

DEFINING CHARACTERISTICS

- **Vision:**

1. Add in opening statement: "To give the individual life skills".
2. **Change words: "...will be..." to "...building towards..." or "...working towards...". *Will be* is too strong.**
3. The word "Creative" not used anywhere.
4. Not mentioned: Maximise their choices they have in life.
5. More mention of the role of parents, community.
6. **The notion of "Growth of its economy". Is this the role of the school? This could be covered by "...positive in their own identity...". OR "...contribute meaningfully/constructively to society...".**
7. The Visual Depiction of the vision was easy to read. But where is the Asian child in the photograph?
8. The vision looks to the future.
9. Some allowance has to be made for Special Character or Integrated Schools otherwise it is not an inclusive vision of an education community. The word inclusiveness not used.
10. Broad headings of confident, connected, lifelong learners, actively involved well received.
11. There is a question that asks if the subheadings are too narrow. These attributes may not be an outcome for all so the wording could be as in 2 above.

- **Principles:**

'The New Zealand school curriculum will recognize and value the unique position of Maori in New Zealand society' (NZ Curriculum Framework, 1993, p.7)

1. **The Treaty of Waitangi is noticeable by its absence! The Treaty of Waitangi needs to take a prominent place and needs to be stated early. Importance of the Treaty needs to be noted as it is a founding document of New Zealand.**
2. Principles and values could be combined.
3. Principles underpin the values.
4. Principles are concise and straight to the point and demonstrate a good coverage. They should be able to dovetail into each school's curriculum documents.
5. It is pleasing to see the term "multicultural" used.
6. **Cultural heritage:** Omit second sentence as this is redundant.
7. **Equity:** Omit word affirmed and leave in recognised.
8. Add creeds to first sentence.
9. **Learning to learn:** Change "... enables ..." to "...gives an opportunity to become..."
10. Question: Do teachers have to demonstrate that they are adhering to all principles? Do the principles have as much pertinence to the whole school community?

- **Values:**

Authentic Learning activities will give rise to the values: moral, social, cultural, spiritual etc.

1. Very happy with values.
2. **Respect:** Add "...for the environment".
3. **Diversity:** Add "...creeds, beliefs, customs...".
4. Replace "...students will..." with "... students will be given an opportunity to become...".
5. In second column Statement 4 is a repetition of Statement 1.
6. In the second column add: spiritual to Statement 2.
7. Succinct and realistic parameters for guidelines.
8. Felt very familiar with the values.
9. Values were *jargon free* and able to be understood by all.
10. Could combine Principles and Values.
11. If The Treaty of Waitangi has not been mentioned before this, it should be mentioned here.
12. Remove "...students will learn ..." and replace with "...students may learn about ...".
13. Also remove "... students will develop ..." and replace with "... students may develop ...".

- **Key Competencies:**

1. **It needs to be stated that these are long term goals may be achieved over a student's time at school.**
2. It will be difficult to assess Key Competencies formally.
3. **Key Competencies will be in every learning area but it is important that teachers are not expected to assess them. Assessment should be demonstrated through *Authentic Assessment* activities. That is : through *Performativity* (Lyotard, 1984; Gilbert, 2005).**
4. Home/background/personality has a large part to play in the attainment of Key Competencies.
5. **Managing self:** Add the word "...realistic..." rather than "...set high standards...". The words "...with guidance/with mentor.." may need to be added.
6. **Participating and contributing:** Add "... environmental ..." to last sentence.
7. **Using language, symbols and texts:** Some teachers felt that this was not a Key Competency – rather a learning area? Needs to be embedded in the learning areas and not assessed alone. Maybe this competency should be given more prominence.
8. **Relating to others:** When is it appropriate to compete and when is it appropriate to co-operate? Does this need to be stated more fully?
9. Primary Schools are already working this way and include the notion of Key of Competencies. The approach needs to be adopted in a more inclusive way by secondary and tertiary institutions.
10. Great to have 5 competencies rather than 8 essential skills. The section is well written and good to have competencies compacted to five and encompass the essential skills.
11. Should the Key Competencies be embedded into each learning area rather than standing on their own?

