



NOVEMBER 2020

Local curriculum

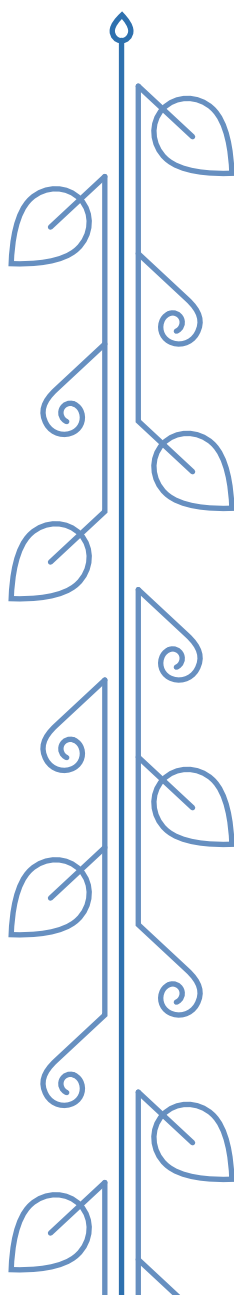
Strategic planning guide

Creating coherence: Connecting planning
and documentation with the lived curriculum



**Kei hopu tōu ringa kei te aka tāepa,
engari kia mau te aka matua**

Cling to the main vine,
not the loose one



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About this resource

This guide complements the *Leading Local Curriculum Guide* series. It is intended to help schools achieve alignment and coherence between:

- » strategic planning contained within the school's charter or kāhui ako implementation plan
- » design of local curriculum;
- » evaluation and self-review.

Who is this guide for?

This guidance is for secondary schools and is intended for school and curriculum leaders. It will help you to connect your strategic planning documentation and activities with the enacted curriculum created between mana whenua, ākonga and their whānau and parents, kaiako (teachers), and others across your community. It will also help you to evaluate the outcomes of these and the connections between them.

This guidance will help you consider what outcomes you are seeking for your ākonga and the learning opportunities you create to achieve these. This includes thinking about what pathways you want to support your learners to progress on understanding how they represent ākonga and community aspirations.

How is it organised?

The guide unpacks each process of strategic local curriculum design, how Te Tiriti o Waitangi | The Treaty of Waitangi is foundational in both strategic planning and local curriculum design, and how these processes are framed by the expectations set out in the New Zealand Curriculum.

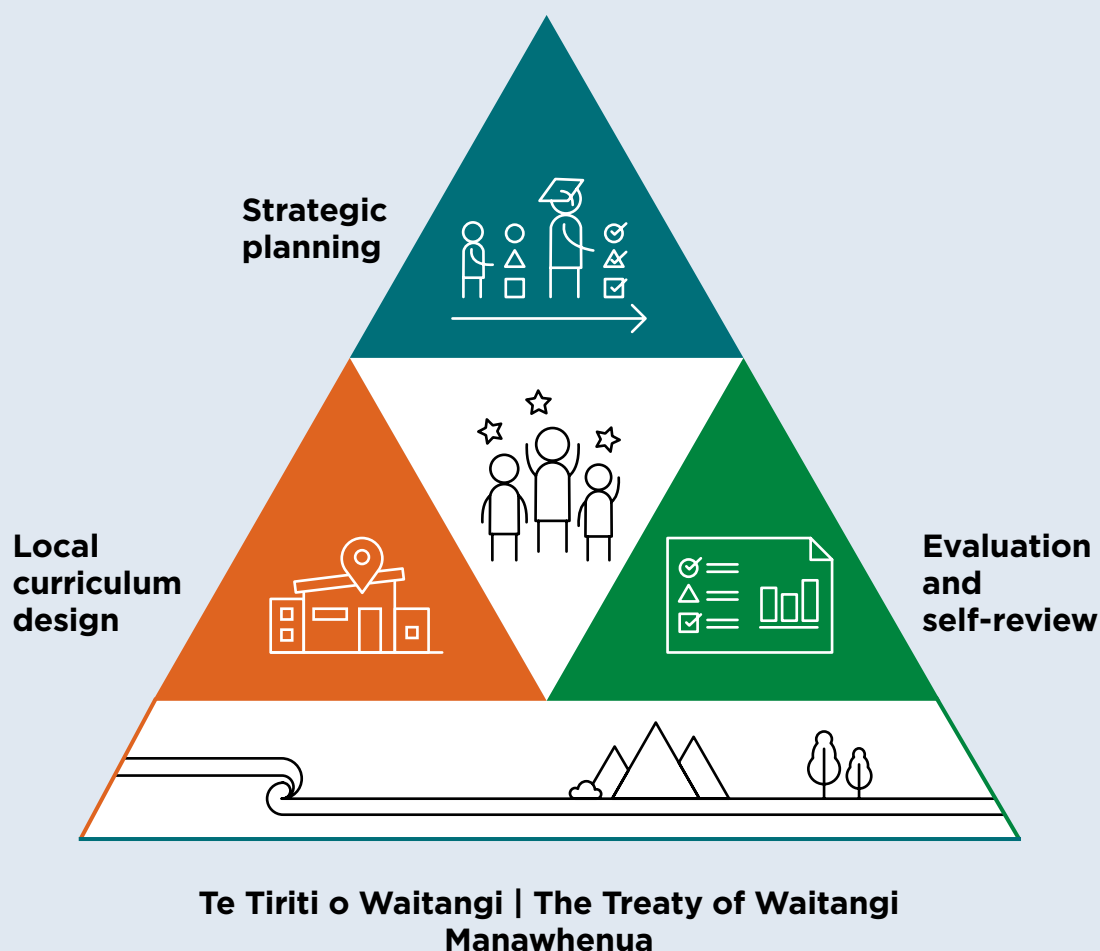
The guide includes guiding questions, activities, tips, and templates. You can use these as tools for achieving coherence and alignment between strategic planning, curriculum design, and evaluation and self-review at your school. Although activities, tips, and templates are included with either strategic planning, curriculum design, or evaluation and self-review, many could be adapted and used with any aspect of the framework.

The guide then takes you through a range of annotated stories from schools who have worked towards creating coherence between their strategic planning, the design of their enacted local curriculum and how they were able to self-assess the effectiveness and success of this.

In this guidance we have consolidated mana whenua, parents, whānau, kaiako, ākonga and the community as '*your school community*'.

A framework for this guide

This guide supports schools to make explicit connections between their strategic planning, their local curriculum design, and the evaluation of how well learning experiences are enabling ākonga to achieve the school and community aspirations for them.



Te Tiriti o Waitangi | The Treaty of Waitangi sits at the base of the triangle because it is our founding document. Together, your school's strategic planning and local curriculum design need to honour and demonstrate an active, living commitment to Te Tiriti | The Treaty. For schools, one important way that we honour Te Tiriti | The Treaty is through partnership with Māori, including mana whenua. As the repository of identity, language and culture, mana whenua are critical partners in education. It is important to include this knowledge (manawhenuatanga) in your local curriculum design.



Strategic planning is “a systematic process of envisioning a desired future and translating this vision into broadly defined goals or objectives, and a sequence of steps to achieve them”¹.

The **National Curriculum** is composed of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* which set the direction for student learning and provide guidance for schools as they design and review their curriculum. Although both come from different perspectives, each start with a vision of young people developing the competencies they need for study, work, and lifelong learning, so they may go on to realise their potential.



Local curriculum design is the process of making decisions about what educational opportunities

are available to ākonga in your school. This should be grounded in the New Zealand Curriculum and consider what matters to your local communities (including tertiary education organisations and employers). The *Leading Local Curriculum* guide series supports school and curriculum leaders to design local curriculum within the context of the New Zealand Curriculum.



