

The Following are General Comments made for each of the Questions Posed in the Feedback Questionnaire as discussed 20th October 2007.

Will it reinforce or reaffirm the educational direction that our school is taking (or NZ schools are taking)?

The draft does reinforce future direction.

- The values are intrinsic
- It allows for self assess – and other assessment procedures
- It does not just meet the AO's but encourages teaching from where the student is at to the next step – goals / strategies
- It acknowledges that children progress at different rates and the influence of schools on children's lives. ie Persevering in the face of difficulties – not happening in society.
- There is a focus on co operative group work which caters for differing Learning Styles

Will it inform the future direction of our school curriculum (or Curriculum of NZ Schools)?

- The document provides an overall vision and guiding principals along with values and key competencies. (all very integrated) Liked this aspect.
- It encourages learning skills
- It is more STUDENT focussed than the present document – not what one needs to know but HOW one can learn.
- The draft sets national directions for learning
- Concept of designing own curriculum is positive but more guidance is required in this area.

Will it give each school the right amount of flexibility when designing a curriculum for its particular group of students?

Regarding the Flexibility statement it was felt that :-

- * There is political influence involved. The vision is geared towards the economy, cloning and globalisation!!!
- * It was considered that there was too much emphasis on technology – that there would be total reliance and less social development.
- * It was felt that the Values and Competencies allow a high degree of flexibility.
- * The seven learning areas cater well for diversity of learning.
- * It was felt that there was an over reliance on ICT. We need to learn to manage Technological resources and innovations not let them manage us.

- * There is a danger of New Zealand children losing their sense of National Identity with the reference to globalisation on page 25. There was some concern also that children may be seen as potential economic Units.

The direction for learning set out in this document is just what N.Z. students Need.

- We have always taught what N.Z. (our) students need. Has the direction really changed?
- The values, Key Competencies etc are definitely in the right direction.
- Any direction will only be followed if it is implemented well with the community supportive and well informed.
- Society's needs are constantly changing. How long does 'just' last? It was felt that this word could be left out of the statement.
- Schools would not always have the resources to meet the needs ie insufficient RTLB etc, teacher aides, specialist teachers (teachers of Languages)

Considering the document as whole how easy or difficult did you find it to read and understand?

- It is manageable and easy to read. The section on the pedagogy is excellent.
- Some clarification on terminology would be helpful in the form of a Glossary.
- Introductory sentences covered the purpose of the paragraphs very well.
- The use of Bullet points to summarise or list was well received.
- Some expansion needed in the values area; for example the phrase 'community participation for the common good' for the good of what or whom??

How much impact do you think the direction set out in this document will have on the ongoing development of the curriculum in N.Z. Schools?

It emphasises:

- values, teaching styles and self assessment
- IEP's for all
- The integration across the learning areas of the Key Competencies.
- Links between learning in different areas
- That assessment is for the benefit of the children.

Do you believe that schools will face challenges as they design and implement the curriculum in line with the direction set out in this document?

- All felt that there would be major challenges for schools.
- Its success would be reliant on resources to implement the curriculum well (eg) more teacher's aids, smaller classes
- Immediate access to support for children with special needs.
- There is no reference to cultural needs. Therefore planning for this is not supported in the document.
- * Children who enter the school without the ability to meaningfully participate in any or all of the learning areas will be a challenge.
- There is little differentiation between the A.O's at the different levels.

How easy or difficult do you find it to understand each of the following parts of the curriculum?

- The vision is sweeping and generalised but easy to understand
- The Principles are well explained, brief and to the point. Excellent
- Values – the use of bullet points was thought to be visual and impacted on the reader. The explanations were liked as were the use of examples. Very positive.
- Key Competencies - again the bullet points highlighted the importance to the reader and were a quick reference point. The explanations were well written and easy to follow.
- Effective Pedagogy – This was for us the highlight of the whole document. An excellent statement that was clear, concise and easy to read and interpret.
- Designing a School Curriculum – There was a negative response to this area. We thought it fraught with fishhooks. Further explanation/guidelines were required. Some examples of approaches necessary. How was it to be measured? Would schools have to submit something to the Ministry as part of the charter? Would ERO be able to cope with the different curriculum focuses? How free is the statement 'design your own curriculum?' Definitely requires further consultation as it was felt we did not know all! It could be an extremely exciting and positive experience for schools but it was felt that we did not have sufficient information to make an informed decision.

How useful will each of the following parts of the document be to our school(NZ Schools) when designing our curriculum.

- For our school the section on the Pedagogy was the highlight of the document. emphasises reflective practice.

- The vision sets the **ideal** for what we want for each child.
- The principles provide general guidelines
- The values are universal and what we uphold already in our community.
- Key Competencies let us know what we need to have when implementing the curriculum.
- With the area on designing a school curriculum the focus is on integration and community involvement. However it was felt to be quite politically motivated.
- It is outcome focussed and promotes useful assessment. We rated this a 3.

How accurately do the description of the learning area capture the essence of the areas and describe how they are structured?

- The English description needs to be read in conjunction with the English AO's (2)
- The Mathematic description is better than the English and has a structured section (1)
- Science – positive feedback. Learning areas are explained well. (1)
- Learning Languages – This is very similar to the others but we felt the commitment to learning Te Reo was somewhat masked! (2)
- * PE and Health – all encompassing – positive. Importance of extra curricular Activity involving parents
- Social Sciences – This description we found to be very Global. Reference to Economic activities. (Economic World – A new strand) (2)
- Technology – The descriptions were accurate and specific. The Bullet Points drew attention to highlighted emphasise (1)
- Arts – This area lacks a Why Study Arts section!! The question is? Is it because there is to be no emphasis on this part of the curriculum in the new document. We feel there are very good reasons to have a why study..... section because through this area many students can be linked into learning. It caters for a different group of students. Perhaps it is not seen as important globally!!!!???

Do the Achievement Objectives state student outcomes in a way that teachers and students are likely to find useful?

- The AO's are for teachers to break down to learning intentions at primary Level. They are NOT useful for students.
We have rated all as a 4. We would have rated all as a 1 if the word Student was removed from the statement.

Staff at Hampton Hill Primary School.