

# St Joseph's School 29 High Street Otahuhu

## FEEDBACK on DRAFT CURRICULUM

Teacher Only Day discussion on Draft Curriculum Tuesday 25 October  
Present 17 Teachers

Main points from discussion:

### VISION:

- Some concerns about the narrowness of the vision - noticeable focus throughout document on education as essential to growth of economy - recognition that this is important, but the focus on it in the document seemed to give it a priority of importance
- Students emerging from our school system should be contributing to more than just the economy and the nation's development.
- Where is the importance of contributing to the decent society emphasised through responsibility, caring, respect etc
- The Vision seemed to portray a somewhat functional view of education
- Holistic approach seemed to be lessened. No mention of the joy of learning....
- Questions; What resources will be put in place to achieve the vision?
- Concern re the expectation that 'schools/ system' will sort social agendas
- "Who" is the system? Role of parents? Community?
- Much of it is stating what is happening already
- Importance of CLARITY of vision. Currently everyone expect the school to do and be everything!

### VALUES:

- Concern that there was confusion between values and behaviours e.g diversity, innovation, curiosity, enquiry not values per se
- Is excellence a value or a principle?
- Lack of coherence between values and vision. Seem to be wanting a "bob each way" What is the primary purpose of education? Is it holistic or economic? Values will differ for each?
- Real concern over the omission of care, compassion and empathy as values - community consultation had clearly identified these and yet not in list

Staff drew up preferred list of values:

1. Care, compassion and empathy
2. perseverance

3. tolerance, understanding and valuing diversity
4. Respect for self, others and the environment
5. Fairness, justice and reconciliation
6. Commitment to community and participation for social justice
7. Honesty, responsibility and acting ethically
8. creativity and appreciation of beauty
9. global spirituality

#### Key Competencies:

- General agreement that the key competencies were a good list
- Compared with the NZCF Key competencies were less specific - will present some challenges in transferring into learning opportunities
- How to incorporate into planning? Will need some very good professional development nationally - time issues
- What do these KCs 'look like' at various levels e.g expectations of 'managing self ' at Year 1, Year 4, Year 8?? etc. Some overall guidelines useful. Don't have everyone reinventing the wheel
- Key competencies assume quite high levels of teacher interaction - implications for resourcing. E.g managing self - goal setting requires considerable teacher time in assisting students to set goals and monitoring etc.
- Key competencies 'caught as well as taught'. Implications for teachers, parents and community
- To maximise KC development professional learning required for teachers

LEARNING AREAS: comments from groups working on different areas.

#### ARTS:

- Sound arts should be called Music!
- Absence of importance of "performance" in all areas of the arts
- Do we need to be looking at 'specialist" teachers in Music, Art etc
- Importance of support material/professional development across the Arts
- Importance of real experienced 'experts' in these areas to work in and alongside teachers

#### ENGLISH:

- Vague and incomprehensible in parts - needs more structure
- Focuses on reading and writing - seems to be light on listening and oral skills

- Need for development of grammar
- Need for handwriting/printing guidelines

#### HEALTH and PE

- Less emphasis on spirituality in new curriculum - would like to see more

#### MATHEMATICS:

- Disagreement to where certain AO's have been put under year levels
- Dumbing down of division
- No mention of money until level 4?
- No mention of Numeracy project strategies - where do the two fit together?
- Ongoing support material??

#### SCIENCE

- Language of headings flows to AOs and LOs
- Good focus on thinking skills
- Little or no attention on future science issues - eg global warming
- Need for knowledge of key science concepts that build on each year levels
- The new AOs will be less prescriptive and more choice in the learning contexts for teachers has been proposed

#### SOCIAL SCIENCES:

- Bi and multicultural society - not mentioned at all in AO's
- Treaty not mentioned until Level 5
- Pacific Island and Asian influence should be mentioned
- Where and when do we teach basic mapping skills/general geography etc

#### TECHNOLOGY:

- AO's very hard to understand . What do some of them actually mean? Document generally complicated.
- Lack of clarity or conviction as to why technology needs to be a separate curriculum area.
- General agreement with the inquiry, design and making process of technology but this could be incorporated in other curriculum areas.

- If technology is about identifying a problem and solving it then it is primarily a process and could be incorporated and integrated in other curriculum areas.

### LEARNING LANGUAGES

- Serious issues of staffing, time and resourcing
- Does Maori count as 'second language'?
- Children of our school predominantly Pasifika - greater need to learn and master English as this is their second language
- Time constraints
- Priority must be on ensuring mastery and proficiency of English. Not wise to embark on another language if basic English literacy still needs consolidating

### EFFECTIVE PEDAGOGY:

- All things mentioned in draft good teachers already doing
- E- learning using communication tools - what are these tools?  
Important that good oral communication skills are given priority

### DESIGNING A SCHOOL CURRICULUM:

- Why do we need to teach financial literacy to primary children?
- No mention of 'building relationships' in this section
- Planning and teaching should be focused on excellence of process first and outcomes second not the other way around. We are fully accountable for excellence of process - there are other things that influence outcomes.
- Where is the 'clarity' for curriculum design that is stated in the opening para.

### PLANNING with FOCUS on OUTCOMES:

- Agreement that children are more task oriented and motivated if they understand what they are working towards
- As above planning should be focused on excellence of process - outcomes will vary according to students and a whole raft of factors. Many outcomes very difficult to assess. Too much focus on outcomes can narrow and functionalise education
- The importance of process and teaching/learning strategies needs to be highlighted

### PLANNING FOR DEVELOPMENT of the KEY COMPETENCIES:

- KCs are most often used in combination

- Need to include KCs in planning and make the learning context authentic

#### PLANNING for PURPOSEFUL ASSESSMENT:

- Statement that assessment is an ongoing process arising out of the interaction between teaching and learning was applauded.
- Importance of teacher professional judgement