Ongoing **Evaluation and self-review** provide the information you need to understand the impact of your actions and the extent to which you are moving closer to achieving your vision and strategic aims.

Alignment means that actions of a range of people have a common purpose and this purpose is expressed in the school charter/vision/strategic goals. Alignment is achieved when the perspectives and aspirations of your school community are:

- » realised in your school's vision, values, and strategic aims
- » reflected in the design of a local curriculum
- » supported by strategic resourcing
- » monitored in your ongoing evaluation and self-review processes

This creates coherence, which means that your plans makes sense and are enabled by those implementing them in practice.

¹ NZSTA (August 2019). Effective governance: Charter, strategic planning and review, page 4
www.nzstaknowledgehub.org.nz/copy-of-ebooks-resources

The interactive processes of alignment, evaluation, and self-review

Alignment and coherence between strategic planning, designing a local curriculum and evaluation and self-review results in better achievement outcomes for ākonga. ERO (2015) found that many schools were successful in setting strategic goals in relation to student underachievement but were less effective in developing a local curriculum that raised achievement. Coherence and alignment were two key qualities that distinguished the actions of more successful schools in raising student achievement.

Coherence means plans make sense to those implementing them in practice.

Alignment means the actions of a range of people have a common purpose.

Achieving alignment and coherence between strategic planning, local curriculum design, and evaluation and self-review requires boards of trustees and school leaders to:

- » Have a few, specific strategic goals that have been collaboratively developed with your school community
- » Establish clear actions that align the goals with local curriculum design and criteria for how the actions will be monitored
- » Develop commitment to the goals and actions at many leadership levels throughout the school, including senior leaders, middle leaders, and specialist teachers through clear communication and collaborative sense-making activities
- » Discuss the goals, actions, and progress with your school community regularly, and seek feedback from them
- » Lead professional learning conversations about the moral purpose, implementation, and monitoring of goals and actions.

Guiding questions

Some questions to encourage critical thinking about the alignment of your strategic planning, local curriculum design and evaluation and self-review.

- » To what extent are your strategic goals aligned with the design of your local curriculum? How could you check this?
- » To what extent do your school community see and understand the relationship between your strategic plan and the enactment of your local curriculum?
- » How do you ensure your strategic planning processes are responsive to on-going stakeholder feedback about the impact of your enacted local curriculum?



Alignment between strategic goals and local curriculum activity

This activity is intended to help you establish how well your strategic goals are aligned with your actual local curriculum. Participants could be groups of mana whenua, board of trustees, whānau, kaiako, ākonga or a mixture of these.

Instructions

1. Explain the purpose of the activity.
2. Hand out strips of paper to each participant and ask them to use their strips to write down critical elements of learning. They can only write one idea on each strip of paper.
3. Working in groups, have the participants collate similar responses.
4. Give the participants strips of paper with each of the school's strategic goals written on them. Ask the groups to match their responses to the strategic goals.
5. Discussion:
 - › Which goals are aligned with what participants believe is important?
 - › Which goals are not?
 - › Given what we have discussed, what are our next steps?



Links to further resources

Reports and evaluation tools from the Education Review Office help school leaders take learning from research and make them real in their schools.

- » **School leadership that works** (ERO, 2016)
- » **Effective internal evaluation for improvement** (ERO/MOE, 2016)

Te Tiriti o Waitangi | The Treaty of Waitangi and mana whenuatanga

Together, your school's strategic planning and local curriculum design need to honour and demonstrate an active, living commitment to Te Tiriti | The Treaty. Te Tiriti | The Treaty is itself a strategic document and tool that schools can use to support local curriculum design, strategic leadership, and evaluation and self-review. Schools might do this by taking each article of Te Tiriti | The Treaty and using the key aspects to create a design, planning, or evaluation framework.

The Education and Training Act 2020 strengthens our commitment to Te Tiriti | The Treaty. The Act provides, in section 127, that one of the primary objectives for Boards is to give effect to Te Tiriti | The Treaty, by:

- » working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- » taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- » achieving equitable outcomes for Māori students.

The new Tiriti board objective provision commences on 1 January 2021. School boards will need to work with their communities to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.

One very important way that schools honour Te Tiriti | The Treaty is through acknowledgement of mana whenua. Mana whenua means customary authority exercised by an iwi or hapū in an identified area. Each school will have one or more iwi and/or hapū who identify as mana whenua over the geographical area where the school is located. It is important to know who mana whenua are for your individual school. They may not be the same as a neighbouring school, and in some areas several iwi and/or hapū may be located in close proximity, or be overlapping.

Positive mana whenua relationships will support schools with all aspects of their operation and delivery, as well as provide guidance specific to the understanding and enactment of tikanga and kawa. Depending on how they are organised, mana whenua will sometimes have a representative group or individual who can be contacted through their office, or contact may be made through local marae. It is not good practice to only contact mana whenua when your school wants something. Building reciprocal relationships takes time and should provide mutual benefits for both parties.

Mana whenua will also be able to provide insight into the history of an area, or school from their perspective. This knowledge is likely to span several generations and be useful for when schools undertake local curriculum design planning, evaluation, or self-review. Inclusion of mana whenua in those processes supports a positive relationship as well as holding schools to better account for what they are doing and how they are doing it. Mana whenua may also be involved in supporting boards of trustees and schools when determining aspirations for ākonga, designing and implementing local curriculum, and providing feedback on the effectiveness of implementation.

A commitment to Te Tiriti | The Treaty will be interwoven throughout the guidance that follows.

Guiding questions

Some questions to encourage critical thinking about the extent to which your school's strategic planning and local curriculum design honour and demonstrate an active, living commitment to Te Tiriti | The Treaty and mana whenuatanga.

- » In what ways does your curriculum, including NCEA programme design, reflect mana whenua knowledge and history?
- » How will your school ensure mana whenua are involved in the strategic planning process from start to end?
- » If you have several iwi who are mana whenua in your area, how will you ensure that all are involved?
- » How do you know the Māori representatives you are seeking guidance from about your local curriculum have the mandate of mana whenua?
- » How are kaumātua roles created and maintained? And how might they support local curriculum design, strategic planning, and evaluation and self-review?
- » What do ākonga, whānau, parents, and mana whenua believe about how much autonomy they have in decision making about your local curriculum?
- » What opportunities are there to connect with iwi/hapū of local marae to enhance local curriculum design?
- » How might your school form better relationships with local marae and mana whenua?
- » Do mana whenua have an iwi education plan and/or education resources that could support your local curriculum design and other school planning?



Practical guidance and ideas

Tips to help create and build positive relationships with mana whenua

These ideas help create and build positive relationships with mana whenua. They are intended to move mana whenua from a position where schools tell them what is happening to a point where they are collaborators in the school's strategic planning, local curriculum design and evaluation and self-review.



For schools who do not have an existing relationship with mana whenua:

- » Contact the Ministry of Education and ask if there is someone in your regional office who can help with introductions to iwi, hapū who are mana whenua of the land your school sits on
- » Find out who the local iwi and mana whenua are
- » Find out the names of the closest marae and who the contact person is
- » Find out if the local iwi have developed iwi education plans and/or curriculum resources
- » Contact the mana whenua office and ask if there is someone you can talk to about education planning
- » Organise a kōrero with local kaumātua/and other mana whenua about the history of the school, find out their perspectives about how the school has provided for Māori over time and the opportunities for improvement.

