

29 November 2006

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Draft Curriculum Feedback
Ministry of Education
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WELLINGTON

Dear MaryAnne

**NZEI RESPONSE TO THE NEW ZEALAND CURRICULUM DRAFT FOR
CONSULTATION 2006**

The NZEI National Executive is pleased to have had the opportunity on the curriculum draft. A copy of NZEI's response is attached.

If you require further information or clarification on any matter within the response please contact sandra.aikin@nzei.org.nz direct.

Yours sincerely



Irene Cooper
Te Manukura
National President

NZEI Te Riu Roa response to the NEW ZEALAND CURRICULUM DRAFT

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NZEI Te Riu Roa response to the NEW ZEALAND CURRICULUM DRAFT

1. INTRODUCTION

Profile of NZEI Te Riu Roa

NZEI Te Riu Roa (NZEI) is the 122 year old professional and industrial union representing 44,000 members working as:

- teachers in the early childhood, primary and composite education sectors
- support staff in kindergartens, primary and secondary schools
- Group Special Education staff in the Ministry of Education
- advisers and reading recovery tutors in the teacher support services.

The main object of NZEI is to advance the cause of education generally while upholding and maintaining the just claims of its members, individually and collectively.

Throughout its long history NZEI has always played a constructive role in the development of education policies and initiatives and has helped to find solutions that would assist implementation. NZEI's broad membership and its main objective gives it authority to comment on the New Zealand Curriculum draft for consultation 2006 (curriculum draft). Alongside this authority NZEI has had considerable involvement in the development of the curriculum draft, for example:

NZEI members have a long history of playing a constructive role in the education sector.

- NZEI National Executive had two representatives on the overarching reference group during 2004 and 2005. NZEI Te Reo Areare also had a representative on the reference group.
- Ministry officials made presentations and engaged in discussions at meetings with the National Executive and NZEI's national networks throughout the development phase.
- NZEI's network of national advisory groups; such as the NZEI Principals' Council, the Primary Teachers' Classroom Advisory Group and the Early Childhood National Caucus have been consistently involved with providing specific advice on the development of the curriculum draft. The Primary Teachers' Classroom Advisory Group had at least one representative on each of the reference groups supporting the essential learning areas. In some instances there were additional representatives, for example, on the Social Studies reference group there were two

representatives and in Mathematics there were three representatives. Some of these representatives also participated on the writing groups.

- In some instances, such as Health and Physical Education, the Ministry ran national meetings for teachers throughout New Zealand and NZEI was invited to send a number of representatives.

NZEI expects its representatives to have continued involvement once the feedback on the curriculum draft is received.

In the development of this response to the curriculum draft NZEI consulted with its network of national advisory groups and ran a number of interactive workshops for clusters of schools, teacher only days, NZEI district council meetings and NZEI branch meetings. These meetings have ranged in numbers from six to 75, including both principals and teachers, and have been located in rural areas, provincial towns and within cities.

NZEI has included in response comments from its national advisory groups and members received in face to face conversations or through correspondence. A list of individuals, schools and organisations who forwarded to NZEI a copy of their response to the curriculum draft, is also attached.

NZEI's mandate to provide a collective national comment on the curriculum draft is strengthened by this specific and focused feedback.

2. NZEI INTRODUCTORY COMMENT

Teachers, individually and collectively, have a significant role to play in the maintenance and enhancement of quality public education in New Zealand. This role is becoming more complex as a result of growing demands. New knowledge and understandings about the learning process and external factors that impact on the process have incrementally required teachers to respond reflectively and change the way they work.

The curriculum draft does not specify what should be included, or left out, in a school's teaching and learning programme. It enables schools to make different provision for what is taught, in a manner, which may limit the educational choices parents can make for their children. This has the potential to further exacerbate undesirable school differences. By reducing consistency in implementation there is an increased

Allowing each community to make local decisions on curriculum focuses and emphasis has the potential to move schools away from the safeguard of national consistency.

likelihood of the need for further national accountability measures to confirm student achievement.

NZEI's view is that the curriculum draft provides a blueprint for schools which is both liberating and challenging for teachers in developing authentic contexts and meeting learning needs. NZEI welcomes this approach but also expresses caution. While the curriculum draft provides these opportunities there are also challenges and risks to the concept of national curriculum provision as currently known. These may arise from the direction and prioritisation communities give to various curriculum opportunities. The option to reduce curriculum breadth and provide opportunities for specialisation is highly possible. Greater freedom of choice will open up pathways which have not been considered by most New Zealand schools but which are available overseas such as the sponsorship of academies as a way to develop talent (Marley 2006). Whereas this is occurring mainly in the secondary sector there is always a 'trickle down' effect experienced in the primary and early childhood sectors. These factors could result in the narrowing of access to a network of 'good' local schools for many New Zealand families.

NZEI advocates the provisions of a free quality publicly owned and provided education system which embraces social justice and is available for all students locally.

Durie (2006) discussed the notion of a "customised pathway that reflects a shift from education as a compulsory requirement to one that builds on individual interest and enthusiasm, discerning parents, the exercise of choice and the facilitation of family and personal aspirations." (p8).

If Durie is correct then a balance must be struck between prescription and freedom to ensure safeguards and guarantees for all students while allowing schools to determine their own curriculum according to the needs of students. This raises questions such as 'does the curriculum draft allow for this balance' and 'is there a tension between local communities and the centre?'

3. RECOMMENDATIONS

- i That the place of the Treaty of Waitangi and the principles arising from it be reassessed and reinstated within the draft.*
- ii That under its commitment to the Treaty of Waitangi an unambiguous education policy be established ensuring te reo Māori becomes a core component of the*

