

Strengthening Local Curriculum

Webinar
27 November, 2019



Webinar overview

This webinar provides guidance on

- using the national curriculum to design schools/kura local curriculum
- designing effective local curriculum
- developing and strengthening relationships, including with mana whenua, to co-design local curriculum
- lessons learned from the Local Curriculum workshops



Karakia

Unuhia te pō, te pō whiri marama
Tomokia te ao, te ao whatu tangata
Tātai ki runga, tātai ki raro
Tātai aho rau
Haumi e hui e, Tāiki e!

*From confusion comes understanding
From understanding comes unity
We are interwoven, we are connected
Together as one!*



An enduring inclusive vision for education

Take hold of your potential so it becomes your reality... explore beyond the distant horizon and draw it near!

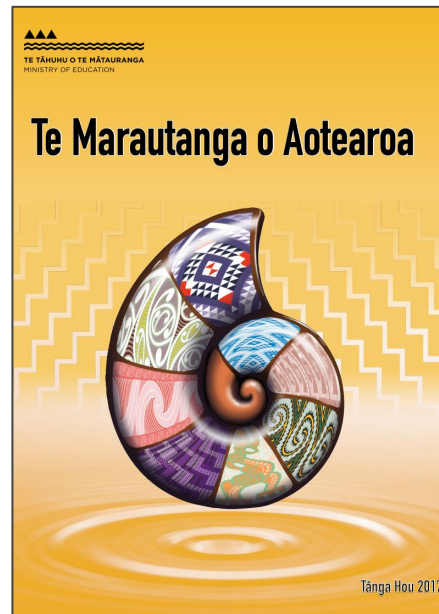
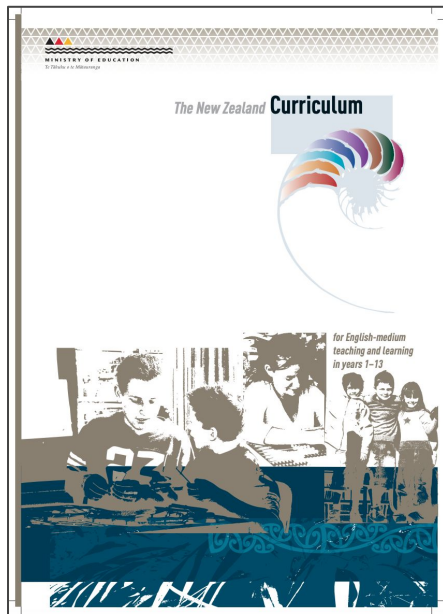
Whakamaua te pae tata kia tina. Whaia te pae tawhiti kia tata.

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

[Shaping a stronger education system with New Zealanders](#)



National Curriculum



New Zealand Curriculum – Vision

“Our vision is for young people who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring.”



Image: Ministry of Education

page 10, New Zealand Curriculum (2007)

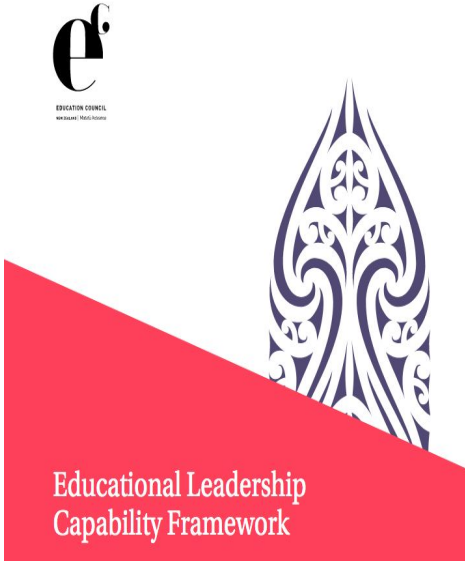
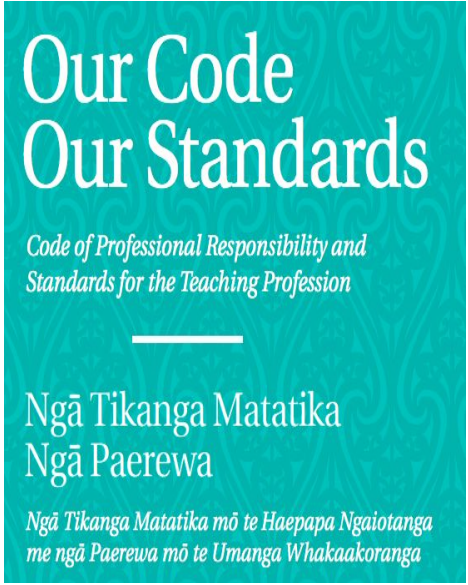
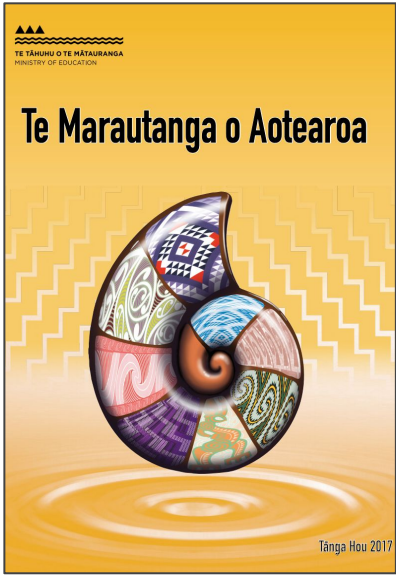
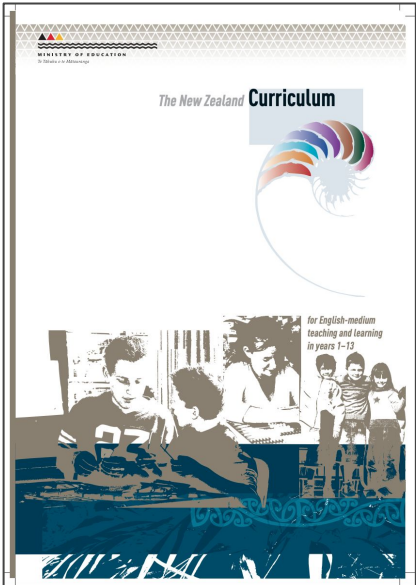


Ākongā voice



“Learning at my school helps me live Te Tiriti o Waitangi as a citizen of Aotearoa.”

