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## **TEACHER ONLY DAY WORKSHOP** **FEEDBACK ON THE NEW CURRICULUM**

Held on 19<sup>TH</sup> October 2006  
at Nelson Park School

COPY

Combined Schools:  
**Marewa School, Te Awa School**  
**and Nelson Park School**

*Please Note:* Bold italic type indicates several of the group agreed with the opinion.

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### **SCIENCE:**

- More succinct! Achievement Objectives more structured – continuum flows from level to level. Easy for planning. Nature of science clarified. Inclusion of "evolution"!
- There seems to be a progression.
- Focus on thinking.
- Where is progression between levels? Huge concepts.
- Schools take more control over what they want at various levels/strands.

### **PLANNING FOR COHERENT PATHWAYS:**

- There should be clear links between each phase of learning.
- They should foster the child's relationships with teachers, peers and whanau, and be welcoming.
- Years 1-4 are applicable right across – we don't stop fostering relationships etc., at Year 5.
- Numeracy and Literacy important as a base right through.
- Holistic.
- School's physical environment is a barrier to good transition from early childhood to school.
- Parents/whanau not included in Years 5-10 learning??
- Why are diverse abilities only acknowledged in older years – 11-13?
- Links Te Whariki Curriculum – Tertiary Education – seamless approach at last!

## **LEARNING LANGUAGES:**

- Learning/continuity of each language e.g. if Samoan taught one year / Te Reo the next, it may mean some children repeat beginning level learning.
- Skilled teachers?
- Good that children have experience of a range of languages before high school so they can make informed choices.
- Basic understanding of Maori language is ideal for all New Zealanders.
- Culture is more important than language apart from Te Reo.
- Optional up to High School.
- Effective teachers of Maori language and culture.
- Maori language teachers are in too short supply to make compulsory yet.
- Many specialist schools are available for families who want proficiency in Te Reo.
- Can be integrated / part of overall curriculum especially linked to values.
- Planting seeds.
- Allows us to develop "global citizens" and awareness of global communities.
- Agree that it recognises the importance of Te Reo Maori and New Zealand sign language as official languages.
- How do you choose which languages are going to be relevant to each individual child?
- Resourcing? Would it be more appropriate to put more resourcing into E.S.O.L. programmes?
- How do we stuff more into an already full curriculum?
- ***Expertise of teachers??***
- ***How do we fit it into our very full timetable?***
- ***Sub-standard teaching in this area does more harm than good!***
- ***Children need a firm understanding / grounding of one language from which they can then develop and transfer that knowledge to other languages. Therefore primary needs to focus on learning English well in order to support learning other languages later.***

## **DESIGNING A SCHOOL CURRICULUM:**

- Very empowering to have a formal statement allowing schools the autonomy to design a curriculum to meet the needs of individual school populations.
- ***A cautionary note – maintenance of professional standards.***
- Great for schools with non-teaching principals, but a lot of work for teaching principals.
- ***A need for examples of good practice and models for schools to refer to and adopt to link consistency throughout New Zealand schools.***
- Will school budgets influence the school curriculum and how it is delivered?
- SCARY!!
- Some schools could fall by the wayside – too much room for inequality.

## **MATHEMATICS AND STATISTICS:**

- **More streamlined / concise.**
- **Progression is obvious.**
- Why has statistics been ruled out? "Maths and Statistics" label. Maybe for Secondary school reasons rather than primary? Need more information – needs to be clearer.
- Should knowledge and strategy language (NUMP) be more interconnected? Oops found it! (In Objectives not overall explanation) THIS IS GREAT!
- **NUMP is basic to all areas of Mathematics.**
- What is the purpose of amalgamating Geometry and Measurement?
- Like the number/algebra section – inclusion of strategies and knowledge.
- **The importance of "number knowledge" is vital and this is recognised.**
- Cosmetic change.
- Old "mathematical processes" now covered by "thinking" and communicating – key competencies, participating and contributing.