- curriculum with the expectation that all teachers should be able, at least, to pronounce students' names and New Zealand place names accurately.
- iii *That all teachers and all support staff be given opportunities to increase their confidence in using te reo Māori in the classroom and school setting.*
 - iv *That te reo Māori be used within the New Zealand Curriculum, wherever appropriate, including the names of the individual sections of the statement.*
 - v *That the New Zealand Curriculum be launched at the same time as Te Marautanga o Aotearoa to signal the equal status of both curricula.*
 - vi *That teachers in kura kaupapa Māori and mainstream environments be provided with professional learning opportunities to understand the commonalities and differences between the two curricula and the teaching and learning approaches taken in each.*
 - vii *That scholarships and professional learning opportunities be available for primary teachers who wish to enhance their knowledge of teaching in and through a language other than English.*
 - viii *That priority be given to provide professional learning opportunities for those schools and teachers wishing to increase their capability to teach te reo Māori.*
 - ix *That all sectors should be using a range of strategies which aim to ensure teachers understand and constructively deal with issues relating to transitions.*
 - x *That a clear statement of how the ICT area will be financed and resourced be made by the Ministry of Education.*
 - xi *That 'entrepreneurial' be deleted from the Vision statement.*
 - xii *That concepts such as the 'ethic of care' be emphasised in the Vision statement.*
 - xiii *That the Vision place a much stronger emphasis on 'quality relationships between teacher-student-parent.*
 - xiv *That the Vision statement opening descriptor acknowledges the bicultural essence of New Zealand*
 - xv *That the Cultural Heritage Principle be rewritten to state that all students should have an opportunity to experience a curriculum that reflects and values te ao and tikanga Māori.*
 - xvi *That the Principles reflect a curriculum inclusive of different groups of students.*
 - xvii *That the Principles and Values be reworked to stand as one set underpinning the New Zealand Curriculum.*
 - xviii *That the Key Competencies include a statement that they must be assessed in context.*
 - xix *That consideration be given to ensuring the physical dimension be included in the Key Competencies.*
 - xx *That examples of significant themes be broadened to provide a wider focus to include the development of concepts such as 'equity', 'social justice' and 'the environment'.*
 - xxi *That examples of significant themes encourage an examination of issues from which tensions arise.*
 - xxii *That the section on 'Planning with a Focus on Outcomes' be renamed 'Planning with a Focus on Teaching and Learning'.*
 - xxiii *That the Achievement Objectives not be included within the New Zealand Curriculum.*
 - xxiv *That it be noted NZEI's support for the Planning for Purposeful Assessment section.*
 - xxv *That further consideration be given to the content of the section on Planning for Coherent Pathways to ensure the pathway is convincing.*
 - xxvi *That the diagram 'Achievement Objectives by Levels (curriculum draft p33) be omitted.*

xxvii *That a more consistent approach to 'layout' and structure of achievement objectives be considered.*

4. THE EDUCATION ENVIRONMENT

Philosophy of primary education

Primary teachers educate the whole person, teaching knowledge, skills and attitudes that each learner will need to operate successfully within and beyond the classroom environment.

Student learning is the central focus of teacher's work

NZEI's membership believes education should be integrated, progressive and lifelong. That is, teachers and other educational professionals guiding students through independent learning, helping students to evaluate their own progress, and active learning both at formal education institutions and outside of them. Schools are places where students both ask and answer questions.

Education should be integrated, seamless and lifelong.

Students are entitled to intellectual, physical and emotional development within the context of respect for identity and culture. This must be reflected within the learning programmes and structures of the school. No learning is value-free. A successful learning community celebrates diversity and recognises that success is achieved in partnerships with parents, the community and government.

Te Aho Matua, kura kaupapa philosophy has a lot to contribute to curriculum planning and design.

Parallel to their dedication to teaching and learning, NZEI members are committed to a public state funded education system based on democratic ideals and access for all. This commitment is underpinned by the concept of a single national education system providing the framework for formative learning processes whilst also allowing for local aspirations and initiative. Complementing this vision is an education service where teachers and other education professionals learn from their commonality as well as their diversity.

Education policy environment

The curriculum draft sits within a wider framework of interrelated national policy which interprets the Government's broader economic and social

intentions. Although the process of development of the curriculum draft signalled a change to a more consultative style of development, there has been a vast raft of other initiatives over the last five years, many of which have been imposed. For example:

- The Schooling Strategy (Ministry of Education 2005) provides an overarching framework within which schools are expected to attune their policy and practices including the implementation of the curriculum.
- The e-Learning action plan (Ministry of Education 2006b) has a predominant focus on building critical infrastructure across all schools, which allows for data exchange and inter-school organisation as well as for national collection of data.
- The Special Education internal plan (Ministry of Education 2006c) with its intermediate outcomes of “presence, participation and learning” is intended to guide the work of the Group Special Education services over the next five years.

Other requirements have come through the National Education and National Administrative Guidelines. For example:

- schools have to demonstrate how they are meeting the needs of their gifted and talented learners (from term 1, 2005)
- schools must give priority to regular quality physical activity that develops movement skills (from term 1 2006)
- schools must update their charter and report to the Ministry on progress against their targets in the ‘analysis of variance’ section of their annual report (term 1, 2003).

Also signalled by the Ministry for further development are the

- Food and Nutrition guidelines
- Physical activity guidelines
- English for Second Language Learners Framework
- National Assessment Strategy, and
- School Planning and Reporting requirements.

Each of these initiatives, while worthy in their own right, do not appear to have been generated by schools. Instead they are a systems response to other imperatives. How well prepared teachers are to make these shifts in thinking, beliefs and practices is open to debate.

Will teachers be able to work through these initiatives and meet their collective imperatives? Resourcing for schools to deliver on these ideals

For schools, an overriding feature of the reforms over the past 17 years, has been the top-down policy driven style used by policymakers to impact at the classroom level. This has been achieved through a barrage of initiatives and plethora of legislative requirements impacting negatively on teacher workload and morale.

The engagement of teachers through appropriate consultation has been minimal.

must become a focus of attention. And indeed, how realistic is it to expect schools to deliver on all of these initiatives. Such matters need to be examined in the context of the consultation on the curriculum draft.

Prior to this discussion, however, there are some serious omissions, as well as questions with no obvious solutions, raised within the curriculum draft which the National Executive believe must be addressed with urgency. The next section of this response starts the discussion with suggestions of how the issues might be progressed.

5. MINISTRY CONSULTATION

Timeframe

Although acknowledging the usefulness of the teacher only day, principals and teachers questioned why they had such a short timeframe to respond to the curriculum draft. In their view the teacher only day was just a starting point to become acquainted with the draft and to provide initial feedback to the Ministry. Engaging fully with the curriculum draft takes considerably longer.

Teachers wanted more opportunity to test their understanding and to consider what implications there were for current learning programmes.

Those teachers who had been part of the ongoing development of the draft were also concerned about the timeframe, commenting that they had worked on sections in isolation from the other aspects of the draft. In retrospect they argued that the context of their work made a difference to how they now view their contributions.

Allowing for a longer period of consultation would, as well as satisfying principals and teachers, provide the Ministry with time to identify, develop and trial additional resources that may be needed to support the implementation.

Even more disappointing has been the Ministry's inability to provide Māori medium teachers with a sensible timeframe to engage with Te Marautanga o Aotearoa Draft.

Feedback questionnaire

The questions posed in the feedback form can be used to shape the response schools will provide. On many aspects of the curriculum draft this will be disappointing as often people's responses do not fall into categories.

