



WHAT DO THE REQUIREMENTS SAY, AND WHAT DOES THAT MEAN FOR PRACTICE?

| | CURRICULUM COMPONENT | REQUIREMENT OF SCHOOLS ► (NZC, p44) | IMPLICATIONS FOR PRACTICE | WHAT THIS MEANS FOR OUR SCHOOL | WHAT WE ARE DOING |
|------------|------------------------|---|--|--------------------------------|-------------------|
| YEARS 1–13 | PRINCIPLES | The principles ► (NZC, p9) must underpin and be consistent with your school curriculum | Your school should be able to demonstrate how the principles are <i>seen</i> in practice. This need not involve documenting ‘evidence on paper’, although you should be able to explain how you satisfy yourself and others that the principles are at work in the curriculum. It is a case of ‘evidence in practice’, rather than ‘evidence on paper’. | | |
| | VALUES | Students encourage, model and explore the values ► (NZC, p10) | There is an important distinction between <i>values education</i> , and <i>teaching values</i> . The latter is a highly disputed idea. Your school should be able to explain and show how it goes about encouraging, modelling and exploring the values. ‘Evidence in practice’, rather than “evidence on paper” will best determine the effectiveness of your approaches. | | |
| | KEY COMPETENCIES | The school supports students to develop the key competencies ► (NZC, p12–13) | This requirement recognises the complex and holistic nature of the competencies. The true measure of how well they are being developed is how well they are demonstrated in a range of variable life contexts. The school setting provides only some of those contexts, so there will be a limit on judgements of competency based on school-specific observations. You do not need to <i>assess and report</i> the competencies, but you must support students to develop them. Your school is obliged to explain and demonstrate how it is doing that. If for particular reasons you chooses to use some form of assessment, then students themselves should have a central role in making judgments that can be validated against agreed criteria. | | |
| YEARS 1–10 | LEARNING AREAS | Your school provides effectively taught programmes that are consistent with the learning area statements ► (NZC, p18–33) | The learning area statements give clear direction to the scope of school programmes. These statements are intended to be the focal point for deciding important learning outcomes relevant to the needs of the students and their entitlement to rich and balanced educational experiences. They also provide a strong basis for assessment and reporting of student achievement. When designing programmes, content and context are inseparable. The more meaningful and relevant the context to the interests of students, the more motivated they are likely to be to learn and achieve. | | |
| | ACHIEVEMENT OBJECTIVES | Select achievement objectives relevant to students’ interests and learning needs | The achievement objectives provide useful guides to aspects of learning that can contribute towards major learning intentions or goals. They are not a starting point, and they are not a sufficient basis for programme development or assessment of student learning. Your school is nonetheless required “to draw on the achievement objectives to ensure that the progress and achievement of student learning throughout schooling is enabled” (<i>Education Gazette</i> , 4 February, 2008, p23). | | |