## **ACHIEVEMENT OBJECTIVES BY LEVEL:**

- **Clear and succinct.**
- **Fold out – flip out per level – love it!**
- **All in one book a big plus.**
- Colour code matches Curriculum documents.
- **Great to have "Key Competencies" on each fold out.**
- Print good size for quick reading.
- There could be a danger that children not quite achieving a certain level may be listed as non-achievers i.e. needs to be a continuum rather than a cut-off. Could be a danger with people outside the system (e.g. parents) saying ... "This book says my child should be ... Why aren't they ...?" But !!! refer to P34 achievement bands – does emphasise continuum.
- **Excellent layout for integrated unit planning and formative schools.**
- **Fewer Achievement Objectives!**
- Heading to identify Achievement Objectives in Social Science. Achievement Objectives presented inconsistently across curriculum areas – make them "user friendly".
- I like the extra band for "pre" year 1!!
- Suggest a wall copy of each level relevant to teaching class. Like the way each level of all areas is on one page.

## **SOCIAL SCIENCES:**

- ***Inquiry underpins Social Science – we like it!***
- Does consultation timeline include Treaty of Waitangi? (Levels 1-4)
- ***Has become more manageable because of its simplification (more integrated nature).***
- ***Simplicity of the language, very user-friendly. Integration across the curriculum is vital – especially P. 22 "Why Study the Social Sciences?"***
- Identify Achievement Objectives.
- ***We like the new Achievement Objectives – broad and simple. Can break down to specific Learning Objectives.***
- ***Great to have everything on one page!***
- ***Much easier for assessment.***

### **VISION:**

- ***Self explanatory.***
- ***Straight-forward.***
- ***Good to have an ideal to strive for.***
- ***Makes a well-rounded person.***
- ***Holistic.***
- Emphasis on economic growth rather than personal growth. A debatable topic.
- Full participation in society (vital).
- Well summarised and set out (agree with above statements).
- ***Any way to link / amalgamate vision up to values and key competencies to make the big picture more holistic? E.g. Vision being the umbrella, with key competencies underneath, and then learning areas.***
- Visions / principles / values / key competencies / pedagogy – all valid and valuable but too many umbrellas to work under.

### **HEALTH & PHYSICAL EDUCATION:**

- ***The "Home Economics" learning area is a good initiative because it encourages a holistic approach to the well-being of individuals and families.***
- ***What level should Home Economics start? Is there going to be supporting documents for how Home Economics is to be implemented?***
- Health Ed., Physical Ed., Home Economics are the contexts for the A.O.'s.
- ***Holistic – Home Economics relevant to societies eating / health issues.***
- ***Not clearly written.***
- All essential learning areas Achievement Objectives would benefit from being numbered.
- No reference to Home Economics on Achievement Objectives pages – where would Primary schools slot it in? !!!

## **PLANNING FOR PURPOSEFUL ASSESSMENT:**

- Reflects current practice.
- Student involvement in their learning.
- ***Improve students' learning and teachers' learning. Student and teacher respond to the information that it provides.***
- ***We can set our teaching goals and the children's learning goals (seamless).***
- ***Sensible approach, manageable and meaningful.***
- ***Acknowledges learning / teaching partnership.***
- ***Using more than one form of assessment is good.***
- ***Allows for individual communities' needs.***
- Very keen that New Zealand does not go down the testing path of United States and United Kingdom!
- Like the characteristics of effective assessment.

## **EFFECTIVE PEDAGOGY:**

- ***This Page 24 should be earlier in the document i.e. after Page 9. The front parts are the "big picture" then we get to "how to".***
- ***Excellent that it is in there.***
- ***As long as we have constructive professional development to support this.***
- ***Reaffirming and clarification of what constitutes "effective" teaching. Accountability.***
- ***I.C.T. has a home! Not floating any more!***
- Interesting that this has been put into the document. Joins all curriculum areas together – it's the link for teachers.
- We agree with after Page 9 (before subject areas – it's not part of curriculum!) BUT why did they decide it went where it is?
- After Page 12 is our choice.

## **PLANNING FOR THE DEVELOPMENT OF THE KEY COMPETENCIES:**

- Nothing wrong with it – inclusive and integrated approach only way to go.
- ***Have a matrix of "what does it look like? for each level to clarify teaching/learning focus. Include examples in teacher and child friendly form.***
- Easy to work with.
- Allows for development in incremental stages, promoting successive achievement.
- Connected to the Formative Schools approach. Also connected to planning for coherent pathways.
- Vital that schools can cater for needs of own children and our communities.