For schools who have an existing relationship with mana whenua:

- » Keep in regular friendly contact with the mandated marae or iwi representative
- » Invite mana whenua to attend whānau hui, to help decide the agenda and to present any iwi news
- » Consider appointing a mana whenua endorsed representative on your board of trustees
- » Ask what information mana whenua want shared with them and how often, such as student achievement, attendance, and well-being data
- » Invite mana whenua to participate in design sessions for local curriculum
- » Include mana whenua in gathering data by co-designing surveys or focus group questions

- » Make sure that kaumātua are appropriately recognised and thanked for their service to your school
- » Check in regularly with mana whenua as part of your ongoing evaluation and self-review
- » Ensure mana whenua are invited to school events and are included on mailing lists; make sure invitations to important events and important news are delivered in person (kanohi ki te kanohi)
- » Ask mana whenua how they would like to contribute to the process of making significant appointments
- » Make sure mana whenua are appropriately remunerated if they spend time supporting your school
- » Seek input from mana whenua about how the schooling experience can be improved for Māori ākonga, what they think the school should be doing differently or in addition to current practices.

Find out more

Read more about Te Tiriti | The Treaty from a civics and citizenship perspective in the **School Leavers' Toolkit Civics and Citizens Teaching and Learning Guide**

A school explores how to give effect to Te Tiriti | The Treaty in their local curriculum

The staff at North East Valley Normal School asked the question: “When we’re developing our curriculum, do we really take into account the needs of the significant number of Māori children and their families in our school?” The principal decided to hold their teacher only day at the local marae to dig into this question.

Read the full story at:

nzcurriculum.tki.org.nz/Curriculum-resources/School-snapshots/North-East-Valley-Normal-School

The template over the page may help you map how the processes involved in this story could be used to explore how to give effect to Te Tiriti | The Treaty in your school.



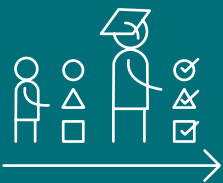
Giving effect to Te Tiriti | The Treaty template

What North-East Valley Normal School did	How could you incorporate aspects of this story into giving effect to Te Tiriti The Treaty in your school?
Planned to hold a curriculum planning day at a local marae to ensure school leaders and kaiako incorporated a Māori world view in their planning.	
Engaged an external facilitator who was experienced in using marae as a source of learning and knowledge.	
Participated in being welcomed onto the marae and listened to mana whenua recounting the history of the local area.	
Investigated how a Māori viewpoint could be shown through units of work.	
Asked to work with mana whenua to help them plan learning to incorporate Māori knowledge (mātauranga Māori) and perspectives.	
Began to reframe their thinking to ensure a focus on what is relevant to children and families in the school who are Māori.	
Planned to incorporate marae visits into their three-year planning cycle and invite the community, including early childhood centers, to join them.	



Links to further resources

- » nzcurriculum.tki.org.nz/Curriculum-resources/Spotlights/MASAM
- » www.nzsta.org.nz/assets/Maori-student-achievement/The-Treaty-of-Waitangi-and-School-Governance.pdf
- » sltk-resources.tki.org.nz/assets/Teaching-and-Learning-Guide.pdf
- » sltk-resources.tki.org.nz/assets/Activities-for-acquiring-civics-knowledge.pdf
- » sltk-resources.tki.org.nz/assets/Curriculum-approaches-table-A3.pdf



Strategic planning

A systematic process of envisioning a desired future and translating this vision into broadly defined goals or objectives, and a sequence of steps to achieve them.





Strategic planning



Strategic planning is “a systematic process of envisioning a desired future and translating this vision into broadly defined goals or objectives, and a sequence of steps to achieve them”.

In any school, the strategic plan needs to include aspirations for school leavers. In a secondary school, this includes how the school will support ākonga pathways to achieving national qualifications. Kōrero Maturanga and the inquiry around the School Leavers’ Toolkit reveal that other aspirations are also critically important to ākonga, whānau and communities across Aotearoa New Zealand, and that these include mental health, self-management and interpersonal skills, and basic financial literacy.

The board of trustees and tumuaki invite ākonga, kaiako, whānau, and mana whenua to participate in a positive strategic planning process where all voices are heard. Participation in this planning process reveals different perspectives and adds value to all parties. This process connects people and enables them to create a compelling picture of their aspirations for ākonga.

Strategic planning requires school leaders to:

- » Build a reciprocal relationship with mana whenua based on meaningful partnership
- » Meet face to face with mana whenua and learn their story of the place your school inhabits
- » Invite your school community (including contributing and destination schools) into shared conversations about what makes your community unique and your hopes and aspirations for ākonga. Include a particular and deliberate focus on hearing the voices of those who may have been excluded from decision-making in the past – Māori learners and their whānau, Pacific learners and their whānau
- » Inform your school community about relevant school data (e.g. ākonga participation, engagement, achievement, NCEA data, well-being) and seek relevant information from them
- » Work with your school community to more deeply understand/develop/amend the vision/values/goals in your school charter and 3-year strategic plan
- » Prioritise a few goals to focus on and determine how much time these goals will require and which resources
- » Discuss and agree on how to measure the extent to which the goals are successful
- » Ensure resourcing is aligned with the goals
- » Review progress towards goals with input from ākonga, kaiako, parents, whānau, and mana whenua.

Guiding questions

Some questions to encourage critical thinking about how your strategic planning aligns with community aspirations and your local curriculum:

- » What makes your community and school unique?
- » What would your school community say in response to the question, “What are the school’s strategic goals?”
- » What opportunities are there for your school community to be part of your strategic planning?
- » How do mana whenua want to be involved? How do you know?
- » How strong is the alignment between resource allocation, strategic goals, and the implementation of your local curriculum?





Practical guidance and ideas

Engaging with whānau and mana whenua

If your school has not successfully engaged with whānau and mana whenua you could begin by evaluating your story of engagement.



What kinds of experiences do whānau and mana whenua have with your school?

- » Who is involved in these experiences?
- » Who is in charge of the experiences?
- » Where do the experiences take place?
- » How much time has been allocated to the experiences?
- » What has changed as a result of the experiences?
- » How are these changes communicated to whānau and mana whenua?
- » What beliefs do whānau and mana whenua currently hold about your school?
- » How reciprocal is your relationship with whānau and mana whenua?

How to engage with mana whenua:

- » Recognise that the process may take time, especially if there has been a history of limited engagement
- » Familiarise yourself with the iwi education plans and discuss how these align with the school vision, values, and strategic goals
- » Think about how the school can support the local marae (ākonga help with catering, cleaning up marae at hui; support marae projects; help with maintenance of local marae; school groups visit marae)
- » Invite mana whenua to conduct professional learning with teachers focused on local history, traditional science knowledge, arts and crafts etc
- » If there has been a history of negative interaction, consider engaging an external facilitator to meet with key people in their own environment.



Hexagon activity

The hexagon activity is a useful way of surfacing, organising, and fine-tuning complex ideas about aspirations of, or for, your ākonga. In the example below the participants are ākonga. The question could be modified to use the activity with other groups such as mana whenua, parents, whānau, kaiako, tertiary education organisations, employers and the board of trustees.

List everything you want to be learning and doing at school.