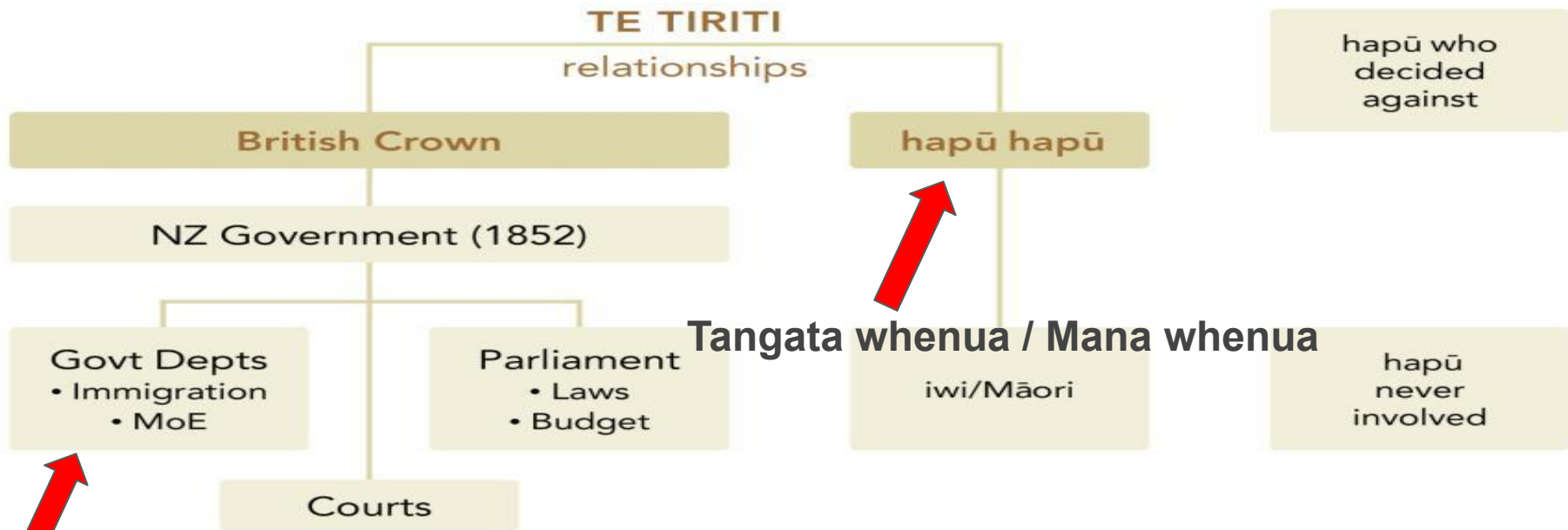
What do the following say about Te Tiriti o Waitangi?



Video: Giving mana to Tiriti o Waitangi in our schools



Te Tiriti Relationships



Schools / Kāhui Ako

Treaty Resource Centre. He Puna Mātauranga o Te Tiriti.

Mana whenua are an invaluable resource for schools



[Image from NZC Update issue 16](#)

Implementing mātauranga Māori (Māori knowledge) within programmes of learning builds identity, language and culture and connects learners to their local area and community.

Facilitate opportunities to:

- Establish and maintain relationships with mana whenua to provide cultural guidance
- Revitalise and protect Māori knowledge including reo and tikanga of local hapū and iwi

Te Tiriti o Waitangi in Education

Article 1: **Kāwanatanga – Honourable Governance**

Learning communities understand their position as Crown agents and affirm Māori as tangata whenua.

They are governed honourably – decisions are made with those who are impacted the most by them.

A shared decision making process with whānau, hapū and iwi (partnership) is embedded.

Communication is meaningful, ongoing, reciprocal and transparent.

Article 2: **Rangatiratanga – Agency**

Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated.

Māori are achieving success as Māori.

Māori have agency, voice and choice, the power to act.

Māori diversity is recognised and valued and self determination is enacted.

Article 3: **Ōritetanga – Equity**

In the interest of all, Māori have the same rights and opportunities as non-Māori.

Educational barriers and inequalities are removed to ensure equitable educational outcomes.

Education content and delivery reflects Aotearoa and our dual heritage (past, present and future), Equitable representation of Mātauranga Māori, Reo, tikanga etc.

Māori perspectives and opinions, and the voices of Māori are equitably represented.

Article 4: **'The spoken promise' the right to have cultural and religious freedom**

In Aotearoa learning communities that are honouring Te Tiriti o Waitangi, we would...

Is your learning community exploring how you might give mana to Te Tiriti o Waitangi in your learning environment? For those that are considering ways to better meet their obligations as Treaty partners, here are some suggestions about where you might start.

See

Equitable representation of things Māori and non-Māori in the physical environment (whakairo, kōwhaiwhai, tukutuku etc.)



Signs, posters, labels in both English and Te Reo Māori in learning spaces, the office, staffroom, hall, library etc.