It is NZEI's experience that the type of questionnaire used by the Ministry can limit the range and focus of responses in a way that will compromise the quality of feedback.

Colmar Brunton survey

NZEI expressed its disappointment to the Ministry about the plan to survey in October, a random selection of educators on the direction for learning set out in the curriculum draft. NZEI saw little point in conducting a survey, albeit random, at this time. Many schools had planned to use their teacher only day in November to consider the curriculum draft and the school response.

6. MISSING, MASKED OR UNDEVELOPED ELEMENTS

The Treaty of Waitangi

NZEI as an organisation recognises and upholds the importance of the Treaty for the profession in its structures, its policy and its code of ethics for all members.

The basis of constitutional government in this country is to be found in its founding document, the Treaty of Waitangi. My government values and remains committed to strengthening its relationship with tangata whenua. That means fulfilling its obligations as a Treaty partner to support self-determination for whanau, hapu and iwi. [Governor General Dame Silvia Cartwright in the Speech from the Throne 2002.]

New Zealand's distinct and unique partnership between Māori and Tāuiwi is enshrined in the Treaty of Waitangi and should be given expression in our education system.

The area of greatest difference between the New Zealand Curriculum Framework (curriculum framework) and the curriculum draft relates to the statements about New Zealand's identity.

We must learn to see the opportunity for engagement, for dialogue and working together in partnership to help overcome the problems. This does not mean we will always agree, but it is important not to walk away from the relationship, or indulge in one-sided decision-making. We must be solution-driven [Horomia, 2002].

To value and share our history, culture and traditions is to recognise our uniqueness and identity as a nation. New Zealanders must understand and appreciate what it is to be a bicultural nation. Biculturalism must be both visible and addressed in the New Zealand Curriculum.

NZEI wants to know why the Treaty of Waitangi has been excluded from the curriculum draft and the implication for te reo Māori in schools.

Recommendation

- i That the place of the Treaty of Waitangi and the principles arising from it be reassessed and reinstated within the draft.*

Te Reo Māori

The status of te reo Māori is not addressed sufficiently in the curriculum draft. It is interesting to note that the Ministry of Education's own draft country report for the OECD (Ministry of Education 2006d) makes the point that

It is widely understood that the Treaty acknowledges Māori as the indigenous people and commits the Crown to protecting Māori language, values and cultural practices.

These comments were endorsed at the recent Hui Taumata 2006.

Recommendations

- ii *That under its commitment to the Treaty of Waitangi an unambiguous education policy be established ensuring te reo Māori becomes a core component of the curriculum with the expectation that all teachers should be able, at least, to pronounce students' names and New Zealand place names accurately.*
- iii *That all teachers and all support staff be given opportunities to increase their confidence in using te reo Māori in the classroom and school setting.*
- iv *That te reo Māori be used within the New Zealand Curriculum, wherever appropriate, including the names of the individual sections of the statement.*

Māori education

The New Zealand curriculum draft asserts that "students who identify as Māori have the opportunity to experience a curriculum that reflects and values te ao Māori" (Ministry of Education 2006a, p9). There is nothing in the curriculum draft to support that statement.

Currently 3.8 percent of all Māori students are attending kura kaupapa Māori. A further 16.2 percent of Māori students are taught in Māori-medium programmes which involve students being taught in some or all curriculum learning areas in the Māori language (Ministry of Education 2006e). The fact that the Māori curriculum accessed by Māori medium students is contextually located in the Māori world, that the majority of Māori students, however, in the mainstream will be relying mainly on Pakeha interpretations to develop and determine appropriate learning

Of course all languages are treasured because you cannot separate language and culture, however, are we really trying to preserve our own native, indigenous language and the identity of our nation? How will we ensure te reo is taught in all schools? (Trentham school, senior school team 2006)

The Treaty of Waitangi partnership has implications for the provision of resources in education. The curriculum draft does little to recognise this relationship and commitment in a way that ensures the learning needs of both Māori and Pakeha are met. This requires a commitment from Government as well as from schools.

contexts, indicates a continued unfairness that is problematic. A further, rapidly growing, concern is the dislocation of the student who moves between Māori medium curriculum and mainstream curriculum. Teachers are saying that the danger of falling between two worlds is very high.

A question remains as to the capability of teachers to meet the aspirations of Māori, despite their willingness. The curriculum draft leaves this question open to each school to address.

The late development of a Ministry of Education (2006f) Māori language resource for the use of year 7 and 8 students highlights the continuing fragmented commitment to resourcing for Māori in the mainstream. Teachers who have been teaching te reo from foundation years onward are bemused by the placement of this formal resource in the middle years of the curriculum plan. It suggests the resource was developed as part of the Ministry of Education's resourcing responses for the Learning Languages section.

The curriculum draft falls short on its commitment to provision for Māori students.

The differentiated release of the curriculum draft and Te Marautanga o Aotearoa Draft calls into question issues of fairness and equity of access to engagement with the underlying ideas of the curriculum draft for Māori teachers and students in Māori medium school.

Recommendations

- v *That the New Zealand Curriculum be launched at the same time as Te Marautanga o Aotearoa to signal the equal status of both curricula.*
- vi *That teachers in kura kaupapa Māori and mainstream environments be provided with professional learning opportunities to understand the commonalities and differences between the two curricula and the teaching and learning approaches taken in each.*

Learning a second language

In July 2003 the Minister of Education announced that all year 7 and 8 students were to be given the opportunity to learn another language from 2004 year. The Minister confirmed the statement in a speech to the Wellington Diplomatic Club on 1 April 2004. At the time the announcement did little more than confirm the status quo as the expectation of second language learning was already in the curriculum framework. This has created some confusion.

The Minister and Ministry's reported recent public statements say it will not be compulsory for students to take up the option. This raises two issues. The intention is to make the proposed New Zealand Curriculum compulsory it is curious why Second Language Learning has been included as an eighth Learning Area on the basis that it is not compulsory. Also the media has reported a Ministry official as saying there will be no extra resourcing regarding second languages learning. Schools and their communities will have to make choices on school priorities and decisions about what programmes the school will resource. The lack of clarity of the status of Second Language Learning and lack of resourcing will make these choices more difficult.

Make clear the definition status and position of a second language i.e. if you teach Maori in English medium schooling do you have to teach as additional language as well? (Clyde Quay School Staff 2006)

There is no argument with the premise that second language learning increases cultural awareness, intellectual and social growth, as well as providing reflective opportunities for English language learning. There is, however, a major question about what can be achieved in primary schools by overloading the curriculum with extra requirements and placing expectations on schools to make decisions about what will, or will not, be taught.

