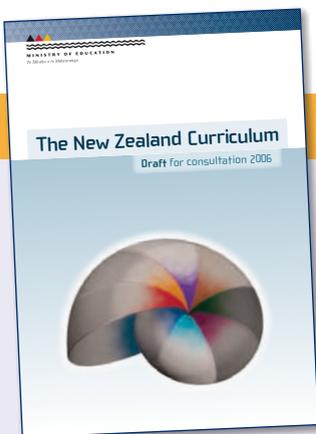


# Preparing to Lead Curriculum Change



The New Zealand curriculum comprises two documents that will, in their final form, represent a partnership for learning. The documents are *The New Zealand Curriculum*, English medium, and *Te Marautanga o Aotearoa*, Māori medium. Together, these documents will set the direction for learning for all students while at school. The English medium draft was released in August, 2006. The revision of this draft will be released in September, 2007. The guides referred to in this newsletter relate to the English medium draft.



Over the coming year you will receive a series of curriculum change guides specially written for school principals. The series is intended to provide support as you prepare to lead your school community in implementing the new curriculum. Your role is pivotal in this change management process. Developed with the input of principals, advisors, sector representatives, curriculum and leadership specialists from around the country, the guides will assist you to design a school-based curriculum that meets the needs of learners in your school.

This overview guide explains what will be in the first five guides, and suggests ways you might start thinking about implementation.

## Informing yourself



Consider these questions on your own, with your board chair, with another principal, or with principals from your cluster:

- What matters most to your board and school community? What vision do you and the community have for meeting students' learning needs over the next decade? What do you want your students to take away from their time at your school?
- Thinking about your unique school context, and the shared vision you hold for the school and its students, what curriculum change processes will you need to put in place to move everyone towards the vision?
- What change management strategy might you need to help you work towards the vision?



## Leading discussion

### With staff

Set up a meeting with your senior staff to share and build on the curriculum vision you are developing with the school community. Consider ways in which the vision could be achieved. As a management team, discuss the barriers and enablers you face in preparing to implement curriculum change in your school. Take this discussion to a staff meeting.

### With students

Take time to talk with the students about the new curriculum that will be released in 2007. Talk with them about why this is happening, how things might change, and what this will mean for them. Seek their feedback on the curriculum change ideas you are considering for their school.

### With the school community

Through your networks, put out a communication that invites your school community to prepare for implementing the New Zealand curriculum in your school. Key points to include are:

- how the document can be accessed [www.tki.org.nz/r/nzcurriculum/](http://www.tki.org.nz/r/nzcurriculum/)
- what consultation opportunities there will be to contribute to the planning process
- how the curriculum changes will affect the school and its students.

## About the series

Each guide focuses on an aspect of the draft New Zealand curriculum, and will help you to:

- evaluate where your school community currently stands in relation to that aspect
- focus on what changes you might need to make to get from where you are to where you need to be
- try practical strategies for engaging your wider school community in your discussions

- reflect on examples from schools who are already working through that aspect
- troubleshoot issues that may arise.

### Each guide also:

- contains materials you can use in meetings and for communications purposes
- provides support links and references.

# Preparing to Lead Curriculum Guides Overview

## Vision, Principles and Values



This guide provides suggestions for ways to develop or revise your school's vision, principles and values as you prepare to lead the implementation of the New Zealand curriculum.

Your shared vision needs to describe the future for your school. The principles will underpin designing and implementing the curriculum. The values will express your school community's beliefs about what you consider important for a successful learner who will thrive in the diverse communities of the 21<sup>st</sup> century.

## Designing a School Curriculum (1 of 2)



This guide will help you prepare to design a school curriculum that reflects the learning needs and interests of your students and community. Your school will have considerable freedom to design and implement its own curriculum.

The design process will include:

- determining your local learning needs
- identifying and building on existing strengths
- utilising local resources
- considering a range of models to decide which best suits your situation
- developing a connected, coherent and balanced learning programme.



## Key Competencies (1 of 2)



The key competencies provide a framework for designing learning environments and experiences. They are important generic capabilities needed by all young people. Their beginnings are evident in young children, and they will develop through experience and use as learners grow and mature.

This guide will assist in your school's preparation for:

- implementing the competencies through the learning areas
- providing feedback to students as they develop and use the competencies
- developing suitable strategies for assessment, including self-assessment, of how students manage and use the competencies in the context of their learning.