Instructions

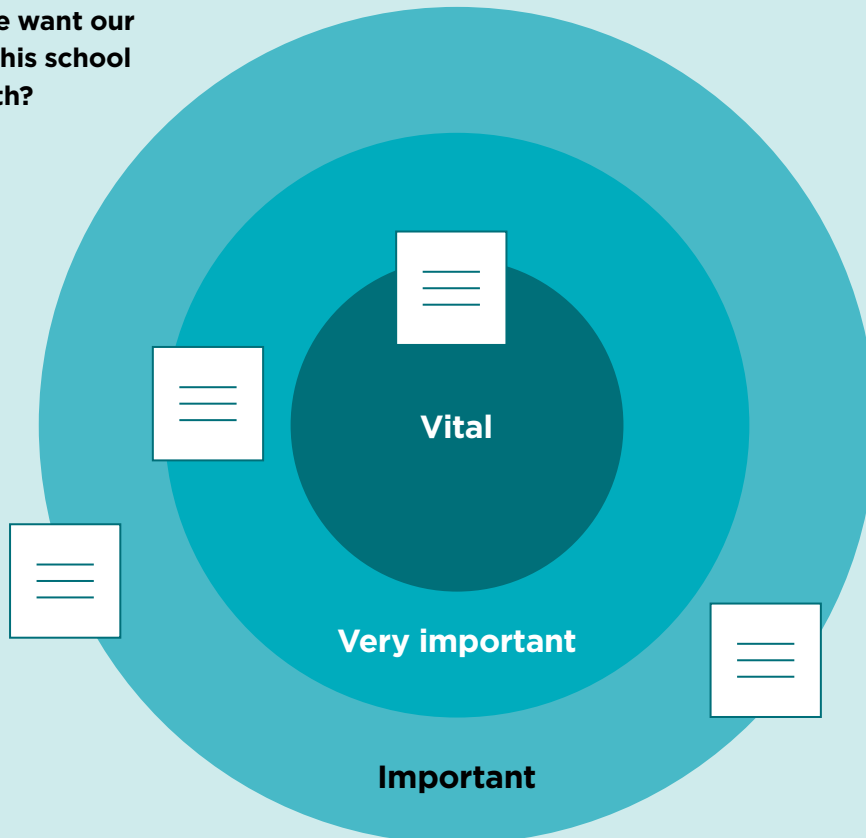
1. Prepare a set of individual hexagons.
2. Present participants with a challenging, worthwhile question (for example, *list everything you want to be learning and doing at school over the next three years*).
3. Individually participants write one idea on each hexagon.
4. When they have written all their ideas, have them share their ideas with others and group similar ideas together to make a shape.
5. The group places and labels a hexagon at the center of the shape to reflect the ideas around it.
6. Groups share their thinking with others to work towards one set of coherent ideas that may be used to inform thinking about the school's strategic goals.



Negotiation game activity

This activity helps a group of people prioritise what they believe is most important.

What do we want our ākonga at this school to leave with?



Instructions

1. Divide participants into groups of four.
2. Give each participant four sticky notes on which to write four responses to a question their group has been given, such as, *what do we want our ākonga at this school to leave with?*
3. Have each participant give one of their responses to one other member of the group.
4. Have participants place the responses they have been given onto an A3 sheet with the circle diagram.
5. The participants must then negotiate which response fits where, within the following constraints:
 - › 25% – Vital
 - › 25% – Very important
 - › 50% – Important
6. School leaders collect and analyse the vital responses to use in determining the school's strategic goals.

Tips for conducting focus groups

A focus group may be an effective way to consult with mana whenua, parents, whānau, kaiako, ākonga, and the community.

What is a focus group?

A facilitator gathers a group of individuals to discuss a specific topic. The aim is to draw from personal experiences, beliefs, perceptions, and attitudes of the participants through a moderated interaction.

Before the focus group meets:

- » Be clear about **what you want to find out** and why a focus group is the best approach
- » **Who will facilitate** – an external person or someone the participants know?
- » **Who will participate** – anyone who volunteers or a targeted group?
- » Have **some questions pre-prepared** but be prepared to diverge
- » How are you going to **record responses**? Record and transcribe? A notetaker?

Steps for the facilitator during the focus group:

1. Introduce yourself and get everyone to introduce themselves
2. Explain why you are conducting the focus group
3. Explain how the information will be used. Discuss confidentiality
4. Introduce the prepared questions
5. Ask permission to record/make notes
6. At the end summarise what you think the main themes were, and get participant agreement
7. Thank participants for their time.

When conducting focus groups with ākonga:

- » Ākonga can be quite shy if the facilitator is someone they don't know
- » Ākonga may respond more openly by writing their ideas on post-it notes e.g. write all the things that you love about this school (one on each post-it). Then ākonga help classify the responses and they will often engage in rich discussion as they do this.

Analysing focus group responses:

- » Consider employing a researcher
- » Read through the transcript/notes and look for patterns
- » Make categories and sub-categories
- » Get someone to check that your categories/subcategories best represent the information in the responses
- » Order your categories by importance or frequency.



Strategic planning sense making template

The following template may help your board of trustees understand how to use information gathered in the strategic planning consultation process to identify the next steps in developing your local curriculum.

	What have we learnt from the information gathered?	What will we do in light of what we have learned?
The aspirations and expectations of mana whenua, parents, whānau, kaiako, ākonga and the community have been sought, collected, and analysed.		
The aspirations and expectations of parents and whānau of Māori and Pasifika ākonga and of Māori and Pasifika ākonga have been sought, collected, and analysed.		
Relevant data (e.g. student participation, engagement, achievement, well-being) has been shared and discussed with your school community.		
Data about student pathways and transitions has been shared and discussed with other education providers (early learning, schools, kura, and regional economic development leaders).		
How have your school community contributed to developing/amending the vision/values/goals in your school charter and 3-year strategic plan.		



Links to further resources

- » School Trustees' Association provides templates on **how to gather information to inform your charter and how to create an action plan**
- » Educational leaders: school charters includes templates on **how to construct a school charter**



Local curriculum design

The process of interpreting national curriculum entitlements in light of what matters to your community.





Local curriculum design



Local curriculum design is the process of interpreting national curriculum entitlements in light of what matters to your community. Tumuaki, curriculum leaders, kaiako, and ākonga design teaching and learning in collaboration with boards of trustees, mana whenua, whānau, parents, and the community (including tertiary providers and employers) to reflect the agreed aspirations for ākonga.

Steps to consider when designing your local curriculum:

- » Collaboratively study the New Zealand Curriculum to more deeply understand our nation's beliefs about ākonga learning entitlements and the learning that cannot be left to chance
- » Consider the extent to which your school goals and aspirations are consistent with the vision, principles, values, key competencies, and learning areas of the New Zealand Curriculum
- » Gather the aspirations of ākonga, mana whenua, parents and wider community
- » Consider the extent to which your local curriculum designs supports ākonga pathways into and beyond years 11-13, and supports successful transitions to further education or employment
- » Research and implement high impact pedagogical approaches that align with your school's goals

- » Support kaiako to examine their own beliefs and ideas in relation to new or agreed pedagogical practices
- » Work with employers to identify what employability skills are most valued in NCEA graduates and identify opportunities for ākonga to participate in workplace learning or work shadowing
- » Collaborate with tertiary providers to determine opportunities to enhance the curriculum offering for vocational education
- » Consider and agree how links between learning areas will be explored and actioned to create meaningful learning
- » Design rich learning opportunities that ensure teaching and learning reflects the school goals
- » Consider how effectively the learning opportunities prepare ākonga for their next learning steps as they transition from your school
- » Work with the community to determine ways in which local resources and learning opportunities will be used to achieve your goals
- » Determine what resources and professional learning and development kaiako need to be able to enact your local curriculum.