Intensive and sustained professional learning, resourcing and targeted recruitment will be needed to make second language learning in primary schools more than a golden dream.

NZEI policy states that

- *NZEI's support for te reo Māori at least to competency level one is unequivocal and endorsed by annual meeting 2004.*
- *The key to good language learning is the classroom teacher. Second language learning involves a serious commitment to professional development to ensure teachers are well prepared.*

Recommendations

- vii *That scholarships and professional learning opportunities be available for primary teachers who wish to enhance their knowledge of teaching in and through a language other than English.*
- viii *That priority be given to provide professional learning opportunities for those schools and teachers wishing to increase their capability to teach te reo Māori.*

An inclusive curriculum

An area of difference between the curriculum draft and the curriculum framework is the lack of acknowledgement in the curriculum draft of gender, socio-economic and specifically ethnic, social and religious

An inclusive curriculum takes as its premise that all individuals and groups to whom it applies will be made visible, and where appropriate, special relevance will be identified.

backgrounds and differences. Yet these areas are often the basis for discrimination. Not to identify them is not to address the problem.

The population of New Zealand has changed markedly in the past two decades. It is a much more multi ethnic and multi cultural society than it has been in the past. New Zealanders, both the more established and the more recent arrivals, share the same rights, responsibilities and opportunities.

Demonstrating biculturalism and multiculturalism involves attributes, including attitudes, skills and behaviours that should be accorded value in the New Zealand context. Such attributes could be explicitly planned for as an outcome of a New Zealand Curriculum and reinforce and enhance all students' capacity to engage with other parts of the curriculum.

A seamless curriculum

The curriculum draft shows support for the removal of barriers to learning experience by recognising the benefits of increasing the links between Te Whāriki and the New Zealand Curriculum. This is applauded. In practice this move must be made without compromising the integrity of either statement.

Fractures in curriculum philosophy, curriculum organisation and pedagogical provision at schooling transitions raise questions as to how we can ensure the needs of students and how the range or stage of development of each student can be best accommodated in a seamless manner. To be more effective, teachers will need not only to share data but also to have conversations with those who teach older and younger students.

Each sector of the system should be building on what is learned from the previous sector. The NZEI Early Childhood National Caucus members said that they had received copies of the curriculum draft in centres but did not know what was expected from it, or what role they had to play. Those that had explored it did not find the curriculum draft welcoming. They pointed out that one of the first sentences in the Foreword states, *"It is while they are at school that young people lay the foundations for future success."* This statement rendered Early Childhood Education invisible and they did not feel that the draft provided an invitation to early childhood teacher to give feedback. Their view was that the curriculum draft should acknowledge what children come to school with, that it

The OECD programme for International Student Assessment (OECD 2000) found countries with higher achievement had provided sufficient focus on the first years of schooling and integrated educational pathways and support of individual learning needs

should support the transition from early childhood to school, and Te Whāriki warranted a much earlier and wider recognition than that given when introduced and placed on page 33 of the curriculum draft.

At a NZEI meeting (18 November) the Early Childhood National Caucus commented on the differences between Te Whāriki, their practice and what they saw in the draft. A selection of these comments has been included at the appropriate point within this response.

Recommendation

ix That all sectors should be using a range of strategies which aim to ensure teachers understand and constructively deal with issues relating to transitions.

Transient students

An extremely important issue that does not seem to have received explicit attention by the curriculum developers is that of the growing transience of student populations in New Zealand. It has increased in the past two decades and has created the need for a heightened focus.

One of the advantages seen in a 'national curriculum', often supported by accompanying New Zealand produced learning and teaching support documents, is the degree to which it could support students relocating to new schools during the school year.

There is anecdotal evidence, at least, that some schools are facing a student turnover of 70-90% of students in a year. These schools may be the exception rather than the rule but nevertheless a significant proportion of students have the potential to be put at risk during this process if schools are left to make decisions about learning and teaching programmes without national provision.

Information Communications Technology

The curriculum draft calls for greater use of information technology. There are at least four substantial paragraphs on communications technology in the curriculum draft as well as the mentions in the learning areas but there is no mention of how communications technology will be supported.

Schools have an important role to play in educating students with understanding and skills in communications technology so that they can

New Zealand has always had a 'mobile' school population but safeguards were in place by nature of the centralised curriculum to protect, as well as possible, the educational experiences of students relocating to new schools and areas.

prosper in a changing society. Uneven growth of communication technology in the education sector makes issues of equity, professional development and affordability more pronounced. The Ministry of Economic Development (2002) identified the following “at risk” groups of people who may suffer from the digital divide: Māori and Pacific peoples, those on low incomes, sole parents, older people, people with lower or no qualifications or poor literacy, unemployed or under-employed people, people in locations lacking a sound telecommunications infrastructure, women and girls and people with disabilities.

Although the e-Learning Action Plan for Schools 2006-2010 (Ministry of Education 2006b) provides a “radical vision” along with “intended outcomes for each goal and the actions that are required to achieve the goals”. The plan is silent on how these will be funded. Schools should be adequately resourced for communications technology including the continued maintenance of hardware and software.

The e-Learning Action Plan recognises government commitment to build an infrastructure (networks, software, hardware, technical support and broadband access p6) and professional learning opportunities for all teachers to ensure that they are knowledgeable, confident and motivated. It is left up to schools to manage all the expectations created by the infrastructure and fund communications technology from the current operational grant. Inevitably this means schools must rely on what they can get from community donations to purchase the hardware required, its maintenance or replacement and general technical support.

The applicability of these remarks applies equally to teachers in kura kaupapa Māori and to teachers and students in specialist education settings.

NZEI policy on ICT states that:

- *Professional learning and development will be provided for all staff to enable them to integrate ICT successfully into teaching and learning programmes.*
- *A baseline provision will be included in the (e) Learning Framework to ensure equitable ICT integration into all schools.*
- *Additional funding will be provided and tagged for ICT, as a separate component to the operations grant, to ensure ICT is fully integrated in teaching and learning programmes.*

There has been an exponential growth in the use and influence of ICTs in our society and this has been mirrored in the education sector. This dramatic growth has brought with it issues of equity, professional development and affordability.

How serious the Government is about its e-learning expectations in the curriculum draft will be demonstrated by the commitment it makes to funding it.

