

HETTANZ

Home Economics and Technology Teachers' Association of New Zealand Inc.

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Submission from the Home Economics and Technology Teachers Association of New Zealand on the Draft Curriculum Framework.

This submission results from comment from membership on the draft curriculum and from Executive discussions. It attempts to summarise indicative common views and key concerns. Individuals within the association may also contribute to their workplace submission.

Background / Section A

HETTANZ is the professional association representing teachers of Home Economics and Technology in New Zealand with a membership of approximately 450 representing teachers who are currently working within a range of teaching and learning areas in schools, some industry and public health areas and also life members. The executive of HETTANZ are elected by their peers with a view to lead the profession in areas of professional development, advocacy and professional resourcing. It is in this capacity that this submission has been drafted.

Sections B & C

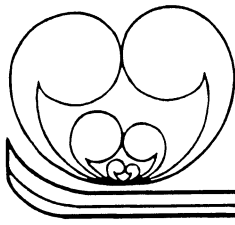
General Comment

- While supportive of the overall philosophy and concept of the document, there is concern that there are some issues around language and terminology used, as well as the clarity, logic and coherence of some components of the document.
- There is greater evidence of strengthening relationships with the community, and the focus on the needs of learners however some of the concepts are unconnected to the themes or are conflicting in nature.

Overview

The intent of the overview is clear however it could be strengthened by

- Inclusion of a statement regarding the Treaty of Waitangi as a founding document. As it stands the document does not strongly reflect the nature of the bicultural agreement within education to support our cultural heritage and the elements of Te Reo and Tikanga within all learning areas.



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- The diagram on page 7 would be strengthened and clarified by the addition of the names of the Learning Areas around the outer circle. This would make explicit the embedded nature of the principles and values within the essential learning areas.

Vision

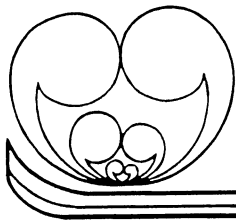
The concept of a shared vision for all education sectors is a powerful image.

- In the opening section on page 8 there is need of a statement regarding the balance between the economic and social driving forces and contributions within our society. At present it demonstrates an economic bias as opposed to a focus on family, culture and society. There is a need to emphasise ways to participate and contribute to society other than economic pathways which would then align clearly to the values and key competencies in a more holistic manner.
- The illustration places New Zealand children within a global environment, however, there is no mention of global responsibilities or opportunities in the vision and this concept should be explored in the section dealing with connectedness both on page 8 and page 9 to remove conflicting ideas.
- The use of the word 'connected' is confusing. It is defined differently to the explanation on the Principles. It is a key term in the work on fostering resilience and the protective factors within health sectors and as defined in research. This concept could be more powerful if explored in these terms within the education environment and a link across the principles and vision would then be clear and consistent. At present it is confusing and not consistent within the document or in the wider socio cultural setting.

Principles

The definition as it reads is unclear when read alongside the statement on values. Greater clarity and connection is required to make these statements coherent and powerful. The principles underpinning curriculum as outlined by the Victorian Department of Education and Training make explicit the principles as related to teaching and learning and remove the ambiguity of terms.

- Excellence is a value laden and potentially exclusive term and should either be replaced or qualified. Concepts around achievement of personal potential are less judgemental and more clearly describe what the goal is for each learner. Achievement is



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a term also specifically used in relation to qualification pathways and while this is part of what we are aiming to achieve it is not the only form of student success.

- Learning to be critical thinkers and those who make informed decisions should be made clear and explicit in the section on learning to learn as this is a term that appears in several of the learning areas. This would add consistency to the document.
- Cultural Heritage. As referred to above this principle does not adequately address our obligations under the Treaty of Waitangi. This should say reflect that all students have the opportunity to learn te reo Māori and experience a curriculum that reflects and values te ao Māori.
- Connectedness here is couched in different terms to that in the vision. As referred to earlier there is a greater need for consistency in these terms and clear meaning conveyed to the readers.

Values

The way that the section on Values has been exemplified to show schools and teachers how they can shape these for their own communities is a strength and is consistent with a school based curriculum and outcomes focus.

- Again the term “excellence” is problematic

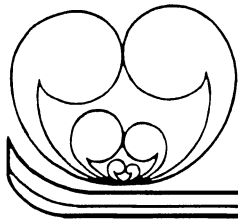
Key Competencies

These are perceived as a strength but with some reservations. These reservations include

- Making a clearer to the learning areas and explaining how these may underpin the learning areas. It is not clear how these could be embedded and incorporated into the essential learning areas and relate to the other components of the documents
- These appear to have moved significantly away from the DeSeCo definitions and descriptors from which they were derived.

Learning Areas

The individual statements reflect the themes and are slightly different in their construction but this does not appear to be problematic.