Te Reo Māori in content on the website, in blogs, in newsletters.



Equitable integration of Mātauranga Māori (Māori knowledge) into learning content.



Equitable representation of Māori in governance and within leadership teams. Māori have a place at the table and contribute to decision making.



Communication between the learning community, whānau and learners is meaningful, ongoing, reciprocal and transparent.



A shared decision making process with whānau, hapū and iwi - (partnership) is embedded. Māori have the power to act and make decisions.



NZ History being integrated into a learning community's local curriculum from both a Māori and a non-Māori perspective.



Integration of tikanga Māori appropriate to local contexts (iwi & Hapū), Karakia, waiata, pūrākau, pakiwaitara, kawa for pōwhiri and whakatau.



Hear

Being greeted in Te Reo Māori by all staff. Staff being able to say their mihimihi when welcoming guests or new learners and their whānau.



Te Reo Māori being naturally integrated into teaching and learning conversations.



Te Reo Māori has status and mana by being valued and actively revitalised.



Māori learners learning through and about their own culture and being empowered to be successful as Māori.



Māori forms of giftedness are considered of equal importance as other forms of giftedness. Māori learners are empowered to have these gifts nurtured and grown.



Feel

Māori values being lived. Such as: manaakitanga, kaitiakitanga, aroha, whanaungatanga kotahitanga, rangatiratanga.



[core-ed.org/](https://www.core-ed.org/)
culturally-responsive

CORE EDUCATION
Tātai Aho Rau

We would see...

Equitable representation of Māori in governance and within leadership teams. Māori have a place at the table and contribute to decision making.



Image: Ministry of Education

We would feel....

Māori values being lived. Such as:
manaakitanga,
kaitiakitanga,
aroha,
whanaungatanga
kotahitanga, rangatiratanga.



Image: Ministry of Education

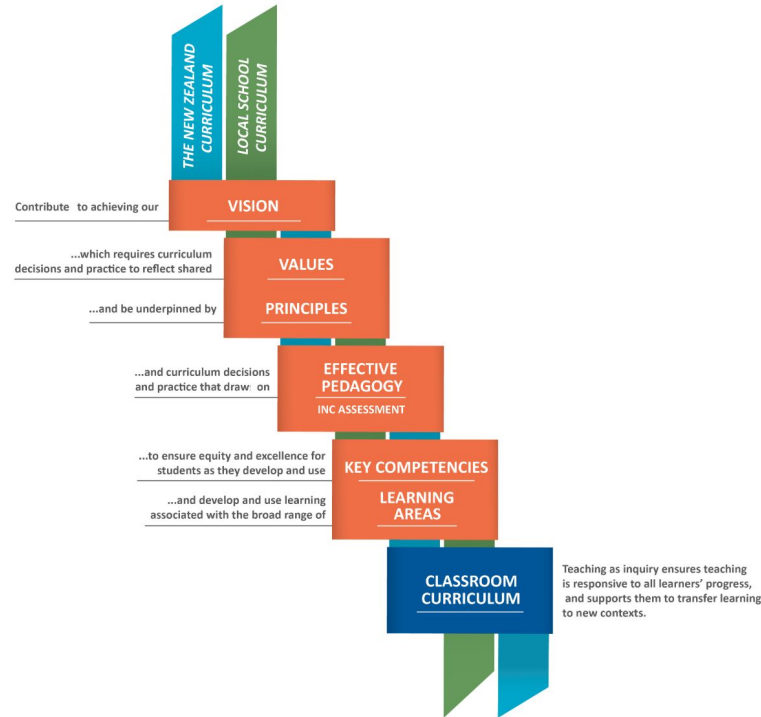
Video: Leanne Apiti – Kāwhia School



[Link](#)

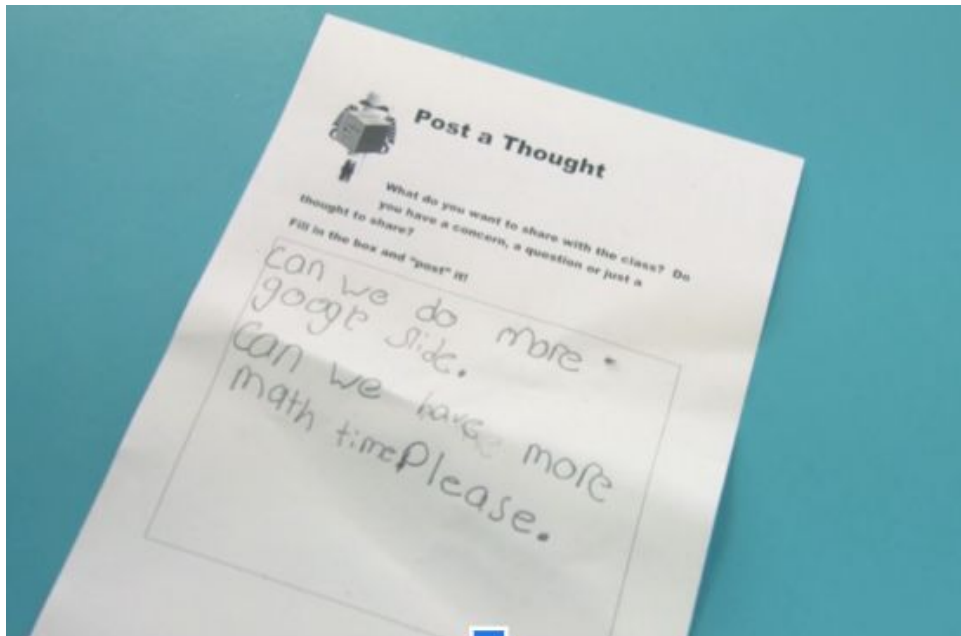


NZC diagram – curriculum in New Zealand schools



Video: Manurewa Central School

Learners contribute to curriculum design



“They value being asked. They value knowing that you want to know what they have to say.”