- *A baseline of resources, accessible by all schools will be provided to reduce disparity, so that the implementation of the (e) Learning Framework can be effected.*
- *The advisory service will be expanded and given additional funding in order to provide professional development and effective ICT support for teaching and learning programmes across the curriculum.*
- *Resourcing for ICT technical support in worksites will be provided by the Ministry of Education.*

Recommendation

- x) *That a clear statement of how the ICT area will be financed and resourced be made by the Ministry of Education.*

7. THE NEW ZEALAND CURRICULUM DRAFT

Changes proposed by the curriculum draft

The curriculum draft proposes changes which will affect teaching and learning programmes as it:

- condenses the current seven essential learning area curriculum statements into one document which offers the potential for greater flexibility
- revises the aims and achievement objectives of each essential learning area to make them clearer and fewer in number
- proposes five 'key competencies' instead of the current eight sets of essential skills
- emphasises the 'key competencies' which include "thinking, managing self, relating to others, participating and contributing and using language symbols and texts
- gives an increased emphasis to ICT
- introduces an eighth learning area from year seven onwards for second language learning
- emphasises statistics in the mathematics curriculum
- provides more coherent statements on values and assessment
- acknowledges that some schools will organise their programmes in ways that integrate understandings, key competencies and values across a number of learning areas.

Although many of the changes proposed appear positive and suggest a reduction in teacher workload there could be the opposite effect.

Schools and teachers overwhelmingly see that they will be facing major challenges as they design and implement a curriculum in line with the direction set out in the curriculum draft.

A Vision

The curriculum draft offers a Vision (p8) that extends beyond school to the consideration of a future New Zealand society. NZEI questions whether the educational direction for students that is based on this vision, is one with which New Zealanders agree.

The NZEI Early Childhood National Caucus argued that Te Whāriki provided for national consistency and any proposed vision for New Zealand should build on this:

To grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society (Ministry of Education 1996, p9).

The Vision which was often implicit in the curriculum framework is made explicit in the curriculum draft. In the curriculum draft the Vision describes the role of education as developing, sustaining, transforming and empowering. It recognises that the function of education carries individual and societal benefits. The Vision provides a picture of the attributes, values and competencies that young people will gain during the educative process. It identifies the qualities to be valued in New Zealand's citizens in the future. The danger of attempting a discrete listing such as this is that some items are inevitably missed or masked. For example, NZEI would question why we would not want to see our students, for example, as developing "tolerance".

The Vision articulates a portrait of the sort of people that it sees as valued in and for New Zealand's future.

The curriculum draft Vision which paints a picture of what "our young people will be" should include an acknowledgement of the relationship spelled out in the Treaty of Waitangi and the implications that this has for the list of what "our young people will be". Relationships, or in the curriculum draft terms "connections", underpin the Treaty. These relationships need to be made explicit.

Close scrutiny of the Vision leads to questions as to whether or not this Vision is a shared one and not just a question of language. For example, many teachers that we spoke with did not generally use language such as 'resilience' and 'enterprising' but instead used 'persistence' and 'creative' or 'innovative'. They did not have problems with the concepts. But, while there would be no argument that students should be 'Confident', the expansion of the concept in the curriculum draft includes

being 'entrepreneurial and 'enterprising' which did not have the same degree of consensus from teachers.

The shift of education towards a world of work as expressed in the curriculum framework is now expressed in the curriculum draft as an entrepreneurial and enterprise culture. This suggests a further strengthening of the idea that a core reason for education is to meet the needs of the economy.

In a private conversation, Snook (2006) took the view that

The presence of 'entrepreneurial' as part of the Vision is worrying since this 'value' (unlike others such as enterprising and resilient) has its logical home in the rhetoric of business and does not fit anywhere else. It is not the job of the school to adopt a sectional value such as this. (26 August 2006).

The NZEI Early Childhood National Caucus commented that 'entrepreneurial' "jumps out as being a thing of value." The Caucus members were concerned that the vision appeared very individualistic and there was nothing about the collective good.

Primary schooling has always provided a broad and balanced curriculum to ensure that student learning options are not closed off at an early stage. The perceived emphasis on a particular and narrow vision for the future was viewed also with dismay by principals (NZEI Te Riu Roa Principals' Council 2006). The combination of the narrowness of the Vision and individual schools being left to interpret it raises questions about how the broad and balanced curriculum and practice will be protected.

A balance must be struck between prescription and freedom to ensure safeguards and guarantees for all students while allowing schools to determine their own curriculum according to the needs of students.

Recommendations

- xi That 'entrepreneurial' be deleted from the Vision statement*
- xii That concepts such as the 'ethic of care' be emphasised in the Vision statement*
- xiii That the Vision place a much stronger emphasis on 'quality relationships between teacher-student-parent.*
- xiv That the Vision statement opening descriptor acknowledges the bicultural essence of New Zealand*

Principles

A set of broad principles are included on which the proposed New Zealand Curriculum is to be based. Principles are seen as beliefs that guide practice and schools are advised that they should use the principles as they design and implement their own curriculum.

As statements of belief principles are neither 'right' nor 'wrong' they are simply useful or non useful and appropriate or inappropriate.

Whereas a basic premise in the curriculum framework was that the individual student is the centre of all teaching and learning and all students should be provided with a curriculum of the highest quality, this is not as explicit in the curriculum draft. Yet the term "personalised learning" is heralded by the Minister (Maharey 2006c). The increasing intensity of work created by a personalised learning approach will need to be considered against the issue of class size if teachers are to be able to achieve the expectations being set.

Learning always has been and always will be a personalised experience. (Yapp, 2003).

NZEI's national advisory groups saw the sole location of Māori under 'Cultural Heritage as an attempt to place biculturalism in an 'historical past' ignoring current day to day life in New Zealand. Biculturalism is essential for all New Zealanders whether they be Māori or tauwiwi. A recent event of significance in New Zealand, the death of Te Arikinui Dame Te Atairangikaahu demonstrated this eloquently.

All NZEI groups supported the statement "Students who identify as Māori have the opportunity to experience a curriculum that reflects and values te ao Māori" but wish to add that this opportunity should be made available to all New Zealanders.

Recommendations

- xv *That the Cultural Heritage Principle be rewritten to state "All students should have an opportunity to experience a curriculum that reflects and values te ao and tikanga Māori."*
- xvi *That the Principles reflect a curriculum inclusive of different groups of students.*

Values

The curriculum draft and the curriculum framework focus on a quite different aspect of values and both claim community endorsement of these aspects.

As 'beliefs', values are neither right nor wrong – they can be either agreed with, or not.

