

DEVELOPING A STRATEGIC APPROACH TO IMPLEMENTING THE NEW ZEALAND CURRICULUM

OPPORTUNITIES & HOPES for NZC	STRATEGIC APPROACH designed to: <ul style="list-style-type: none"> • <i>maximise opportunities and hopes</i> • <i>minimise concerns</i> 	CHALLENGES & CONCERNS for NZC
Opportunity to review and clarify what we are doing and why.	<i>Be responsible to engage with the spirit of the curriculum. Go beyond ‘auditing’ current curriculum against the NZC; go beyond simply looking for implementation packages. Don’t view it as another thing we have to do – rather see it as a genuine opportunity to focus our ongoing development as a school – authentic review.</i>	That complacency will reign “ <i>What we’re doing is good why should we change</i> ” That schools will try to fit their old ways of doing things into the new framework and nothing will really change
Greater collaboration at the school and inter-school level around curriculum matters	<i>Develop a school culture of sharing and collaborative building – and identify what that looks like and what components it contains.</i> <i>Develop networks with surrounding schools to inform and challenge each other. Engage with the online resources, online collaboration.</i>	That some will be so overwhelmed and unprepared to take on the opportunities that it will: <ul style="list-style-type: none"> • develop a greater divide between schools in terms of educational practices. • there will be a backlash and we’ll go back to ‘death by a thousand achievement objectives’
Opportunity to test our school’s philosophy against what the NZC is framing as the ‘big picture’	<i>Engage the whole school community. Listen to and critique a range of views and perspectives. Engage with the online resources.</i> <i>Promote educational leadership – use this as great opportunity to develop educational leadership capacities (vs management skills) of aspiring leaders.</i> <i>Develop and utilise leadership strengths – identify the thinkers on the staff and key people who will effect change.</i>	Do we know what we really want for children? How do we know who to listen to? Whose view of the future? Could lead to a greater gap between schools based on effectiveness of educational leadership. Leaders will need to step up to ‘educational leadership’ – not simply management – a management approach would want a pre-packaged curriculum to simply manage – without doing all that is above
Emphasis on Key Competencies and Values as well as Learning Areas → a more holistic curriculum	<i>Develop a balanced and integrated approach to all components – Key Competencies, Values, Learning Areas</i>	That people will enthuse around the Key Competencies and Values and that Learning Areas will slip away
Brings learning literacies to the fore – equipping children better for their future, their times	<i>Develop deep understanding of the Key Competencies and develop an approach to Values education.</i>	What are the 3 R’s – or are there more?

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<p>Presents an opportunity to really provide a more child centred approach. Takes account of student voice → greater engagement.</p>	<p><i>Determine what is essential and what is malleable – develop clarity about contextual learning.</i></p> <p><i>Create opportunities to become aware of student voice and set up processes that empower them in the learning process – e.g. three way conferences, opportunities to share their learning with a wider audience and with parents / community, educate community and celebrate student learning, involves students in setting success criteria – adopt ‘Assessment for Learning’ approaches.</i></p>	<p>Should we have different curricula emerging in different schools? Aren’t there some things that are essential for all regardless of where they live?</p>
<p>Remove some breadth to create greater depth.</p>	<p><i>Use the framework provided by the NZC – continually question how we are developing:</i></p> <ul style="list-style-type: none"> • <i>the ‘essence of the learning areas</i> • <i>key competencies</i> • <i>values</i> 	<p>That we’ll overlook some things.</p>
<p>The greater flexibility will allow for more spontaneity and greater responsiveness</p>	<p><i>Greater flexibility doesn’t mean total freedom – use the tension between control-freedom to develop a ‘both-and’ approach rather than an ‘either-or’ approach</i></p>	<p>The flexibility may cause schools to lose focus.</p>
<p>Ability to take responsibility for and control our own implementation at the school level.</p>	<p><i>Set out to take the full implementation time to explore and experiment – but utilise the time well not just leave it til tomorrow</i></p>	<p>Fear that the response will be “phew we have a few years to implement this – I can put it off for a while”</p>
<p>Hope that it will energise teachers – as it encourages us to grapple with what is at the core of our professional work</p>	<p><i>Continue the participatory approach that MOE engaged in with reviewing the curriculum – ensure that MOE personnel learn alongside and work in partnership with schools; view accountability for schools during the implementation phase as being held accountable to engage school community in supporting and developing new thinking; ensure ERO policies and approaches congruent with spirit of NZ curriculum.</i></p>	<p>Concern that accountability structures and processes may not match spirit</p>