Theory of Action – A simple design framework trialled in the Local Curriculum workshops

Understand

Explore your context and potential by:

- identifying what your school and local community believe is important in education
- identifying what is unique and special about your school and community
- identifying strengths of your local curriculum and what is working well
- identifying opportunities for development

Strategies to innovate

- use key understandings gathered to inform your school's strategic planning.
- localise curriculum direction utilising the Leading Local Curriculum Guide and Local Curriculum Design Tool / Rapua Te Ara Tika for high impact practices
 - relationships for learning
 - coherent pathways
 - collaborative inquiry
 - rich learning opportunities
- develop an action plan with key responsibilities, action points and timeframes

LEADING LOCAL CURRICULUM GUIDE

Local curriculum

Designing rich opportunities and coherent pathways for all learners



[TKI Link](#)



The New Zealand
Curriculum Online

High-impact practices using the New Zealand Curriculum as a framework



Enable relationships for learning

Enrich your students' learning opportunities by fostering learning-focused relationships within your school and the wider community and iwi.

Use the resources you have available – people, expertise, and materials – to enrich your local curriculum.



Strengthen collaborative inquiry

Use a systematic inquiry approach to find out what works – when, for whom, and in what context.

Building and sharing knowledge about teaching practices positively impacts on students' learning. This knowledge should be used to review and refine the school's strategic priorities.



Build coherent pathways

Learning for ākonga should continue over student year levels and across settings.

Be clear to ākonga, teachers, parents, and whānau about the learning students are entitled to.



Provide rich opportunities for learning – this practice incorporates the other three high-impact practices. Rich opportunities to learn increase the breadth, depth, and complexity of learning experiences for ākonga as they progress along their learning pathways. Design challenging and rigorous learning opportunities. Encourage your students to contribute to the community to enable beneficial outcomes for them and for your community.



Welcome to the Local Curriculum Design Tool | Rapua Te Ara Tika.

A toolkit for New Zealand teachers to develop local curriculums.

Welcome to the Local Curriculum Design Tool | Rapua Te Ara Tika. This online Toolkit will help you design a quality local curriculum for your ākonga. It is for all Kāhui Ako, schools and kura in New Zealand.

Use this Toolkit to connect your local curriculum community. Capture decisions and conversations: share curriculum and learning opportunities. Build a shared local curriculum, supporting children and young people with coherent pathways for their education.

This Toolkit has Te Whāriki and The New Zealand Curriculum as its foundation. It supports both Māori and English medium education settings. Use it with confidence to support your teachers and add value to the educational experience of your ākonga



