

School Curriculum Design and Review: *Three-step development markers 2007–2010*

Directions for Learning
New Zealand Curriculum – School Curriculum

Date: _____

Timeline markers: 1 = Current curriculum reviewed alongside the New Zealand Curriculum 2 = Redesign initiated 3 = Redesign well advanced
Insert marker numerals within appropriate quarterly sections of the timelines. Redesign may involve minor to major revisions depending on review decisions.

**What are our immediate priorities?
How do we rank them (scale 1–5)?
Why?**

VISION	Young people who are: Confident Connected Actively involved Lifelong learners <i>Other</i>		Review questions: Is our vision for our students and their learning clear and shared? Does it express what we want for our young people? How might our vision be reflected in the design of our school's curriculum?				
	VALUES	Excellence Innovation, inquiry, and curiosity Diversity Equity Community and participation Ecological sustainability Integrity Respect <i>Other</i>		Review questions: Have we identified and agreed on those values that we believe are important for everyone involved in the life of our school? Do our values support and complement those in the New Zealand Curriculum? Does our curriculum explain how our identified values will be an integral part of teaching, learning, and the daily life in our school? Does our curriculum explain how we will review our effectiveness in promoting our values?			
		KEY COMPETENCIES	Thinking Using language, symbols, and texts Managing self Relating to others Participating and contributing <i>Other</i>		Review questions: Have we clarified what each key competency should mean for our students and the conditions that will help to develop each competency? Does our curriculum explain how the key competencies are to be developed across all learning activities and programmes? Does our curriculum provide guidance on how to help students monitor their development and demonstration of the key competencies?		
			LEARNING AREAS	English The arts Health and physical education Learning languages Mathematics and statistics Science Social sciences Technology <i>Other</i>		Review questions: Are the meaning and intent of our curriculum area statements well aligned with the New Zealand Curriculum learning area statements? Does our curriculum explain how our programmes are designed to meet the needs and interests of our students? Have we considered making, and planning for, connections across learning areas, values, and key competencies? Does our curriculum have a rationale and structure for covering learning area strands and selecting achievement objectives? Does our curriculum explain how students' learning and progress are monitored and recorded in relation to learning objectives?	
				CURRICULUM PRINCIPLES	High expectations Treaty of Waitangi Cultural diversity Inclusion Learning to learn Community engagement Coherence Future focus <i>Other</i>		Review questions: Are the New Zealand Curriculum principles evident in all aspects of the interpretation and delivery of our school's curriculum? How will we demonstrate our commitment to the principles and our success in putting them into effect in teaching and learning?