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Health and Physical Education Learning Area Comments

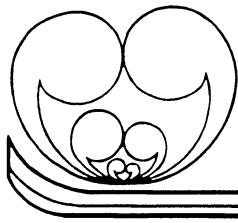
It is positive to see the three inter related disciplines clearly represented on page 17 and the philosophy that draws these together made explicit. In particular the section regarding Home Economics and its placement within the learning area is a very positive statement given the current environment supporting Food and Nutrition and its place in the health of the nation. This section is very clear and strongly presents a vision for the way in which these areas can relate within schools, retaining their own nature and content but sharing the same underpinning theories and values.

To strengthen the interconnections of the Key areas of learning, the underlying concepts and the Strands a diagram such as that in the existing document showing the interwoven nature of these elements of the learning area should be included.

The concepts, strands and key areas of learning are clearly defined and the two footnotes which clarify the terminology should be retained. The achievement objectives are clearly defined, show progression and clearly delineate between levels 1 to 8.

Technology Learning Area Comments

There is a clear statement of intent for this learning area and the reason for choosing this to study. Clarity of the contexts for learning will need to be explored by teachers within a learning community to ensure the breadth of experiences required by students across the learning area. The Technology Practice strand is an evolution and interpretation of the current document and will be familiar to teachers. The Nature and knowledge strands are based on current research around the concepts described. However, teachers will require support in the form of materials and professional development through the course of the trial and implementation in order to come to terms with these and to explore their potential in the delivery of programmes of learning. The progressions from levels 1-8 are clear and coherent and the draft indicators that have been used within some technology communities of practice provide depth and clarity to these Achievement objectives. The new strands give clear direction for the type of knowledge and understanding needed not only to support the technology practice strand but for students to be critically literate in the 21st Century. While some have found the language used in the statement challenging it must be stressed that this language is developing within the sector as part of the evolution from the previous iterations and this like any other learning area will develop its



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literacy as it progresses and grows. This will require support and further materials to enable teachers to come to grips with this in their own context.

Effective Pedagogy

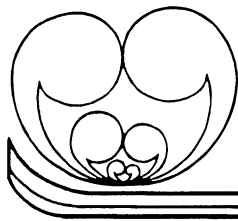
The inclusion of this section is essential as it underpins all teaching practice and supports the nature of the learning areas.

- This section would be better positioned prior to the Learning Areas Introduction.
- It would be helpful to include a reference to educators and students as reflective practitioners and the relationship between reflective practice, pedagogy and student achievement.

Designing the Curriculum

Concerns within this section are:

- The themes seem positioned in an unconnected manner and not coherently connected or related to the section on Vision, Principles and Values. As they are already inherent in the Vision and Principles as well as being essential components of a number of learning areas as content, this section appears repetitive and not consistent in places.
- It is unclear what is meant by design, as opposed to content, or learning programmes, or implementation strategies. The potential for designing and delivering curriculum is not made explicit and does not provide a means for providing a theoretical or practical framework in terms of curriculum design. In its current form it is not clear how this section will enable schools to reflect on the rationale, thinking, and practical considerations in their existing or future curriculum designs and to provide guidance in the critique of these designs and delivery mechanisms.
- The diagram on page 27 is useful and makes explicit the links between the National Education Goals and The Schooling Strategy.



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Planning with a focus on Outcomes

There is a greater need in this section for emphasis in the pedagogy and outcomes and the development of learning orientations

Planning for the Development of Key Competencies

It is concerning to read the statement in the second to last paragraph of this section that says that competencies should be assessed. The competencies were designed in their original format to exist within a structure and the curriculum is the structure which supports this. The competency can only be demonstrated within context and the assessment should be of the learning context Achievement objective not another layering of assessment of and arbitrary competency. Competencies are inter-related and embedded within a connected series of learning experiences in order to develop these. Students should be given opportunities to develop the competencies in a range of contexts that require them to use their knowledge and skills in a range of ways.

Planning for Purposeful Assessment

This section reflects current thinking about and elements of best practice in assessment and gives helpful guidance to schools and teachers in this area.

Planning for Coherent Pathways

This section supports the seamless education described in a number of other ministry documents and provides a clear framework for schools.

- Within the diagram the cross section alignment is confusing as it does not coherently align with the previous sections in its content or context. At the moment the connecting arrows are not always logical. For example the "Contribution" competency within Te Whariki should logically link to Participating and Contributing, Participating and Contributing should link to Operating in Social Groups.

Further Recommendations

- The Curriculum framework and Achievement Objectives should be mandated to ensure a cohesive curriculum at a national level
- That the curriculum should be compulsory to year 11. The rationale for this is that the leaving age for secondary students has changed and most students are within the compulsory schooling sector until the end of year 11. General education should be provided to this stage and specialisation occurring from year 12 to provide specific pathways for students beyond the compulsory education sector.