- **Effective Pedagogy:**
 1. **There is a need to be open to multiple ways of learning with the advent of Learning Communities/Global Learning Communities for 21st century.**
 2. **Current pedagogical thought needs to be more precisely stated. The notion of continued development for all teachers in this area should be a requirement.**
 3. **There needs to be a continuation of the convergence of Pedagogy and Technology.**
 4. **Multiple intelligences need to be considered, including some lesser known ones e.g. financial, spiritual, emotional (Gardner, 1983).**
 5. Page 25: Enhancing the relevance of new learning – “*Students need ...*” should be replaced with “*Students may need support to understand...*”. **There is no description of what new learning might look like.**
 6. As we move into 21st century flexible school hours may need to be considered.

- **Designing a School Curriculum:**
 1. This school's own curriculum is already reflective of the points of reference in the New Zealand Draft Curriculum.
 2. The curriculum should enhance new learning.
 3. Page 27: In Schooling Strategy Goal, the second bullet point should read- “*Learning should be nurtured ...*”.
 4. Critical literacies: Only financial literacy mentioned. What about information literacies, technological literacies – or multi-modal literacies (Gilbert, 2005).

- **Planning with a Focus on Outcomes:**
 1. The Arts Curriculum does not have clearly identified and prioritized outcomes.
 2. Good resourcing of ICT is needed in all areas of schooling.
 3. **Students and Teachers all need time for *reflective practice*. Only then, can they improve on learning and teaching. The importance of self and/or peer assessment cannot be underestimated.**
 4. More attention to the needs of Special Needs and Gifted and Talented students should be given. There should be flexibility in adapting the curriculum for students with behavioural & physical impairments, and learning delays.
 5. Middle achievers also need to have opportunities for small group learning enhancement.
 6. **It is great that learning is more important than the coverage of Achievement Objectives.**

- **Planning for Purposeful Assessment:**
 1. School-wide assessment in this school is already showing these trends in this document.
 2. **Authentic Assessment should be promoted. Teachers and parents should begin develop an understanding about Authentic Assessment. (Life skills can be demonstrated this way.)**

- **Planning for Coherent Pathways:**
 1. Coherent pathways need to be acknowledged and recognised.
 2. Page 33. "*Learning doesn't stop when formal education does.*" This needs to be more explicit as learning is not necessarily formal and much learning in school is incidental.

MISSING, MASKED OR UNDERDEVELOPED ELEMENTS

- **The Treaty of Waitangi:**
'The New Zealand school curriculum will recognize and value the unique position of Maori in New Zealand society' (NZ Curriculum Framework, 1993, p.7)
 1. The Treaty of Waitangi is noticeable by its absence. The Treaty of Waitangi needs to take a prominent place.
 2. The Treaty needs to be reinstated into the document as it is a fundamental document that gives New Zealanders a sense of history.
 3. The Treaty needs to be stated early. Importance of the Treaty needs to be noted that it is a founding document of New Zealand.
 4. Acknowledgement of uniqueness of the Treaty.
- **Te Reo Māori: (Maori as an official language.)**
 1. Maori needs to be recognized as an official language. New Zealand needs to be recognised as a bilingual nation.
 2. More emphasis needs to be given to Te Reo Maori etc. component.
 3. Te Reo Maori is embedded in an excellent manner in the Health and P.E. Curriculum. This inclusive way could be introduced to other areas of the Curriculum.
 4. It is important to have proper resources and funding for Te Reo Maori etc. so it is not seen as an add-on area.
- **Biculturalism and Multiculturalism:**
 1. There should be an acceptance and inclusion of biculturalism and multiculturalism aspects.
 - a) The nation should celebrate and affirm all heritages.
 - b) **The nation should support the use of the both official languages and be open to other languages.**
 2. Therefore this should be documented in the curriculum draft.
- **Catering for diversity:**
As above.
Respect for self as well as others should be shown.

- **An Inclusive curriculum:**

1. **The curriculum should be able to cater for all individuals regardless of gender, ethnicity, socio-economic and religious positions etc.**
2. **Students and Teachers need time for reflective practice. Only then, can they improve on learning and teaching.**
3. More attention to the needs of Special Needs and Gifted and Talented students should be given. There should be flexibility in adapting the curriculum for behavioural & physical impairments and learning delays.
4. Middle achievers also need to have opportunities for small group learning enhancement.
5. There is nothing said about schools with special character.
6. *Equity* is a better word than *inclusive*.

- **Second Language Learning:**

1. Will this be compulsory?
2. How many languages will be required?
3. When will it be mandatory to learn a second language?
4. How will **Learning Languages** be funded and/or resourced?
5. Will there be competent/available/prepared teachers?
6. Is Maori language under this banner?
7. Re Reo Maori should be a requirement, not just an option as another language.
8. We should begin by acknowledging speakers of all cultures especially in greetings.