The National Curriculum provides some observations that you can make that demonstrate your curriculum is well-designed. These are:

- » Tumuaki and kaiako can show what it is that they want their ākonga to learn and how their curriculum is designed to achieve this
- » Ākonga are helped to build on existing learning and take it to higher levels. Those with special needs are given quality learning experiences that enable them to achieve, and students with special abilities and talents are given opportunities to work beyond formally described objectives
- » The long view is taken: the ultimate learning successes of ākonga are more important than the covering of particular achievement objectives.





Guiding questions

Questions to encourage critical thinking about how your local curriculum design aligns with your strategic planning and community aspirations:

- » What are the aspirations of your school community? How do you know?
- » Does your local curriculum design allow for students to build on existing learning and take their understanding to a higher level?
- » To what extent does the enactment of your local curriculum give effect to NZ Curriculum principles, values, key competencies, and learning area essence statements?
- » How does your local curriculum provide rich opportunities for learning, based on ākonga strengths, identities, needs, and aspirations?
- » How does your local curriculum prepare ākonga to transition from school to further education, training, and employment in a supported, well-prepared and meaningful way?

Developing transition statements

One way to capture key outcomes for a local curriculum is in 'transition vision statements', including a 'graduate profile' to signal the end of a stage of learning.

They can help shape collaborative design and implementation of rich learning opportunities that support learning continuity for ākonga. A shared vision also helps align ākonga and those who support their learning – kaiako, parents, whānau, and the wide community – and helps ākonga see where they come from and where they are going.

Draft graduate profiles for each level of NCEA were introduced as part of the NCEA Change Package: **conversation.education.govt.nz/assets/Uploads/NCEA-Change-Package-2019-Web.pdf** (pages 20–21).

Further guidance in developing transition statements are available through the Local Curriculum Design Tool: **curriculumtool.education.govt.nz**



Practical guidance and ideas

Find out what ākonga think is important in your school activity

It is easy to assume that school leaders, kaiako and ākonga share the same understandings of what is important to learn in your school. To find out the extent to which there is alignment between ākonga understandings and those of school leaders and kaiako, ask ākonga:

- » What is important to learn at our school?
- » What do school leaders and kaiako care about/talk about most?

If ākonga say “picking up rubbish” or “wearing the uniform correctly”, this may signal to school leaders and kaiako that much time is taken up discussing these aspects, rather than more important school goals.

Kaiako collaboratively unpack NZ Curriculum activity

This activity could be used to refocus kaiako on the key concepts, skills, and capabilities ākonga need, using the New Zealand Curriculum. Kaiako work with others in their learning areas to:

- » unpack and articulate key concepts, skills, and capabilities in the NZ Curriculum for their learning area. Write each key concept, skill, or capability on a different post-it.
- » select different coloured post-its to identify the most important key concepts, skills, and capabilities across the learning areas.

Together, kaiako and school leaders could use this information to map broad expectations for the learning areas. They could then collaboratively design some rich learning opportunities across two or more learning areas. The learning from this activity could also help form a graduate profile for ākonga.

Investigating different resources to create a unique local curriculum design activity

School leaders and kaiako at one school studied the following resources to create a unique pedagogical model that worked for their students.

You could conduct this as a jigsaw activity, with different groups investigating different resources and reporting on them using a framework, such as:

- » Guy Claxton: Building Learning Power
www.buildinglearningpower.com
- » Art Costa: Habits of Mind and Deeper Learning
www.habitsofmindinstitute.org
- » Michael Fullan: New Pedagogies/Deep Learning
www.npdl.global
- » Big Picture Advisory model
www.bigpicture.org/apps/pages/index.jsp?uREC_ID=389353&type=d&pREC_ID=882356
- » Education Review Office Student Wellbeing report
www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools



Ākonga-led curriculum design template

This activity helps boards of trustees and school leaders understand how ākonga can be involved in curriculum design.

When the School Leavers' Toolkit was being developed, the Ministry of Education collaborated with year 13 ākonga from Hamilton Girls' High School to ensure that the Toolkit met the needs of its target audience.

The story of this collaboration can be found at ogp.org.nz/assets/New-Zealand-Plan/Third-National-Action-Plan/School-Leavers-Toolkit_PhaseIEngagementReportdraftFINAL.pdf. Go to the section: Designing our engagement approach.

The template below illustrates how the processes involved in this story could be used to develop ākonga-led curriculum design in your school. Although this story involves year 13 ākonga, curriculum review can be undertaken by younger ākonga.

What Hamilton Girls' High year 13 ākonga did	How could you incorporate aspects of this story into ākonga-led curriculum design in your school?
Chose a curriculum-related project (School Leavers' Toolkit) as their social action project.	
Developed and conducted a survey on the Toolkit in their school.	
Presented their findings to the Ministry of Education.	
Collaborated with the Ministry of Education to shape a school engagement plan.	
Recommended specific improvements such as: <ul style="list-style-type: none"> » understand skills and knowledge most important to ākonga » understand how ākonga want to engage with this learning. 	
Co-facilitated testing the workshop design with the Ministry of Education, taking ākonga from other schools through a range of workshop activities.	
Presented information about skills and knowledge that did not fit existing Toolbox categories. This led the Ministry of Education to understand that the Toolbox needed to be flexible enough to accommodate the needs of individual schools.	



Relationships for learning that generate rich opportunities for ākonga learning activity

(Adapted from Local Curriculum Design Tool)

The following activity is designed to help you make strategic decisions about relationships. It provides a process for identifying those relationships that are most important for the school to foster and sustain. There are many kinds of relationships. Boards of trustees and school leaders seek relationships that help generate rich opportunities for ākonga learning.

The participants for this activity would ideally include mana whenua, whānau, kaiako, ākonga and members of the community (including tertiary providers and employers). Put participants in groups of 4–6.

Resources:

- » Large copies of the grid over the page
- » Post-it notes in two different colours

The activity:

1. Give each group a copy of the grid.
Participants individually write on one colour of post-it notes the names of all individuals and groups with which the school currently has a relationship (one group or individual per post-it). They place the post-it notes in the appropriate quadrant on the grid. Each group discusses to see if any individuals or groups have been forgotten.
2. Ask participants to think about whether changing the nature of any of these relationships might help enrich the opportunities for rich curriculum learning. If there are any relationships they would like changed, name the individuals or groups on a different coloured post-it and place them where they would like to see them on the grid.
3. School leaders collate the information and use it to facilitate further discussion and actions to support richer ākonga learning pathways.



Relationships Grid

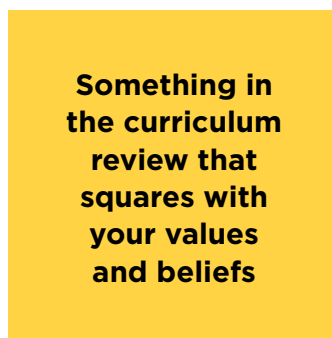
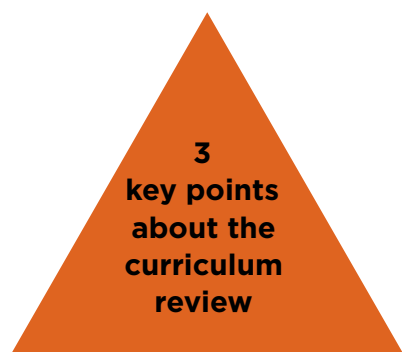
Partnerships Partners deeply understand and have a shared interest in the learning and well-being of ākonga. They sit within the stewardship group or leadership team. They help develop and share ownership of the vision and strategy (e.g. individual parents)	Collaborators Individuals, groups and organisations outside the school are directly involved in working with teachers to support the learning of the ākonga. They are people ākonga can learn from and with (e.g. environmental groups)
Professional education connections Relationships that support the work of the teachers and leaders, enabling them to provide quality programmes for their ākonga (e.g. professional learning and development providers)	Providers of resources and services Relationships with people who enable those working directly with ākonga to provide rich curriculum experiences (e.g. police)



Surface beliefs and ideas in relation to a curriculum review activity

The following activity may help surface ideas about how well proposed changes align with the existing beliefs and ideas of kaiako.