The curriculum framework described values as "*internalised sets of beliefs or principles of behaviour held by individuals or groups*" and the

values reflected are those that “are supported by most people in most communities.” The curriculum framework also asserts that the values are “Commonly held values of individual and collective responsibility that underpin New Zealand’s democratic society” (p21). The evidence for this statement came from the wide public response to the curriculum process in the 1980s led by the Committee to Review the Curriculum (1987).

Values in the curriculum draft are described as “deeply held beliefs about what is important or desirable” and it is asserted that the values outlined “are those that the New Zealand community supports because they enable us to live together and thrive in a diverse, democratic society in the twenty first century” (p10). Evidence to support this claim is not presented.

The difference between the groupings and selection of values in each of the documents could be characterised by the curriculum framework’s focus on behaviours and the curriculum draft’s focus being mainly on ideas but with only some behavioural implications.

If the curriculum draft is given force by regulation its values will be the ones that **must** find expression in each school’s programme. The choice of values will not be up to each community to decide but rather it will be the specific ways in which they are given expression guided by dialogue between the school and its community. This feature has a potential for conflict and the possible watering down of the values that are proposed.

Principles and values

Snook (26 August 2006) questions what is the difference between ‘principles’ and ‘values’? He argues that both seem to be beliefs that guide practice. He identified that some words appeared as both values and principles, for example, ‘excellence’ and ‘equity’. This is seen as problematic because the meanings differ in each context.

Silverdale Normal School in Hamilton in its response to the Ministry on the curriculum draft, questioned why ‘Excellence’ was at the top of the list for both Principles and Values. While approving of ‘Excellence’ the staff of 18 commented: *While excellence is important, it should not dominate so completely. Further, there seemed to be no common definition of excellence – it was described differently in each place.*

Teachers liked the messages in the 'Values' but found that concepts of 'equity and social justice' were not worked through the document. This treatment they contrasted to concepts such as 'entrepreneurship' or 'globalisation' which were treated unproblematically and appeared several times throughout the curriculum draft.

Teachers appeared to agree with the section on Values but they found some of the terms used in the Principles such as 'Connections' as ones that they would not normally use. They preferred 'Relationships'.

Teachers also questioned why 'Coherence' had been included as a Principle, when other equally powerful words had not been included, for example, holistic, integrated, broad and balanced.

The Principles and Values should incorporate biculturalism. The statement in the Principles which includes "All students experience a curriculum that reflects New Zealand's bicultural heritage and its multicultural society" should be examined carefully for what it is saying and what it is avoiding. The use of proactive and instrumental words in some Principles and passive and non instrumental in others should also be questioned. Why is "All students are empowered to learn . . ." used when speaking of excellence? Why is "All students experience a curriculum that reflects..." used when speaking of heritage and society?

Recommendation

xvii That the Principles and Values be reworked to stand as one set underpinning the New Zealand Curriculum.

Key Competencies

As defined in the curriculum draft (p11), the key competencies align with the OECD research-based model. Competencies are conceptualised as the capabilities needed to undertake a task or meet a demand. Competencies can be seen to include skills, knowledge, attitudes and values needed to meet the demands of a task. Competencies are performance-based and manifested in the actions of an individual in a particular context.

The NZEI National Executive contends that the five key competencies set down in the curriculum draft – managing self, relating to others, participating and contributing, thinking, using language symbols and texts - are all part and parcel of a primary teacher's current tool box. But

Members expressed concern over the title 'key competencies'. They did not like the industrial overtones and neither did they accept the title just because the OECD used it.

There is considerable concern being expressed by principals and teachers about the assessment of the key competencies.

if teachers are to maximise the development of competencies in an increasingly wide range of contexts and complexity, there needs to be provision for professional learning opportunities.

The NZEI Primary Classroom Advisory Group 2006 signalled their concern that there is still work to be done in relation to 'teasing out' how the key competencies provide a framework for designing learning environments and experiences within each learning area. Teachers are required to marry these with the achievement objectives from each learning area in an integrated manner. The 'Planning with a Focus on Outcomes' section of the curriculum draft notes that the Vision, Values and Principles are embedded in the key competencies, the learning areas and the daily life of the school.

Both the NZEI Primary Classroom Teachers' Advisory Group and the NZEI Early Childhood National Caucus argued in favour of including 'Belonging' as one of the Key Competencies. The Caucus pointed to their understanding of 'Belonging' which included a sense of place that was as applicable to senior students as it was to those in early childhood. Students need to know the routines and the culture of their different environments, as well as the limits and boundaries of acceptable behaviour. This sense of 'Belonging' or 'feeling right' in different settings was a forerunner to developing tolerance and respect for themselves, others and different cultures.

Te Whāriki states that there is "a sense of responsibility and respect for the needs and well-being of the group, including taking responsibility for group decisions" (p70). When discussing the Key Competency, 'Relating to Others', the NZEI Early Childhood National Caucus did not find a sense of 'others' as they knew it.

Silverdale Normal School identified an important element missing from the Key Competencies. *"Physical competencies are not mentioned – and yet this is an area where there is a good deal of community discussion at the moment. Child development research points to an association between the physical and intellectual."*

Recommendation

- xvii *That the Key Competencies include a statement that they must be assessed in context.*
- xix *That consideration be given to ensuring the physical dimension be included in the Key Competencies.*

Learning Areas

The NZEI's Primary Classroom Teachers' Advisory Group examined the Learning Areas section in the curriculum draft and on the whole was supportive of the essence statements. This group of teachers have been closely involved with the development of the statements over the past two to three years. This was not universally supported.

Consultation with other groups of teachers show a range of responses which indicates that good professional development over a period of time is needed.

The Primary Classroom Teachers' Advisory Group made the following initial comments.

The Arts

Teachers were supportive of the essence statement as a reasonable and not too prescriptive description of the four disciplines. The statement provided more direction for teachers.

Compared to the curriculum framework more generic overview, the curriculum draft addresses each discipline separately and uses the vocabulary of each discipline to describe how students will gain understanding and knowledge.

One teacher believed that the detail of the description was daunting in that it gives the impression that there is more content to cover.

English

Teachers were positive about the essence statement noting the emphasis on the importance of learning English and the skills and processes students should develop.

Compared to the curriculum framework, the essence statement in the curriculum draft was more practically based and clearer about skills and processes but the curriculum framework was clearer about the need to be able to read a wide variety of texts. Teachers noted that the curriculum framework made provision for the development of a critical discernment in relation to television, film, the computer and visual media. They would like to see this element evident in the Curriculum draft.

Health and Physical Education

Again, teachers were positive about the essence statement as it confirmed their current teaching philosophy, knowledge, skills and practice.