## **ENGLISH:**

- ***User friendly language – not so waffly!***
- ***Progression easier to see through levels.***
- Focus is engaging the learner.
- More specific – nuts and bolts – skills driven - easier for planning.
- ***Links nicely to exemplars and matrix.***
- ***Looks as though it will be simpler to assess.***
- ***What a change in size from the last unfriendly document!***

## **KEY COMPETENCIES:**

- ***Holistic.***
- ***Encouraging students to become intrinsic learners.***
- ***Great linkages to Te Whariki and Tertiary – alignment, continuum!!***
- ***Good – not so many essential skills.***
- ***Relevant to kids and their future.***
- Subjective assessment rather than objective assessment of learning levels.
- ***Life skills.***
- Basis – underpinning of curriculum delivery.
- Very relevant to all decile schools.
- If they can achieve these competencies they can achieve anything.
- Tells us what it means to be an adult.
- Covers all we need to know about technology without a separate curriculum – thanks.
- Thinking is the big improvement from the framework.
- Much more positive – a “can do” attitude.
- Include a matrix of “what it looks like” in user friendly terms per level.
- Assess to Key Competencies. Achievement Objectives provide planning.
- Easy to incorporate in and out of class.

## **PLANNING WITH A FOCUS ON OUTCOMES:**

- Planning with a focus on Teaching and Learning.
- Guidelines are crucial as a baseline for excellence.
- ***Using assessment to determine the needs rather than abilities.***
- ***Each child’s learning success is more important than covering of particular Achievement Objectives. So: What purpose is the Achievement Objective? If we have the freedom to develop our own. Are they guidelines which we think we need.***
- Outcomes are linked with clear learning intentions.
- Focus on individuals.
- Outcomes are more skills based rather than knowledge.

## **PRINCIPLES:**

- **Basic life principles.**
- **Holistic.**
- Good use of "all" – inclusive.
- Gives direction to the curriculum with more clarity.
- User-friendly – clear and concise.
- Valid and relevant.
- Appreciate that "excellence" is defined as personal excellence, and addresses individual issues.
- To sustain ideals such as these, resources (financial and personnel) need to be available "on the ground" (as well as on paper).
- Needs to include child's role in developing meaningful relationships e.g. children supporting others as well as being supported.
- Are they in order of importance?
- We like these – all – no order is necessary.
- Makes reference to Tiriti specifically unnecessary.
- Integrate into an umbrella type statement with key competencies and values.

## **TECHNOLOGY:**

- Clear.
- Practical.
- **Easier to integrate.**
- Flows easily level to level – skills succinct!
- Responding to society's continual change.
- **Should be included in the Science Curriculum as "Technological World" and other areas where communication is referred to etc.**
- Too boring as a stand alone.
- **Let the experts find out how things work if they are interested. Just give me a button to push.**
- More than Science.
- Not a stand alone curriculum at our level – hangs under all the other curriculums especially Science, health & P.E. and Maths.
- Should be like Environmental Education.
- Wording in Achievement Objectives over the top – needs to be simplified.
- Technology is suited to students working at the higher levels. Technology is not well suited to students working at the Primary levels.
- At Primary level should children be learning co-operation and thinking skills e.g. De Bono's hats before they are expected to use the more sophisticated skills required for technology? Technology could then be introduced perhaps at Intermediate as a specialised subject.
- Processing and skills developed in this area are developed in other areas of the curriculum, hence Technology is deemed a lesser priority.

## **VALUES:**

- Excellent values – relates to real world.
- Specifically outlined.
- Developing the “whole child” and their responsibilities as a citizen in our communities/environments.
- Condenses/prioritises the attitudes and values – key concepts from “old” Social Studies document.
- Holistic.
- Enables us to live together and thrive in a diverse, democratic society in the 21<sup>st</sup> century.
- There are possibly too many values to be effective but if we concentrated on the last five bullet points then it would be workable. These are really good.
- Really like the emphasis on developing the whole person – addresses the changing levels of parenting skills and acknowledges the school is assuming various levels of this responsibility.

## **ARTS:**

- ***User-friendly, clear and succinct for generating learning objectives.***
- ***Needs to integrate with other subject areas, after basic skills are achieved.***
- ***Similar to previous/current curriculum.***
- Good area for specialised teachers.
- Allows children to express themselves.
- ***Would like to see supporting handbook type publications.***
- ***Clearly set out for all teachers.***
- ***Able to use current and previous resources.***
- ***Moving with the times.***
- ***Encourages individuality and creativity.***
- ***Little change from previous document. We like this one – still need on-going professional education support.***