, self-awareness, reflection and judgment.

Making meaning

is about discovering meaning in ideas – whatever shape they come in. It is about interpreting cues and clues, about getting below the surface, about wanting to get to the bottom of things.

Relating to others

is about the knowledge, skills, attitudes and values needed for living, working and playing with others. It includes having the ability and inclination to take a variety of roles in group situations – for example, leadership, conflict resolution, and negotiation – and showing consideration for others.

Managing self

is about making good decisions for oneself while recognising that we are part of a wider, interdependent, social context. It is about the inner independence that comes from being given manageable amounts of responsibility and choice. Managing self includes the ability to make plans, set goals and estimate time needed for activities. It is also about developing strategies to overcome hurdles and knowing when a change of course is needed.

Participating and contributing

involves gaining a panoramic view of what is possible. It is about seeing one’s potential to be a member of multiple communities, such as family, iwi, friends, and groups of artists, problem solvers, sportspeople, or mathematicians. By participating, we gain the sense of achievement that comes from making a contribution to local and global communities.

Our [school’s] Mission is “nurturing a quality learning whānau”. This encompasses our four values: respect, learn, grow, family; and our four keys of success: getting along, organisation, persistence, and confidence. These values and practices appear in the [proposed] key competencies.

Heather Ballantyne,
Principal, Rhode Street School, Hamilton

The key competencies and the eight essential learning areas interweave to build the strong pathways needed for student success in learning.

Key competencies and success

Successful school leavers can be seen as those who have a positive sense of identity, take responsibility for themselves, can interpret and critique the world around them, can participate and contribute effectively in a range of contexts, and are equipped for ongoing learning.

The proposed key competencies attempt to embrace the knowledge, skills, attitudes and values that contribute to such success.
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The co-construction of the curriculum [involving both Ministry and school] ... is ground-breaking in terms of process and models for us in schools a different way of doing things.

Linda Tame,
Principal, Lincoln High School

Key competencies provide a focus for what is considered important by society. They underpin what we do in school.

Louise Green,
Principal, Stanley Avenue School, Hamilton