Compared to the curriculum framework to individual team activities, personal goals, gender stereotypes, students, cultural perspectives and customs, drug education and education outside the classroom

references are missing. They noted that dance, now seen as one of the disciplines of The Arts, was previously incorporated into the Physical, Health and Well-Being section of the curriculum framework.

Learning Languages

Teachers commenting on the essence statement raised questions about the place of te reo Māori. They questioned whether it fitted into the 'compulsory' section or as a part of 'learning languages i.e. not compulsory but offered. They noted it was not clear whether all three official languages - English, te reo Māori, sign language – and another 'international' language were required to be taught.

Both the curriculum draft and the curriculum framework gave strong reasons for learning another language.

Mathematics

Teachers were supportive of the essence statement seeing it as clear, succinct, easy to read and understand. Comments made included a positive response to thinking skills.

One teacher mentioned that the use of the phrase 'mathematicians and statisticians use symbols, graphs and diagrams' may give the impression that these activities are exclusive to academics.

Compared to the curriculum framework it was seen as largely a rewording with the important points still present.

The Ministry has given no explanation for separating out mathematics and statistics. It is staff's opinion that this needs to be explained (Clyde Quay School staff 2006).

Science

Teachers were positive about the essence statement believing it to fit with their current teaching philosophy, knowledge, skills and practice. It was easy to transfer the scientific language into teaching practice.

Compared to the curriculum framework, it was much clearer and more succinct.

Social Studies

Teachers were supportive of the essence statement, believing it to fit with their current teaching philosophy, knowledge, skills and practice. They saw the focus on integration and the inquiry approach at levels 1-4 as very important. The statement was general, which they saw as giving teachers more flexibility to meet the needs of specific students.

Compared to the curriculum framework the Treaty of Waitangi was not mentioned specifically and neither was there specific focus on the Pacific Islands or Asia.

Technology

Teachers did not find this section as very useful or useable in its present form.

Effective Pedagogy

A positive feature of the curriculum draft, was the overview of the main ideas about good teaching, learning and assessment practices that underpin and support the implementation of the proposed New Zealand Curriculum.

In the curriculum framework this section was to a large extent omitted and instead was addressed separately and more or less explicitly in each of the accompanying individual curriculum statements. The sections on effective pedagogy and on assessment in the curriculum draft contain a welcome collation of the currently accepted best practice related to teaching, learning and assessment in New Zealand. (Alton Lee 2003).

Teachers will still need to access the specific language, pedagogy and assessment required by each of these different disciplines. Assessment for learning across the curriculum with differentiated teaching and personalised practices are a huge increase in expectations.

Designing a School Curriculum

The NZEI's Principals' Council examined the 'Designing a School Curriculum' section in the curriculum draft and made the following initial comments.

Overall this was seen as a useful section providing an outline of what schools should attempt to do when designing a School Curriculum. The Council saw opportunities provided to schools to take the initiative. The broad statements were seen as a strength. The process of designing a school curriculum was not seen as different from how schools developed their charters. One of the disappointments for the Council was the lack of emphasis that teaching was about relationships and connecting with the students.

Examples of "significant themes for engaging students" as stated in 'Designing a School Curriculum' (Ministry of Education 2006a, p26) were regarded as limiting by the NZEI Principals' Council in an initial discussion on the curriculum draft (8 August 2006) While the themes of sustainability, enterprise and globalisation are well-developed, the same

This section should relate closely to, and support Quality Teaching for Diverse Students: Best Evidence Synthesis (Alton Lee 2003).

The lack of emphasis on the importance of teachers building positive relationships with their students was one of the few disappointments raised by the principals consulted (NZEI Te Riu Roa Principals' Council 2006).

cannot be said about the weighting given to the development of other concepts such as “equity” “social justice” and “the environment”. This leads to an imbalance in the direction for teachers when planning teaching and learning programmes.

The Council liked the attempt to include diagrams to show the links to the Schooling Strategy and National Education Guidelines (p27). It appeared in the diagram, however, that the only place for the school curriculum was in its implementation phase and the diagram did not fully capture the complexity of curriculum processes.

The NZEI Early Childhood Caucus thought the diagram looked like a linear self review model rather than one that encourages better understanding of links while maintaining an active view of the learning process.

Recommendations

- xx That examples of significant themes be broadened to provide a wider focus to include the development of concepts such as ‘equity’, ‘social justice’ and ‘the environment’.
- xxi That examples of significant themes encourage an examination of issues from which tensions arise.

Planning with a focus on outcomes

Overall the NZEI Principals’ Council thought that this section focused on task-outcomes and did not take account of the complexity of teaching and learning. There was no recognition about the process and strategies that were needed to achieve student outcomes.

The recognition that “all students can learn and succeed, but not necessarily on the same day, at the same time or in the same way” was applauded by the Council. Recognising that students and their learning needs are individual requires support and resourcing on a much larger scale than is currently given. In fact the Council questioned how in the school it would be possible to plan for personalised learning and to make assessments in an authentic context with large class sizes. The Council saw some dilemmas and tensions in what was required.

They were pleased that the long-term view taken was that “each student’s ultimate learning success was more important than the covering of particular achievement objectives”. The intention to mandate the achievement objectives and report against levels appeared contradictory.

The NZEI Principals’ Council’s view was that the achievement objectives should be set aside from the curriculum draft.

Recommendations

- xxii *That the section on 'Planning with a Focus on Outcomes' be renamed 'Planning with a Focus on Teaching and Learning'.*
- xxiii *That the Achievement Objectives not be included within the New Zealand Curriculum.*

Planning for the development of the Key Competencies

Many of the statements in this section were seen as good teaching practice and in line with current research. The NZEI Principals' Council was pleased that recognition was given to the Key Competencies being assessed in the context of tasks.

Planning for Purposeful Assessment

"The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides. With this in mind schools need to consider how they will gather, analyse and use assessment information so it is effective in meeting this purpose" (p30).

The opening statement of the curriculum draft was widely accepted.

Students know that what is assessed is seen as having the most value. Invariably, tests are for individuals, paper and pencil based with a solution sought through a multiple choice format. Other critical areas, such as being able to solve problems and/or work cooperatively in a team, are largely ignored. The National Education Monitoring Project provides the only external assessment attempt to assess group activity. Such assessment can be done if we genuinely desire that schools are to be creative and innovative. Such assessments must be encouraged if we genuinely desire students to play a part in their own learning and demonstrate their understanding. Teachers need to understand and be skilled at making group assessments if cooperative learning within a team and problem solving activities are to have meaning.

The strength of the 'Planning for Purposeful Assessment' section is that it gives a greater sense of coherence to the curriculum as a device for determining, planning, and achieving purposeful and integrated learning for students.