Rapua Te Ara Tika



Local Curriculum Design Tool

DESIGNING
LOCAL
CURRICULUM



Collaborative Inquiry

Guidance document
July 2019

DESIGNING
LOCAL
CURRICULUM



Coherent Pathways

Guidance document
July 2019

DESIGNING
LOCAL
CURRICULUM



Rich Learning Opportunities

Guidance document
July 2019

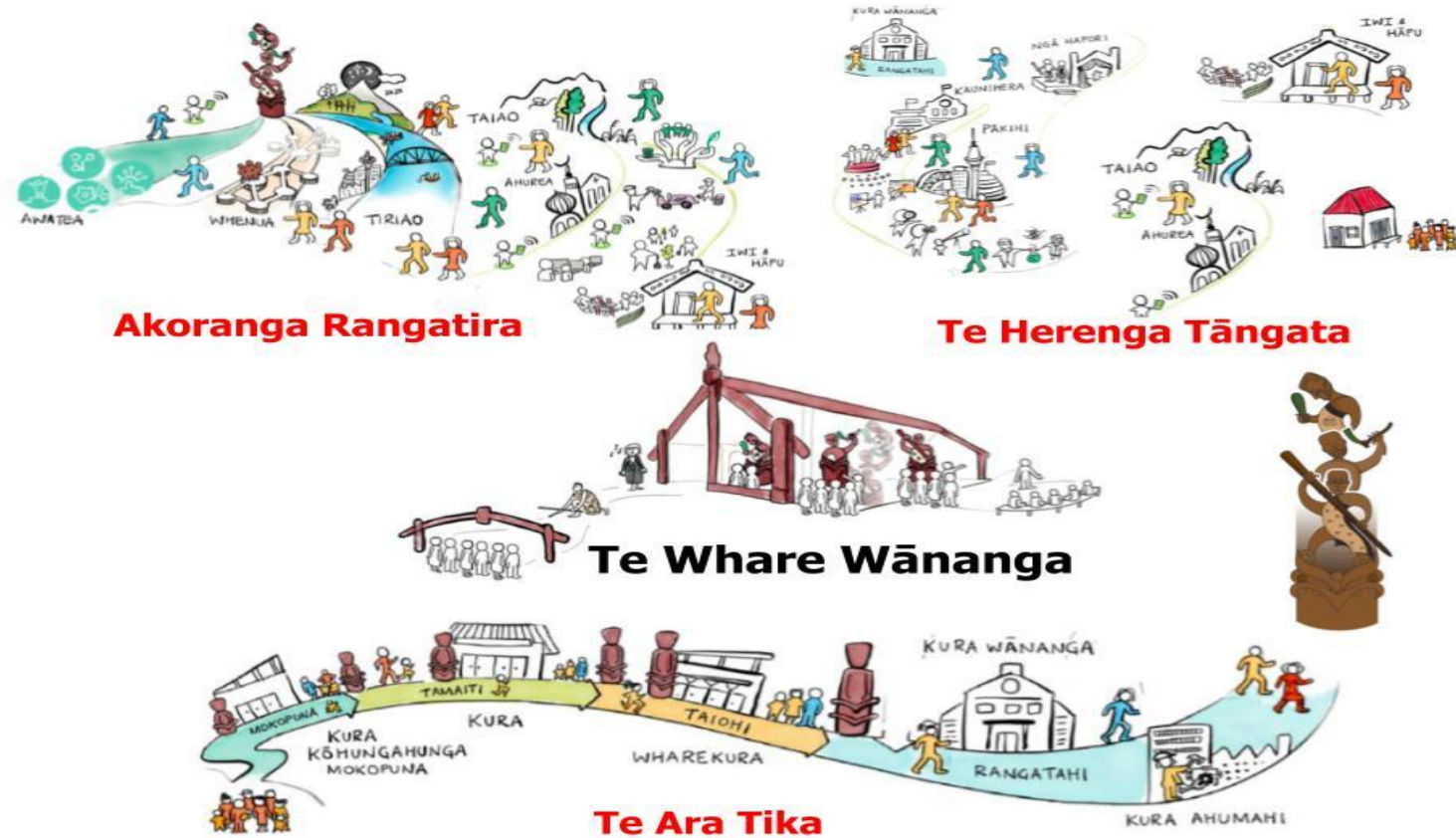
DESIGNING
LOCAL
CURRICULUM



Relationships for Learning

Guidance document
July 2019

Rapua te Ara Tika: A tool to support Māori medium learners



Schools with dual medium learners

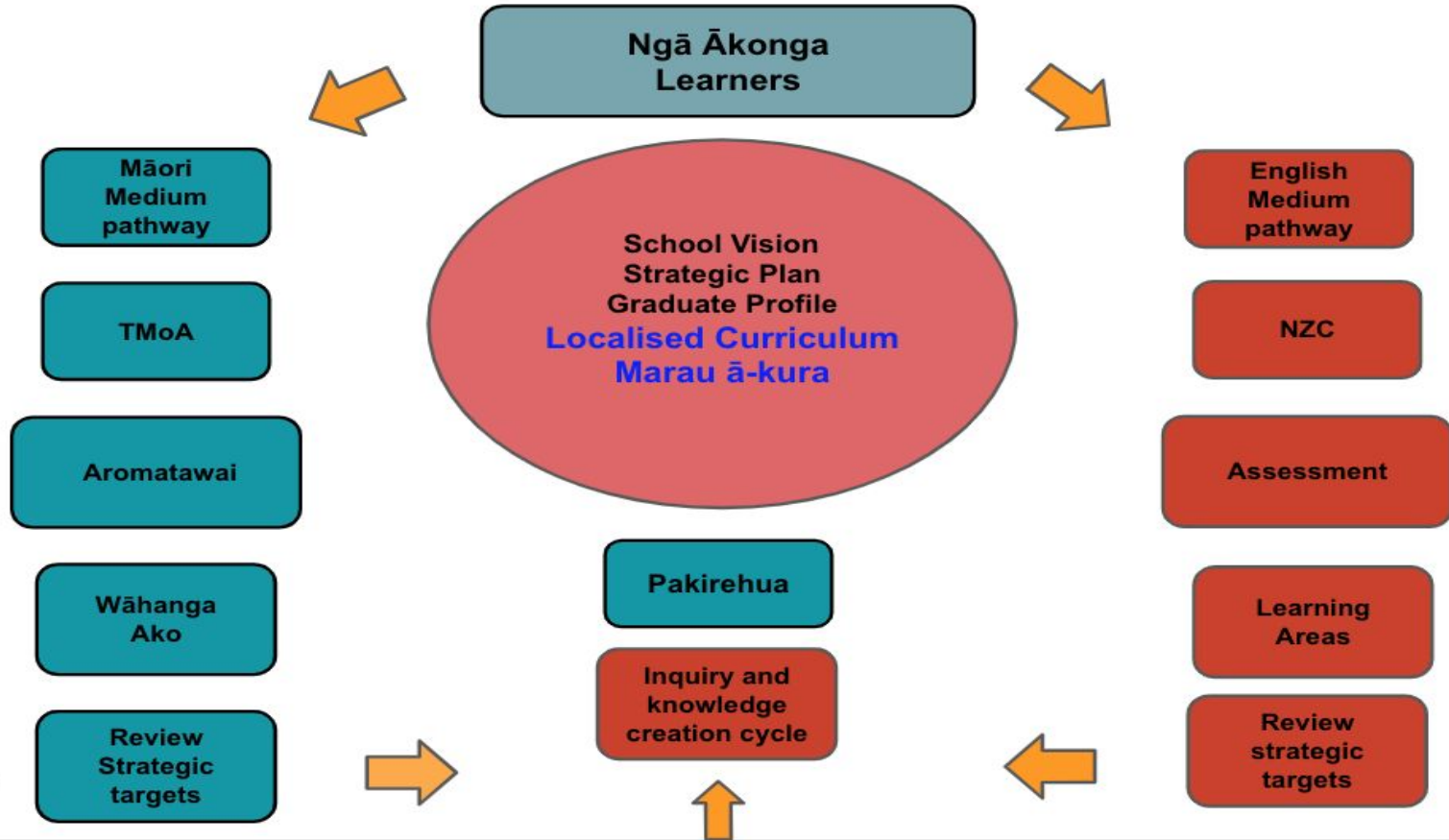


Diagram:
Maria Tibble

Rich opportunities for learning

Why design them?