Kaiako use the shapes to consider their responses to statements in the triangle, square and circle.



Links to further resources

- » The **Leading Local Curriculum guide** unpacks the key elements of designing and reviewing your local curriculum.
- » **Local Curriculum Design Tool** helps schools design a quality local curriculum through a focus on four high-impact practices: coherent pathways, relationships for learning, rich opportunities for learning, and collaborative inquiry.
- » **Learning today to shape tomorrow; is our vision which we have for Grey Lynn School students.** Communication to Grey Lynn School students and whānau connecting local curriculum to their aspirations for their learners.



Local curriculum and senior secondary

In secondary schools, there is a particular focus on how local curriculum design empowers ākonga to transition from school to further education, training and/or employment. When a school manages this well, alumni report, as in the story of Onekiritea High School in the annotated stories section of this guidance, how well the curriculum helped prepare them to navigate and connect their learning beyond school.

The following steps may help boards of trustees and school leaders to design a local curriculum that supports ākonga in their post-school aspirations:

- » Incorporate key competencies into local curriculum design. In 2016 a group of government agencies, business and education sector representatives identified seven employability skills: a positive attitude, communication, teamwork, self-management, willingness to learn, thinking skills, resilience.
- » Find out ākonga aspirations for their future. Sites such as **CareerQuest** will help ākonga to understand the kinds of jobs that incorporate their interests and dispositions
www.careers.govt.nz/tools/careerquest
- » Consult with your school community to establish their aspirations for ākonga and local career opportunities.
- » Work with your school's careers advisor to develop a strategy for exposing ākonga to a greater range of careers, e.g. by inviting people with little-known careers to speak to ākonga. Drawing the Future (2020) showed that 50% of ākonga from years 3–8 aspired to only nine jobs. Secondary students may currently have a similarly narrow view of future pathways.
- » Build a graduate profile for ākonga. Activities such as *the Negotiation Game* and *Kaiako collaboratively unpack the New Zealand Curriculum* could be used to establish the features of a graduate profile for your school.
- » Design NCEA courses that build coherent pathways which align with ākonga and community aspirations. Applied learning opportunities such as Gateway and Trades Academies help to build coherent pathways for some ākonga because they are linked to employment and training outcomes.
- » Monitor the NCEA course of each ākonga in relation to his/her aspirations. The NCEA review (2018) stated that ākonga often end up taking subjects which do not set them up with a deliberate pathway to their next step because they sometimes lack access to clear, quality pathways, or the information to be able to make good decisions about their future. Some schools address this issue through assigning each kaiako as an academic counsellor for a small group of ākonga.
- » Regularly evaluate and self-review the extent to which your senior secondary programme (including NCEA assessments) meets the aspirations of ākonga, whānau, parents, mana whenua, and the wider community.



Guiding questions

- » How do kaiako prepare ākonga to access the opportunities available to them post-school?
- » How does your curriculum reflect the diversity of post-school opportunities available to ākonga in the local community?
- » Do you share your ākonga career aspirations with their subject teachers?
- » Has your school connected with local organisations that can showcase different career paths to your students?
- » How do you know whether ākonga have the skills required for further study, and employment opportunities in the local community?
- » Do ākonga receive the learning opportunities and support they require to be making informed choices about future pathways?
- » How are ākonga supported to develop career management competencies?
- » Does your curriculum reflect the diversity of your ākonga population?
- » Are accommodations made for diverse groups of ākonga within the school?



Links to further resources

- » nzcurriculum.tki.org.nz/Curriculum-resources/Career-education/Career-management-competencies
- » youthguarantee.education.govt.nz/tools/educators/
- » youthguarantee.education.govt.nz/tools/educators/designing-mixed-settings-learning-programmes/
- » youthguarantee.education.govt.nz/tools/employability-skills/





Evaluation and self-review

Evaluation is the engine that drives improvement and innovation.





Evaluation and self-review



Evaluation is the engine that drives improvement and innovation in how well the curriculum experience of ākonga fulfils the aspirations identified by mana whenua, whānau, parents, ākonga, kaiako and the community and described in your strategic planning.

Achieving your aspirations and sustaining them over time takes commitment, time, and investment in actions that build from the basis of sound evaluation. It is not just about tracking or gathering data, but about setting up robust systems for learning from and with each other. Good evaluation strengthens learning focused relationships by inviting ākonga, kaiako, whānau, parents, mana whenua and the community to inquire, evaluate, and problem solve together. Valuing the perspectives, knowledge, and experience of ākonga, whānau, parents, mana whenua and the community as much as those of kaiako, will lead to all being real partners in building your school's local curriculum.

In a secondary school, evaluation and self-review also needs to focus on how well your local curriculum prepares ākonga for further education, training, or employment beyond school.

Evaluation and self-review require boards of trustees and school leaders to:

- » Collaboratively determine what kinds of data (quantitative and qualitative) need to be collected to evaluate the implementation of the school's strategic goals
- » Build in regular feedback opportunities for ākonga, kaiako, mana whenua, whānau, parents and the community to discuss how well the experiences of ākonga align with aspirations for them
- » Evaluate how well a focus has been maintained on agreed school goals and priorities using a strengths-based transparent approach
- » Evaluate the effectiveness of the design and implementation of local curriculum initiatives, including NCEA programme design
- » Evaluate the extent to which ākonga can access clear, quality pathways that guide them towards their aspirations
- » Collaboratively make sense of the information keeping a direct line of sight from aspirations to outcomes
- » Assess what is and is not working, and for whom
- » Share successes, insights/learning, and the changes needed to further align the experiences of ākonga with aspirations for them
- » Design a model for information sharing that exemplifies your commitment to partnership.

Guiding questions

Some questions to encourage critical thinking about your evaluation processes and how they align with strategic planning and your local curriculum design:

- » To what extent do mana whenua contribute as partners to designing and participating in your evaluation processes?
- » In what evaluation areas could mana whenua, the board of trustees, school leaders, whānau, kaiako and ākonga be better heard?
- » To what extent is your local curriculum review linked to your vision, values, and strategic goals?
- » What information is telling you that you are moving towards more equitable outcomes for ākonga in the design and implementation of your local curriculum?
- » What information is telling you that ākonga are experiencing clear, quality pathways that guide them towards their aspirations?
- » What school leaver data do you collect that could help you build a picture of your school leavers' pathways?



Practical guidance and ideas

Data collection and analysis that links evaluation and self-review to your strategic goals template

As Hattie (2005) states, schools are awash with data. It is important that data collected aligns with what is needed to monitor progress towards the school's strategic goals. This template is designed to help you consider what data to collect, how it is collected, who is involved, and how it is analysed and reported on.

Questions to guide your data collection and analysis	Notes for your school
What data will you collect to provide evidence of progress towards your strategic goals?	
What data will you stop collecting because they do not support your strategic goals?	
What data will be quantitative (data expressing quantities, amounts or ranges)?	
What data will be qualitative? (data that is observed and recorded through methods such as observation, interviews, focus groups etc.)	
When will you gather evidence?	
From whom will you gather evidence?	
Who has been offered the opportunity to be involved in designing how and what to measure, in relation to their aspirations for ākonga? (e.g. mana whenua, whānau, ākonga, kaiako, and the wider community)	
Who will analyse the data and be involved in agreeing next steps?	
How will you present the data to mana whenua, whānau, parents, ākonga, kaiako and the community?	