- **Information and Communication Technologies:**

1. Why is the New Zealand Draft Curriculum not inclusive of e-learning (ICT)?
2. Why does e-learning have a separate book?
3. **There should be some semblance of pedagogy and technology converging and/or integrating in the Draft Curriculum.**
4. Technicians are needed for all schools.
5. Laptops for students would be advantage (Middle school and higher).

- **The Curriculum Document and the Learning Areas:**

1. This is a very full curriculum.
2. **There is no apparent lessening of the teachers' workloads.**

LEARNING AREAS

English:

- a) This Curriculum area is linked well to the exemplars.
- a) It is good to streamline this curriculum area.
- b) Pleasing the see the structure:
Listening, reading, viewing – PASSIVE
Speaking, Writing, Presenting – ACTIVE
- d) It is good that students in all levels use the same set of skills to *make meaning and create meaning*.
- e) Spelling only set out at Levels 1 & 2. There should be mention of continues development of spelling strategies at Levels 3 & 4.
- f) Good layout of objectives etc.

Learning Languages:

- a) Not sure of place of Te Reo Maori. (Maori is an official language.)
- b) The previous NZ Curriculum states that “all students will have an opportunity to acquire some knowledge of Maori language and culture
- c) Language, Culture and Communication are good strands.
- d) Confusion about what is to be taught and what is compulsory in this area.
- e) See also Learning a Second Language.
- f) Standardisation of Maori throughout New Zealand would be helpful.

Mathematics & Statistics

- a) Introduction line is good.
- b) Pleased overall with the Mathematics and Statistics learning area as the document is very explicit, easy to understand, clear, unified, very manageable and user friendly.
- c) Good to link Statistics. Happy that statistics are distinguished as this area has a large language component and requires more manageable components. The area requires many different skills that are unlike the other strands.
- d) Very satisfied with curricular header/Context statement “*in a range of meaningful contexts*”.
- e) Also, “*students will be engaged in knowing, doing and thinking mathematically and statistically*”. Geometry and Measurement have been combined, thereby making the strand more unified.
- f) The document also encourages the integration of Statistics into other subject areas.
- g) **Pleased that the Number and Algebra Strand uses the NUMPA language, recognizing the major role of this programme in schools. The curriculum document is easy to understand. There is no need for translation between documents.**
- h) Money is not mentioned in the document.

Science:

- a) Clearly defined, labeled and well set out.
- b) Strand names should be:
 - Biology;
 - Geology/Astronomy;
 - Physics;
 - Chemistry.

- c) **The inclusion of scientific vocabulary is important and should be started as early as possible.**
- d) Clear progression of levels and scaffolding through levels.

Technology:

- a) In the section "How is the learning area structured?" there should be included the words "... or is able to be integrated throughout all curricula".
- b) It is felt that the Inquiry Learning and Information Processing approaches cover all aspects of the Technology curriculum and as such Technology does not need to be taught as a separate subject. (Integration is possible at St Mary's School. Technology is integrated with Science, Social Science, The Arts and Language etc.)
- c) Integration with other Learning Areas makes a separate Technology document redundant.
- a) The idea of modification and reflection are not specifically referred to under Technology practice.
- b) Integration across all curricula areas is missing. Technology should underpin many learning areas.
- c) N.B. The Technology document was initially required to make teachers and students focus on problem solving, Information and Communication Technologies (ICT). Now general teaching incorporates many of these components. Maybe the original Technology document offered a transition at the beginning and is now redundant.

Social Sciences:

- a) Social Science document is easy to use.
- b) Social Science can be integrated with other learning area.
- c) This discipline marries well with Health and Physical Education.
- d) Excellent to have four strands only.

Health & Physical Education:

- a) The inclusion of Home Economics is good.
- b) This discipline integrates well with other learning areas.
- c) The Maori dimension is excellent in this document.

The Arts:

- a) A very crowded curriculum area.
- b) It is a very demanding to work four disciplines.
- c) Objectives are very verbose. They are not explicit and are open to interpretation. (Two objectives would be quite adequate in Levels 1 & 2.)
- d) **There is a need for a basic core curriculum for teachers, particularly at the primary level.**
- e) The whole Arts Curriculum is more suited as a guide for Arts Specialists or for a Performing Arts School.