Engaging in rich opportunities to learn from and with their community supports ākonga to:

- understand their community as a system
- apply their learning in authentic contexts
- experience belonging to the wider community
- learn from and with role models
- be recognised for their contributions as community members.



TE TAKANGA O TE WĀ MĀORI HISTORY

GUIDELINES FOR YEARS 1-8




MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA



This resource is presented through five themes:

WHAKAPAPA

TŪRANGAWAEWAE

MANA MOTUHAKÉ

KAITIAKITANGA

WHANAUNGATANGA

[TKI link](#)

Rich learning: Kaiwaka School

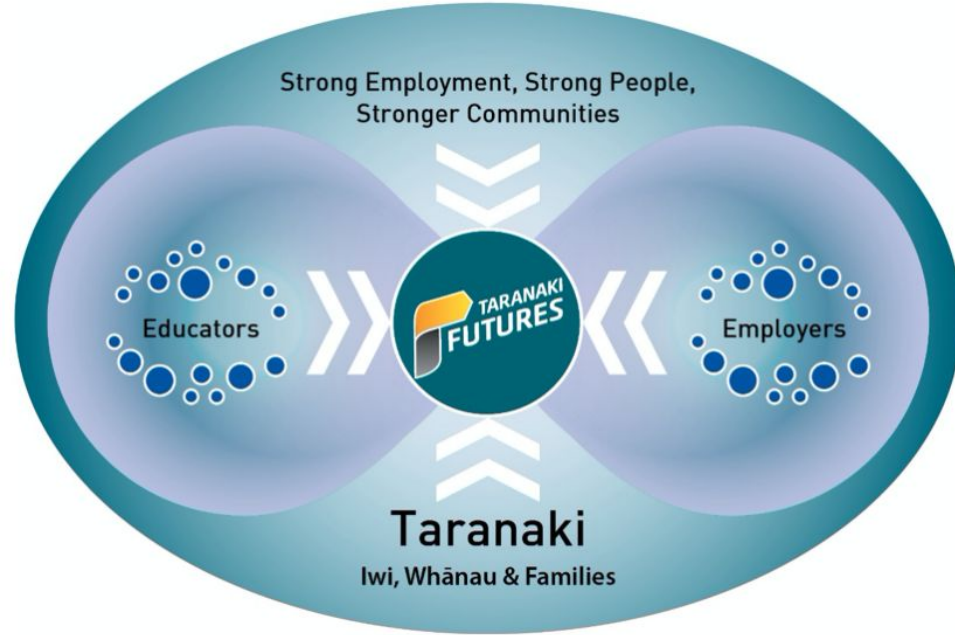


Image: Josie Gritten Photography

“Our school motto is ‘**Towards Tomorrow Together**’ and we wanted an entrance that represents the history of the area as well as the present children.”

Rosie Ellis, Kaiwaka School Principal

Rich learning: Taranaki Futures Project



Waitara High School.



School Leavers' Toolkit

**School
Leavers',
Toolkit**
for TEACHERS



Practical skills for life

Advice and resources for finding your way after leaving school.

[TKI link](#)



Local curriculum spotlight

*Ko te manu e kai ana i te miro, nōna te ngahere
Ko te manu e kai ana i te mātauranga, nōna te ao.*

*The bird that partakes of the miro berry owns the forest;
the bird that partakes of education owns the world.*



[TKI link](#)



Your local curriculum



Personal reflection

Think about the following questions and record your ideas on Post-it notes:

- What is in your local curriculum?
- How are the requirements of the national curriculum brought to life at your school?
- In what ways does your local curriculum build on the strengths, needs, and interests of your people?



In pairs

Share your ideas about local curriculum with each other and look for similarities and differences.



Map your school community

On an A4 piece of paper with your school at the centre, draw in the places, people, and groups who are in your local community.



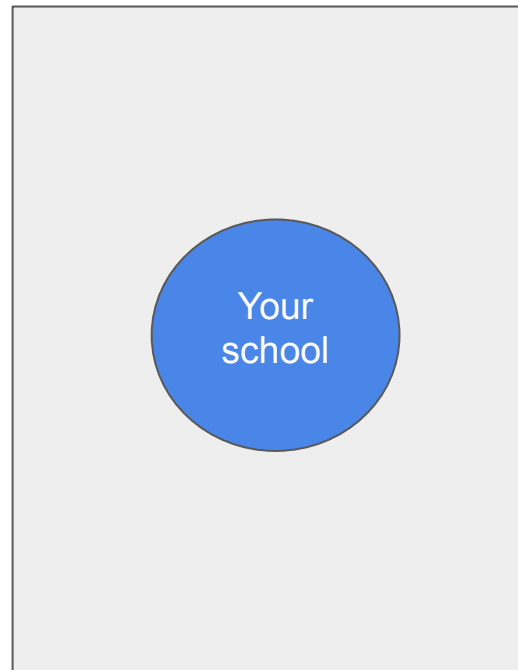
As a group

Share your community maps with each other:

- Are there places, people, and groups you can add in?
- Whose voices are being heard and whose voices are missing?

In a different colour, add in the new relationships you might like to form.

There are more tools and resources in the [Local Curriculum Guide](#) to support you to know your community and involve them in your local curriculum.



New resources for Digital Technologies - coming soon




MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

PLANNING TOOL - Supporting a future-focussed Journey

Digital technologies in the revised Technology Learning Area


Is your school ready to teach this from 2020?


 The New Zealand Curriculum

Kia Takatū ā-Matihiko – Digital Readiness

English (EM) ▾

 Kia Takatū ā-Matihiko
Digital Readiness

Q Sign In ▾ 



Are you ready to implement the new Digital Technologies curriculum content?