Identify current types of evaluation you use and data you collect template

Use this template to help you identify the types of evaluation you currently use to make links between your strategic plan and the implementation of your local curriculum, the data you currently collect, and what data you could add to improve your evaluation processes (adapted from *Effective internal evaluation for improvement*, ERO, 2016).

Types of evaluation	What the evaluation means	Aims to find out	What data do you currently collect?	What data could you add to improve your evaluation processes?
Strategic	Related to your vision, values, and goals.	<ul style="list-style-type: none">» To what extent are all our ākonga experiencing success?» To what extent does our local curriculum align with the aspirations of your school community?» To what extent does our strategic plan align with the implementation of our local curriculum?» To what extent are local curriculum initiatives making a difference for all ākonga?» How does our local curriculum support the beyond-school aspirations of ākonga?		



Types of evaluation	What the evaluation means	Aims to find out	What data do you currently collect?	What data could you add to improve your evaluation processes?
Regular (planned)	Business as usual or inquiries where data is gathered, progress towards goals is monitored, and effectiveness of programmes or interventions is assessed.	<ul style="list-style-type: none"> » To what extent does our current local curriculum promote the learning and wellbeing of all ākonga? » How fully have we implemented the local curriculum we have put in place to improve outcomes for all ākonga? » How effective are our local curriculum strategies for accelerating the progress of target ākonga? » How effectively have we our school community in the implementation of our local curriculum? 		
Emergent evaluation	A response to an unforeseen event or an issue picked up by routine scanning or monitoring in relation to an aspect of your local curriculum design or implementation.	<ul style="list-style-type: none"> » What is happening? » Who for? » Is this okay? » Should we be concerned? » Why? » Do we need to take a closer look? 		



Self-review and evaluation tools activity

You could adapt or use some of these self-review tools from the Educational Leaders site:

- » Student classroom experience questionnaire
- » Student learning review survey
- » Annual department review
- » School systems review checklist
- » SWOT tool

www.educationalleaders.govt.nz/Managing-your-school/Ongoing-school-self-review/Gathering-the-evidence





Reviewing the processes currently used for evaluation and self-review of implementation of your Local Curriculum activity

The purpose of this activity is to help boards of trustees and school leaders understand which evaluation processes kaiako believe are used in the school and how they are used to evaluate the school's implementation of their local curriculum.

The activity uses five interconnected ākonga-focused processes that are integral to effective evaluation for improvement from Effective Internal Evaluation for Improvement (ERO, 2016).

www.ero.govt.nz/publications/effective-internal-evaluation-for-improvement/

Instructions

You will need to copy pages 8–12 of the *Effective Internal Evaluation for Improvement* developed by ERO

1. Paste the four quadrants for each process in the middle of a sheet of A2 paper.
2. You will have 5 sheets of paper.
3. Spread these over tables.

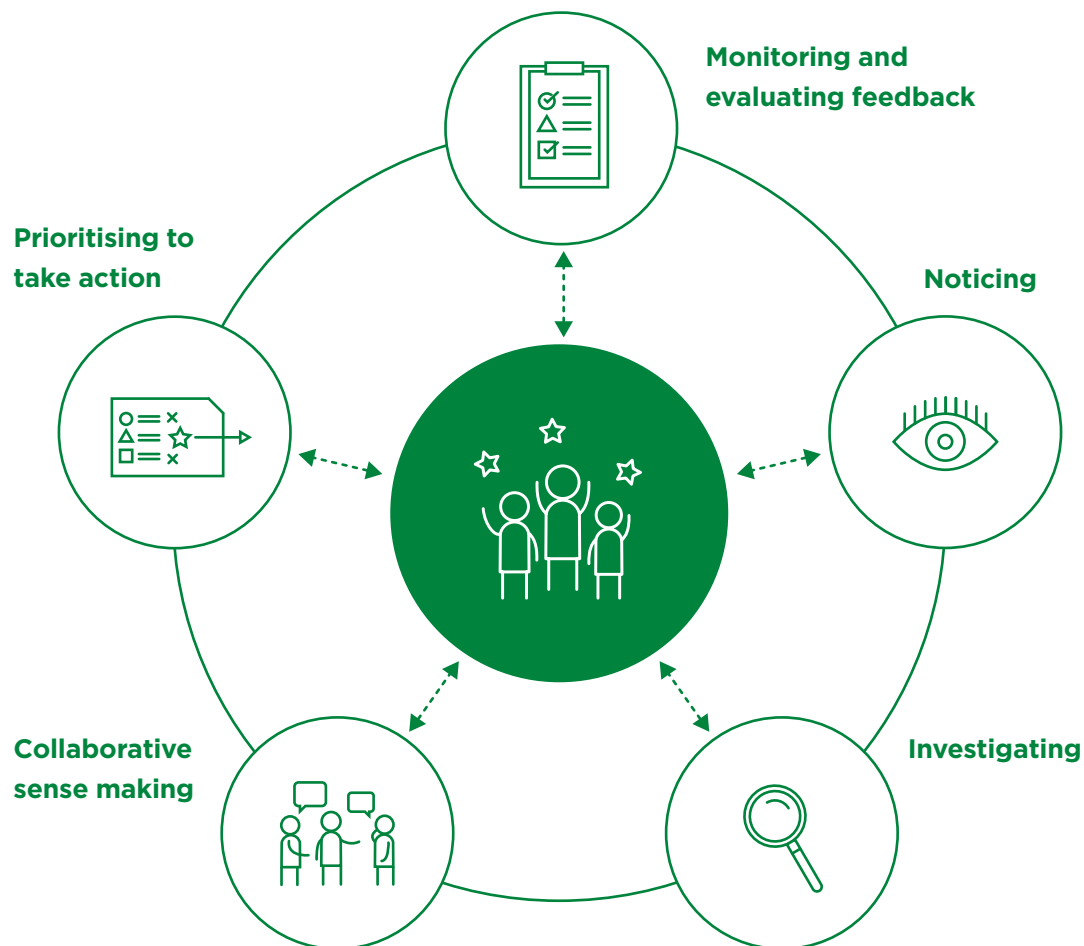
The question for participants is:

What does each evaluation process look like in relation to local curriculum implementation in your school?

4. Participants now move around the tables in turn, writing their ideas on each A2 sheet, until they have written on all five sheets.
5. Participants now form five groups – one for each process. Each group takes one process, summarises the responses and reports back to the wider group.

School leaders may collect the sheets, analyse the responses further, and plan professional learning and development around those processes which are not well understood or employed in evaluating the implementation of local curriculum.

Learner-focused evaluation processes. We can do better.



Links to further resources

- » Strategic planning is a critical function of boards of trustees. The Ministry of Education describes the requirements and process in its advice to boards.
www.education.govt.nz/assets/Uploads/July-2019-Overview-of-the-planning-and-reporting-cycle.pdf
- » *Effective internal evaluation for improvement* (ERO, 2016) describes how schools can engage in evaluation and self-review. It includes descriptions of process and prompts for discussion. You can use it to understand the organisational conditions needed to ensure that you are using your community's resources to drive improvement for all your ākonga.
www.ero.govt.nz/publications/effective-internal-evaluation-for-improvement

Onekiritea High School story

A medium-sized year 9–13 school in Auckland



“A stimulating, inclusive learning environment... and learners who contribute confidently and responsibly to their world”.