NZEI policy on evaluating student learning is as follows

- *Judgement on, and reporting of, student learning will be through multiple measures and not based on a single assessment.*
- *The primary reason for evaluating programmes in learning will be to plan for further learning and improve the delivery of education.*
- *A wide range of abilities, attitudes, interests and skills will be included in the assessment process.*

- *Clearly-defined agreed criteria will be set for each area being assessed and evaluated.*
- *Evaluation and assessment will be an integral part of a school's learning programme and not just an "add on".*
- *Assessment should be continuous, and capable of giving quick feedback to teachers and children.*
- *Evaluation will be conducted through a wide variety of methods which includes "ordinary" learning tasks.*
- *Assessment will be a mixture of internal (teacher) and criterion-referenced tasks.*
- *The scores of individual children will not be published.*

And further

- *A proactive, confident and constructive approach to assessment will be enhanced through high quality assessment procedures in schools assisted by the provision of non-contact time, study leave and other staffing issues.*

Recommendation

xxiv That NZEI's support for the Planning for Purposeful Assessment section be noted.

Planning for Coherent Pathways

There was less satisfaction with this section.

Two main areas of concern were noted about this section. The first relates to the identification of phases of learning from early childhood to tertiary education. The unusual groupings in this section created confusion for teachers. There is no evidence to support this idiosyncratic and arbitrary division between the groupings. Not only are the divisions unable to be easily recognised, the descriptors they contain are clearly wrong and misleading. For example, learning in years 5-10, states "students move through the stage from learning to read, reading to learn..." This statement and others cannot be sustained in current good practice in New Zealand schools. The NZEI Principals' Council expectations are that students should be 'reading to learn' well before years 5-10 as set down in the curriculum draft.

The New Zealand Association of Intermediate and Middle School's response to the Ministry on the curriculum draft identifies the problem that introducing another grouping creates. They believe: *The classification of learning in years 5-10 is however at odds with the*

Whereas the curriculum draft delineated a flow between sectors it also creates a barrier.

research about middle years education the current New Zealand curriculum and what is actually happening in New Zealand. Years 5-10 are not seen as a distinct developmental stage.

Another concern raised in the 'Coherent Pathways' section was the diagram of Key Competencies cross sector alignment (p.33). The dispositions of Te Whāriki, the proposed Tertiary Education key competencies and the OECD framework is an attempt to provide a picture of a seamless progression through the years of formal education and for life beyond. This attempt at cross-sector alignment is welcome but the diagrammatic representation of a disposition in Te Whāriki such as "well being and belonging" leading to a tertiary competency "acting autonomously" is an artificial construct which is untested.

So here is a wish list for continuity across the sectors:

- Closely aligned learning dispositions and key competencies;
- Closely connected learning environments, relationships, and images of the learner, across which the dispositions and competencies are distributed; and
- Learners who are ready, willing, and able to critique and redesign the curriculum and the world. (Carr 2006).

Recommendation

xxv That further consideration be given to the content of the section on Planning for Coherent Pathways to ensure it is convincing.

Achievement Objectives by Level

All of the NZEI National Advisory groups thought the diagram (p14) had lost currency. It reinforced an artificial construct of learning ie in linear, hierarchical and equal steps and did not reflect how students learned. The groups were of the view that the diagram no longer had a place in an environment of "personalised learning" catering for an individual student's learning needs. The NZEI Principals' Council members did not believe that the 'overlaps' between students' chronological age and the curriculum levels were satisfactorily explained.

The Council believed that dilemmas and tensions were created by maintaining the hierarchical and linear levelling of the curriculum.

The Primary Classroom Teachers' Advisory Group felt each Learning Area achievement objectives had been written in isolation. Some Learning Areas have proficiency levels, some have achievement objectives written generically across strands, and others have achievement objectives that are specifically identified with strands. Some Learning Areas have achievement objectives headings, others do not. Correcting this will ease use of these documents for primary teachers who teach across the eight Learning Areas.

Teachers found the placing of key competencies between only two Learning Areas as ambiguous In the graphic representation of the achievement objectives in the fold out sheet at the back of the curriculum draft.

Recommendations

- xxvi *That the diagram 'Achievement Objectives by Levels (curriculum draft p33) be omitted.*
- xxvii *That a more consistent approach to 'layout' and structure of achievement objectives be considered.*



Irene Cooper
Te Manukura
NZEI National President

30 November 2006

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9. INDIVIDUALS, GROUPS, SCHOOLS AND ORGANISATIONS CONTRIBUTING TO NZEI'S RESPONSE

Schools

Aokauatere School, Palmerston North
Central School, New Plymouth
Clifton School, Bulls
Clyde Quay School, Wellington
Frasertown School, Hawkes Bay
Hauraki School, Auckland
Hillsborough Primary, Auckland
Huntermville Consolidated School, Huntermville
James Cook School, Marton
Khandallah School, Wellington
Marton Junction School, Marton
Mata School, Tokomaru Bay
Mohaka School, Raupunga
Mt Eden Normal, Auckland
Newlands School, Wellington
Nuhaka School, Hawkes Bay
Ohakune Primary, Ohakune
Paraparaumu Beach School, Kapiti
Phillipstown School, Christchurch
Pomaria Primary, Auckland
Sanson School, Sanson
Silverdale Normal, Hamilton
St Anne's Catholic School, Auckland
St Benedict School, Wellington
St Josephs School, Waipukurau
Te Kura o Waikaremoana, Wairoa
Te Mahia School, Hawkes Bay
Te Puna School, Tauranga
The Terrace School, Waipukurau
Tiaho Primary, Wairoa
Tikorangi Primary, Waitara
Tiritea School, Palmerston North
Titahi Bay School, Wellington
Trentham School, Upper Hutt
Turakina School, Turakina
Waipawa School, Waipawa

Wairoa College, Wairoa
Wairoa Primary, Wairoa
Woodstock Primary, Hamilton

NZEI National Executive and Networks

Kapiti Branch
Manawatu Branch
Ruapehu Branch
Taranaki Branch
NZEI Primary Classroom Teachers' Advisory Group
NZEI National Executive
NZEI Principals' Council
NZEI Early Childhood National Caucus
Taranaki District Council
Wellington District Council

Organisations

1. Asia New Zealand Foundation
2. Human Rights Commission
3. New Zealand Association of Intermediate and Middle Schools (NZAIMS)
4. Quality Public Education Coalition (QPEC)
5. World Wildlife Fund (WWF) – New Zealand

Individual

Gwen Francis, Pukekoe