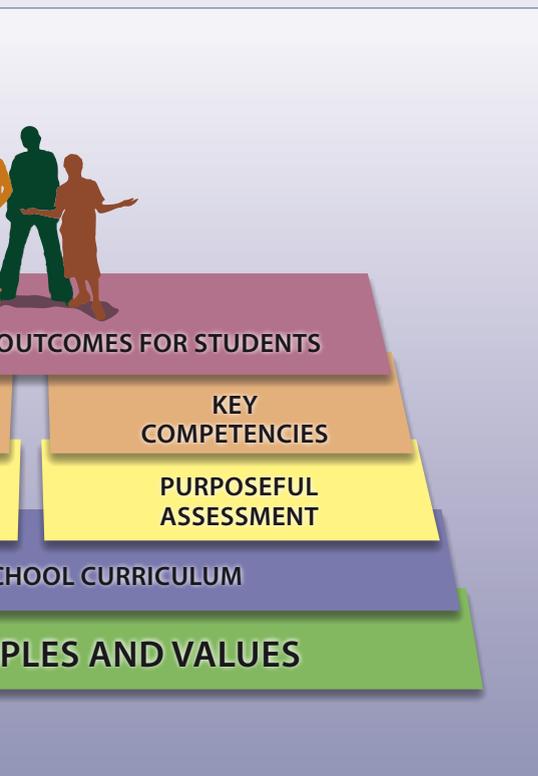
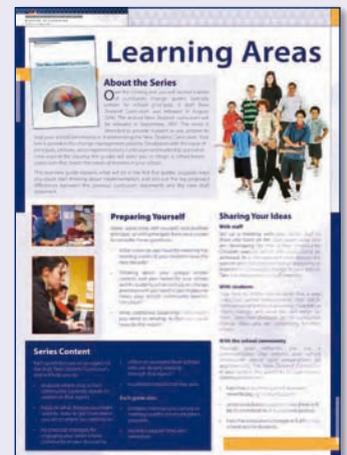
# Curriculum Change Overview

## Learning Areas

In the draft curriculum document, the statement about each Learning Area seeks to provide the *essence* of that area. As students become familiar with each one, they will learn its particular language and ways of thinking. This will help them see the world from new perspectives. With your school community you have the opportunity to consider these statements in light of your own contexts and, within the parameters of these descriptions, develop local statements of “important understandings” for each one. In addition you will also be able to construct a coherent pathway of development appropriate to the learning needs of your students.

The guide will help prepare your school community to work on ways to:

- connect the key competencies to all the learning areas
- make links between the learning areas so that students can transfer knowledge and skills across them
- develop effective pedagogies to meet the needs of the different areas
- show how your school’s vision, principles and values are reflected in each learning area.



“ A 21<sup>st</sup> century school must be responsive and flexible enough to ensure every young person can achieve their potential and is set up for life-long learning. ”

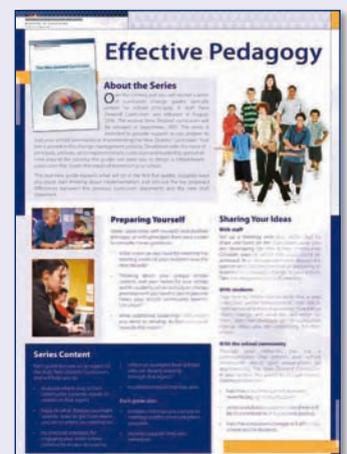
*Let's talk about: personalising learning.*  
Ministry of Education, 2006.

## Effective Pedagogy

Effective pedagogy ensures that students engage constructively in their learning experiences.

In this guide there will be suggestions for developing pedagogies that:

- encourage students’ active thinking and reflection
- make connections with what students already know, and link to the wider world aspirations they have
- provide students with multiple learning experiences and opportunities to practise and review their learning
- provide opportunities for students to engage collaboratively with teachers, peers and others as they learn
- enable students to apply their learning in a variety of contexts and ways
- take place in a supportive environment
- incorporate e-learning to equip students with 21<sup>st</sup> century skills to meet the needs of our rapidly transforming world.



# Key Themes in the Draft Curriculum

The draft New Zealand curriculum document (2006) English medium:

**Emphasises clear outcomes.** Students are more task-orientated and motivated when they are involved in developing and understanding the outcomes they are working towards. The curriculum is more manageable for teachers when expectations are clear.

**Provides an overall vision for learners** based on research about what makes a successful school leaver. This research says our young people need to be confident, connected, life-long learners who actively contribute to the well-being of New Zealand.

**Outlines five key competencies** that everyone needs in order to live, learn, work and contribute as active members of New Zealand society.

**Highlights the essence of each learning area.** This is designed to help teachers understand the nature and perspectives of each learning area..

**Strengthens the importance of effective teaching and learning** and the recognition of the role that pedagogy plays in successful learning.

**Strengthens the flexibility** that enables schools, with their communities, to engage their students and develop programmes that motivate and meet their particular needs.

**Emphasises the importance of making connections** between what happens in schools and the wider needs of communities, society and employers.

**Increases the profile and status of second-language learning,** leading to more students learning languages more effectively.

**Places more emphasis on the significant themes** of sustainability, citizenship, enterprise, globalisation, including studies of Asia, and critical literacies.

## Contact information

If you have any comments on this guide, please send them to:

[leadership@tki.org.nz](mailto:leadership@tki.org.nz)

## Further guides

- Planning for Purposeful Assessment
- Designing a School Curriculum 2
- Key Competencies 2

*These guides will be published after the revised curriculum has been finalised.*