Use our self review tool and find out how ready are you to implement the new curriculum content and catch up with students. Completing the review takes five to ten minutes and all of the results are confidential to you.

[Click here to sign up →](#)

Practical tips from workshop schools

<p>Develop an action plan using the 'Theory of Action' framework.</p> <p>Apply timeframes to your action plan. Forming small groups to work on different parts is an effective strategy.</p>	<p>Develop survey and focus group questions to measure an aspect of your school's local curriculum (such as student engagement).</p> <p>(relationships for learning)</p>	<p>Push past the 'easy' relationships you have in your community. Ask "Whose voices are missing?". Use the relationships tools to map your connections and identify gaps. (relationships for learning)</p>
<p>What learning is too important to leave to chance for your community?</p> <p>Specify what this learning looks like at critical points.</p> <p>(coherent pathway)</p>	<p>Some schools were able to add robustness to their design of local curriculum by engaging in collaborative teaching as inquiry with a focus on a particular aspect.</p> <p>(collaborative inquiry)</p>	<p>Do you have shared understandings of the journey a learner will take through your school? How do you support transitions? A graduate profile can be a good way of bringing together your community's aspirations for their children.</p> <p>(coherent pathway)</p>

Question 1

How are schools and kura pulling all this information on localising curriculum together eg. paper work, visuals, framework?



West Melton School: Te Kura o Papatahora, Canterbury



West Melton Curriculum 2019

[Home](#) [Our Story](#) [Our Vision](#) [Our Learning](#) [Learning Areas](#) [Search](#)

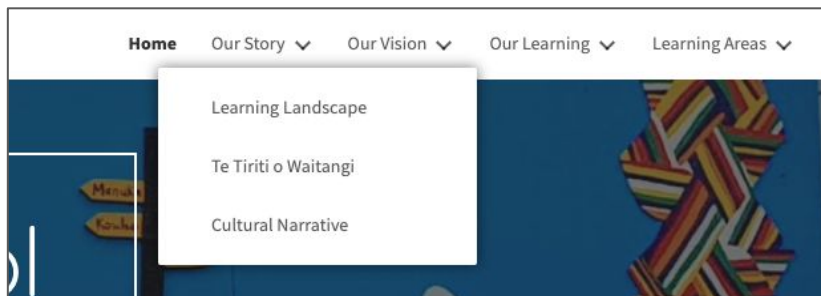
West Melton School Curriculum:

Bringing the New Zealand curriculum to life in "our place".

Our West Melton curriculum is the way we bring the New Zealand curriculum to life in our school. As part of our local curriculum development, we have considered four high impact practices that strengthen our West Melton curriculum.



West Melton School: Te Kura o Papatahōra, Canterbury



Kōwhai Tree and Toi Toi

In the past, the Kōwhai Tree and the Toi Toi grass were in abundance and were used by local Māori and European.

Our partnership with 'The Kōwhai Sanctuary' supported by specialists, provide our Eco-Warriors and learners the opportunities to engage and learn in an authentic environment.

Our learners realise their place in the environment and understand how their connections and actions have an impact.

They are able to develop and build on sustainable practices and authentic relationships with the environment



Our Learning Landscape

This visual was developed in consultation with our children, whānau, teachers and wider community in 2017. It tells the story of our school. It culturally locates us in Canterbury and shows how we connect to this place.

Our story provides contexts for rich learning opportunities and authentic contexts at West Melton.



Te Kura o Papatahōra

West Melton School was gifted its Māori name by our local Taumutu Rūnanga in 2014. Papatahōra means spread out, laid out uncultivated open country reflecting the nature of the area. This area was filled with fern root and bracken shrubs in the early years.



Waimakariri River

The Waimakariri River runs 151 kilometres from the Southern Alps (source) to the Pacific Ocean (mouth). It runs across the Canterbury Plains and is 45.4 kms via the Old West Coast Road from West Melton School.

It is well known as a Braided River on the Canterbury Plains. This river was very important for Māori as a hunting and gathering area for food and supplies. You can see it meandering through the Canterbury Plains to the Pacific Ocean.

West Melton School: Te Kura o Papatahora, Canterbury

Rich opportunities for learning

Rich opportunities for learning at West Melton are enhanced by our:

- Deep learning design protocol and global competencies

This means that we focus on:

- **Learning partnerships** - students, teachers and the wider community working together to achieve deep learning outcomes. Student voice and agency is integral to learning design
- **Learning environments** - we create a culture and climate for learning with includes authentic and virtual learning environments
- **Effective pedagogies** - we use research proven pedagogical practices that best meet the learning goals and needs of the students
- **Leveraging digital** - students use digital technologies to accelerate their learning and create new learning

Our Enviroschools focus supports us to develop rich learning opportunities. Connections we have to our local area and rūnunga (outlined in our [cultural narrative](#) and [learning landscape](#)) are also important authentic contexts for learning. Through our relationship management, we know our students strengths and identities, as well as their needs and aspirations.