Where the school began

As Onekiritea High School was being built, its newly appointed senior leadership team began the critical task of designing a curriculum model that would empower ākonga as critical thinkers and life-long learners. The team developed a vision of “a stimulating, inclusive learning environment ... and learners who contribute confidently and responsibly to their world”. The leaders recognised that achieving this vision required the creation of a cohesive and future-oriented learning model that aligned with the New Zealand Curriculum and with messages from research.

What the school did

The leadership team developed strategic planning documents that established priorities, goals, and principles aligned with the vision. The documents were framed around:

- » innovative curriculum development
- » holistic personal and academic student achievement
- » deep inquiry and challenge
- » strong learning partnerships between the school, parents, and the wider community.

The **strategic plan**, particularly the school's vision, was the starting point for the design of their unique **local curriculum**.

As kaiako were appointed, the school leaders led them in close examination of the New Zealand Curriculum. They pulled out big ideas and key concepts that would bring about meaningful “lifeworthy learning” (Perkins, 2014) and looked for the “natural connections that exist between learning areas” (the New Zealand Curriculum, p.16). This enabled the construction of a framework of interconnected concepts that the school could use to “design their curriculum so that learning crosses apparent boundaries” (ibid., p38).

School leaders and kaiako unpacked the **NZC** and other research to identify big ideas and key concepts to guide their **local curriculum design**.

Simultaneously, the leaders explored a range of research into pedagogical approaches that aligned with their aspirations. They critiqued these in line with the goals and priorities identified in the school's planning documents.

The school drew together its vision, beliefs about “lifeworthy learning”, and thinking about effective, future-focused pedagogy into a model for their local curriculum. The model prioritises what students need for their future and the kinds of learning experiences that can foster the knowledge, capabilities, and dispositions for deeper learning.

The school's local curriculum stresses the importance of developing dispositions necessary to achieve the **school vision of personal and academic excellence**.



There are three aspects to achieving this:

- » subject learning takes place through interdisciplinary learning modules,
- » all ākonga take part in transdisciplinary, project-based learning,
- » and every ākonga belongs to a small whānau group where they are offered pastoral care by an adult champion who knows them well.

School leaders included **whānau and parents** in their local curriculum journey through providing regular opportunities for communication.

A key principle in decision-making at Onekiritea High School was creating powerful partnerships. The principal stated:

We have been determined to invite parents to be active participants alongside us.

Through the integrated curriculum, ākonga learn **employability skills**.

School leaders knew that their innovative approach to curriculum would need clear communication with whānau and parents. The principal instituted regular informal morning teas where whānau and parents were able to discuss and seek clarification about aspects of the curriculum.

Evaluation and self-review processes included whānau, parents, kaiako and ākonga and changes were made because of their input.

Where the school got to

By integrating learning across the curriculum, kaiako learn from each other, and ākonga learn disciplinary knowledge and concepts in an applied and coherent way. Ākonga are supported to identify and resolve similarities and differences and are better able to develop depth and breadth in their conceptual understandings and capabilities.

The curriculum has been tweaked over time in response to feedback from whānau, parents, kaiako and ākonga. Ākonga who have completed school report how well the future-focused pedagogy and curriculum has helped prepare them to navigate and connect their learning beyond school

Evaluation and self-review indicated the local curriculum prepares ākonga well for further education, training, and employment.

Murihiku High School story

A year 7-13, medium-sized, school in Southland



Where the school began

The school's local curriculum developed through partnering with regional organisations and changing the school structure to facilitate meaningful localised learning for students. Initially, an enthusiastic and knowledgeable HOD Science devised a project for year 12 ākonga to monitor trout in a nearby stream. Ākonga learned a range of skills and gained NCEA Level 2 credits as they captured, tagged, and measured the trout. When the project was publicised, a range of regional organisations saw opportunities to partner with the school to achieve the educational goals in their strategic plans. Organisations provided ideas for new projects, grants, expertise, and materials.

An enthusiastic middle leader developed a **local curriculum** for science using the context of a nearby stream.

One organisation involved was a local rūnanga with whom the school had been building a relationship with over several years. An authority on local history from the rūnanga talked with social studies ākonga about the New Zealand wars and the local history of trade. He also took ākonga on field trips around the area to study archaeological sites. The school, in turn, supported the rūnanga's environmental projects through, for example, helping with tree planting.

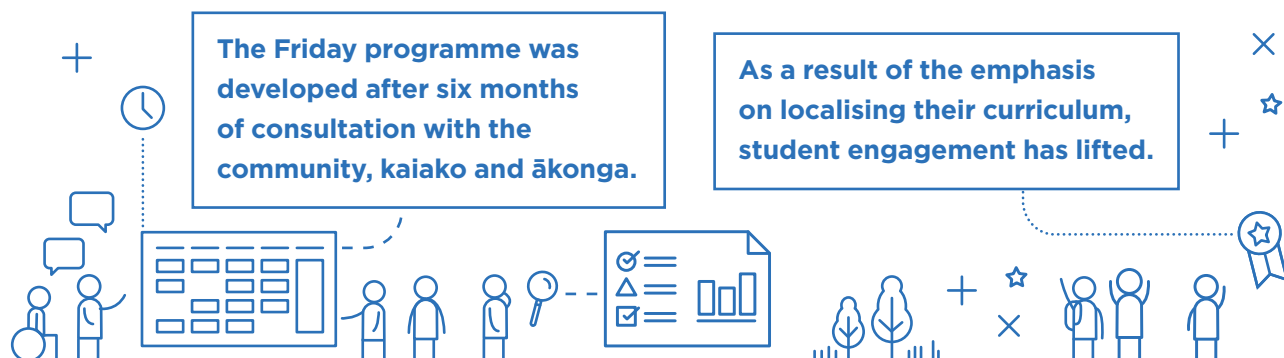
The school partnered with a range of regional organisations to develop more aspects of their **local curriculum**.

As a result of these partnerships, ākonga developed and used their skills across a range of subjects. For example, media studies ākonga made presentations to community groups, and technology ākonga constructed park benches.

What the school did

The board of trustees changed the timetable to include a Friday programme, which came out of a need to make Fridays more productive and give ākonga sustained time for practical subjects (such as the community projects). Senior ākonga now follow a conventional timetable for five subjects from Monday to Thursday, then on Friday they choose a sixth subject to focus on for the day. Students continue to work for NCEA credits in the Friday programme.

The Board of Trustees and school leaders needed to **strategically amend** an aspect of the school structure (the timetable) which was a barrier to helping ākonga achieve the board's aspirations for them.



The Friday programme was developed after six months of consultation with the community, kaiako and ākonga. It began as a pilot for one term. Some kaiako needed to adapt their beliefs and ideas about teaching and learning to be able to plan for a whole day with the same class. Many of those who had initially been the most anxious, however, became the strongest supporters as they noticed benefits in student engagement and achievement. During the pilot the tumuaki constantly sought feedback from ākonga through talking with them while they were engaged in the Friday programme. He asked, “What’s working well for you, what’s not working?” The board of trustees gained regular feedback through the tumuaki, ākonga and kaiako board representatives and parents/community.

School leaders **evaluated** their timetable structure by consulting with the community, kaiako and ākonga.

Where the school got to

As a result of the emphasis on localising their curriculum, student engagement has lifted. Ākonga were surveyed after 6 months and 63% of year 11–13 students rated their satisfaction at 8, 9 or 10 (10 was the highest). Ākonga are now willing to explore a greater range of career pathways. NCEA results have improved, especially at Level 2.

The tumuaki engaged in ongoing “on the spot” **evaluation and self-review** with kaiako and ākonga during the pilot.

As part of their **evaluation and self-review** the school surveyed ākonga to find out their experience of the new timetable.



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