



<i>The New Zealand Curriculum: Draft for Consultation 2006</i>	<i>The New Zealand Curriculum</i>
<p>The principles upon which all school curricula must be based include:</p> <ul style="list-style-type: none"> • excellence • learning to learn • cultural heritage • equity • connections • coherence. 	<p>The principles upon which all school curricula must be based include:</p> <ul style="list-style-type: none"> • high expectations • learning to learn • community engagement • Treaty of Waitangi • cultural diversity • inclusion • coherence • future focus.
<p>The key competencies are:</p> <ul style="list-style-type: none"> • thinking • using language, symbols, and texts • managing self • relating to others • participating and contributing. 	<p>The key competencies are unchanged.</p>
<p>New Zealand students are encouraged to value:</p> <ul style="list-style-type: none"> • excellence • innovation, enquiry, and curiosity • diversity • respect • equity • community and participation • care for the environment • integrity. 	<p>Students will be encouraged to value:</p> <ul style="list-style-type: none"> • excellence • innovation, inquiry, and curiosity • diversity • equity • community and participation • ecological sustainability • integrity <p>and to respect themselves, others, and human rights.</p>
<p>The learning areas are: arts, English, learning languages, mathematics and statistics, health and physical education, science, social sciences, and technology.</p>	<p>The specified learning areas are unchanged, but each has been revised to incorporate consultation feedback.</p> <p>English, te reo Māori, and New Zealand Sign Language are identified as official languages.</p>
<p>A section on designing a school curriculum is included.</p>	<p>This section has been updated to capture the intent of the curriculum and provide clarity to schools on what is required and what is discretionary.</p>
<p>No explicit statement is included about requirements.</p>	<p>Explicit requirements are stated for boards of trustees.</p>