Kāwhia Primary School

 **Manaakitia Tou Ao**

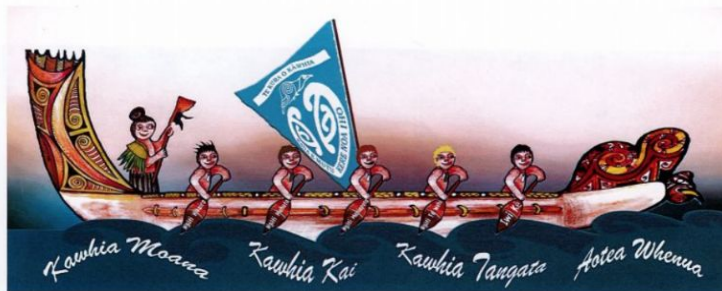
 **Manaakitia Ngetehi Atu**

 **Manaakitia Te Taiao**

Manaakitia Framework

To continue developing a document for the tamariki, whānau and kaiako of Kāwhia that:

- reflects Kawhiatanga identity, language and culture
- supports the development of the graduate profile
- identifies attributes/characteristics that relate to the ākonga
- align to tikanga, kawa and reo of Kāwhia hapū and iwi
- Is authentic to the learners of Kāwhia



'Experience the learning not just learn about the experience'

"Ko te kai a te Rangitira ko te kōrero"

Kawhia Kai	Kawhia Moana	Kawhia Tangata	Aotea Whenua
<p>KNOWLEDGE Kai mō te hinengaro, tinana, wairua</p> <p>HOLISTIC APPROACH, energy, communication fuel for the body, mind and soul</p> <p>spiritual, SUSTENANCE NURTURING kaitiaki, respect</p> <p>LIFE SKILLS</p> <p>Kai mō te puku, kai mō te tinana, kaitiakitanga, kai mō te wairua,</p> <p>Industry opportunities; agriculture, aquaculture, horticulture</p>	<p>EVERYTHING LOCAL, that is in Kawhia.</p> <p>Opportunities: meet others, find food, travel</p> <p>Linking everyone, fountain of KNOWLEDGE, water/ocean connections to everyone in the world</p> <p>MANA O TE WAI, water, beginning, womb, birth, healing physical cleansing</p> <p>Way to meet</p> <p>WHAKARITE preparation, blessings, life force</p> <p>Kawhia Moana is about the ROHE not just Kawhia</p>	<p>SOCIAL Diversity, language, culture, traditions, tupuna, Kingitanga, Iwi RELATIONSHIPS with other hapū, iwi NETWORKING - WHANAUNGTANGA</p> <p>WHAKAPAPA gives us history/direction connections to each other, hapū, whānau, tupuna (tūhonohono) Atua, tupuna, mātua, tamariki, mokopuna WHAKATUPURANGA (future/succession) MANA o te tangata</p>	<p>BEYOND Kāwhia GLOBAL CITIZEN</p> <p>The world outside of Kāwhia, unique Always come home to our roots Growing and maturing</p> <p>CAREER PATHWAYS</p> <p>Te Ao mārama, standing firm, knowing who you are before you leave</p> <p>OPPORTUNITIES for travel, experiencing, exploring</p>



Ensuring our children have strong and stable roots in knowing

- What their kawa and tikanga are
- Where they come from
- Who their iwi, hapū and whānau are

**Kaitiakitanga
Kāwhiatanga
Confidence
Courage**

TERM FOUR

Kaupapa Topic	Skills Required	Learning Activities	Outcome
Maara Kai	<ul style="list-style-type: none"> • Tiaki te maara kai (watering, preparing) • How to harvest vegetables correctly so they can continue to grow • How to harvest kūmara, rīwai • Care for others by sharing the hua whenua 	<ul style="list-style-type: none"> • Water and weed • Learn how to plant correctly • Harvest kai with no plastic bags • Study the traditional rongoa and kai Māori growing in the maara (eg kopakopa, puhā) 	<p>The children will know how to grow vegetables sustainably.</p> <p>The children will know how to harvest with respect and understanding.</p>

Question 2

What evidence is there that local curriculum is relevant to our students and school community, and why is it the approach we are taking today in education?



Image: Ministry of Education

“When a child learns from and with their community, they come to understand how their community works socially, politically, economically and culturally. They also learn how they can contribute to, and help shape their community.”

Relationships for learning tool

Resource Links

[Shaping a stronger education system with all New Zealanders](#) (pdf)
[New Zealand Curriculum](#) (website, pdf)
[NZC Online Strengthening Local Curriculum](#) (section)
[Te Marautanga o Aotearoa](#) (website, pdf)
[Leanne Lim - Apiti, Kāwhia Primary School](#) (video)
[Giving mana to te tiriti in schools](#) (video)
[Te tiriti - see, feel, hear](#) (pdf)
[How do you give mana to Te Tiriti o Waitangi](#) (pdf)
[Manurewa Central School – Learners contribute to curriculum design](#) (video)
[Leading Local Curriculum Guide](#) (pdf)
[Local Curriculum Design Tool | Rapua Te Ara Tika](#) (website)
[Local Curriculum Design Tool](#) (pdf)
[Te Takanga o te Wā](#) (website) (pdf)
[Kaiwaka School Story](#) (article)
[Taranaki Futures Project](#) (article)
[School Leavers' Toolkit](#) (website)
[NZC Spotlight – Local Curriculum](#) (google slides)
[Poutama Pounamu](#) (website)
[Te Hurihanganui](#) (website)
[Connecting with Māori Communities: Whānau, Hapū and Iwi](#) (ebook)
[Kia Takatū ā Matahiko](#)(website)

Acknowledgements

Kāwhia Primary School

Manurewa Central School

Kaiwaka Primary School

West Melton School: Te Kura o Papatahora

Taranaki Futures Project

Phase Two Workshop Schools



Image: Ministry of Education

Karakia Whakamutunga

Kia hora te marino
Kia whakapapa pounamu te moana
Hei huarahi mā tātou i te rangi nei
Aroha atu, aroha mai
Tātou i a tātou katoa

*May peace prevail
May the sea be like greenstone
A pathway for us all this day
Let us show respect
For each other*