

Karori West Normal School

Summary of comments from our Teacher Only Day:
Friday 20th October 2006

Vision

Positive:

- Language: very active, empowers our young people, seize opportunities, overcomes, active, doing forward thinking
- Visual presentation: reformatted to display the key issues/points
- Student centred
- Articulates a vision for the future through 4 key themes: confident, connected, life-long learners, actively involved- starting with confident-excellent
- Lifelong learners- important
- More directed, less "waffly" education speak, easier for "non-teachers" to understand
- Much more user friendly
- Layout fantastic- broken down, not a novel
- Knowledge based society
- Sums up the whole person
- More inclusive

Negative:

- Doesn't refer to the home/school/community role in education- more specific to school's role in a child's education
- No mention of the Treaty
- Individuality
- Needs more whanau connections- family values
- Business speak (old forward: world economy)
- Where's the social policy that backs it up? Teachers and schools have to do it

Interesting:

- Huge emphasis on Competencies, teach those and students will achieve the vision
- Shows move in social attitudes (no longer gender/ethnicity emphasised) rather all children have right
- Old and new curriculums are linked- it is more refined but there are crucial parts that have been missed out
- Looking at big picture- in the future economy and being a good member of the community

Principles

Positive:

- Provides more 'teaching moments'- less prescriptive and more flexible

- Teaching and learning centred on student

Negative:

- Design your curriculum but ...
- This is less inclusive 'students who identify as Maori'

Interesting:

- In the old states the Treaty but in new talks about bi-cultural values and this implies that the Treaty is valued.

Values

Positive:

- Positive (old CF: negative)
- Values are clarified and made more specific e.g. Virtues programme are very appropriate. (old CF: very general, children to pick up some way by contact with environment)
- Bullet points easier to access

Negative:

- Individual (old CF: communal)
- New focuses a lot on only reaching as far as the immediate community rather than school relating to each other and the wider society
- No mention of respect for animal rights, only care
- No respect for the laws of our land
- No mention of tolerance
- Old CF has Maori translation throughout- this makes our NZ curriculum unique- we think it is great!

Interesting:

- Aware of others values but do they participate?
- Has it gone too far towards individual values- should it swing back?
- No 'attitude' mentioned but inferred

Key competencies:

Positive:

- New KC: more clear and curricula, more holistic, open- interpretation can be positive and negative and flexible
- Students who can/have... more active teacher role , provide context and assessment

Negative:

- Participating and contributing, managing self, relating to others: do these reflect the cultural, heritage and personality traits?
- Will it recognise that they are not failing?
- Missing competencies of basic skills and knowing your limitations

Learning Areas:

Arts:

General Ideas and the Essence Statement:

Positive:

- The language is consistent across all disciplines emphasising the importance of using Arts literacy
- Creates a sense of integration across the disciplines apposed to looking at each one separately
- Provides direction for teachers
- Like how it is more concise and uses key words
- There is a natural progression from the current document and resources
- Briefly encapsulates the key ideas

Negative:

- The glossaries and learning examples have been removed.
- It doesn't explain the strands in detail – will it support beginning teachers, teachers who are not confident, and teachers returning to the workforce?

Disciplines

Positive:

- Encourages creativity and production
- A clear progression through the levels
- The introduction of the technological context
- There does not seem to be more to cover in terms of planning and documentation
- The AOs state outcomes in ways that are helpful

Negative:

- The layout. Needs to be consistent. At the moment we have to look all over the place across the levels
- Where is the technological context for Visual arts? This is not very clear
- Assumes that people are Art Literate. The glossary in the old curriculum was brilliant

Interesting

- The name *Sounds Art - Music*. We like it because it doesn't make music seem scary anymore. However, we would probably still call it music. Will the attitudes change with a name change?
- L2 Visual learning outcome is *develop ideas*. We thought it was a bit scant.
- The change in the order of strands. Will it promote teachers using other strands besides *Practical Knowledge*?

English:

Positive:

- Very specific
- Same structure as exemplars: uniformity (between), links to exemplars, progressions are clear, it fits- it's embedded in practice

- Our feeling is that this is a step forward (they're got it more right)
- Expressive, poetic, transactional gone- we're pleased
- Wide view of text, variety of text forms, purposes of text types, comprehension strategies, heritage of English literature, English strands in own right and English is the language of transmission, nods to key competencies, making/creating meaning- a big tick, literacy: writing/ writing/ infolit, great to see "enjoyment" is back

Negative:

- But where is the handwriting?
- No mention of 'students with special learning needs', comprehension strategies implicit but is it strong enough?

Interesting:

- 2 strands making creating
- Success in English is fundamental to success across the curriculum

Health and Physical Education:

Positive:

- Great to see Home Economics acknowledged again although it is rather difficult to see where it is linked within AOs
- Will be good to use the old as a teaching resource
- Love it altogether in one book
- Strand definitions are broken/down refined in the new draft v pages of description in old curriculum

Negative:

- New draft AOs need to be numbered for effective use/assessment.
- Hauora: topic area but not carried through in draft
- Would be nice to have English/Maori translation within the levels e.g. Hauora- Well-Being should be continued through out
- No emphasis on dance in new but lots about movement, this links well, would be good to leave it in?

Interesting:

- Old mentions co-operation- team work, in new no emphasis on competitiveness- very individual based

Science:

Positive:

- More scientific and more choice in learning contexts
- Joining the 2 integrating strands as one – good
- **Living World:** good title, gives room to evolve one's planning, need to learn/know in everyday context
- **Planet Earth and Beyond:** clearer, cyclic processes, move through the levels developing, not prescriptive, could lose themes maybe gaps

Negative:

- It needs guidelines so there will be no doubling up of themes/topics
- **Physical World:** what does it mean? Too broad? What is appropriate to various ages?
- **Material World:** allows for some interesting topics to be developed, too loose?

Interesting:

- Removed the word technology
- Still 5 strands (learning areas)
- These still integrate into all other strands

Mathematics and Statistics:**Positive:**

- Broad range of practical applications in everyday life
- Relates to Numpā
- Good to see Numpā developments included
- Realism of teaching number knowledge before progressing further to measurement, etc
- Good to see Statistics in everyday use
- Clear and easy to follow and see progression

Negative:**Interesting:**

- Shows movement of what we learn in school into everyday situations
- Moved from five separate strands into grouped strands which are related and work together
- New document has less AOs and they are more generic
- High focus in levels 1 to 3 on number- base of everything else

Social Sciences:**Positive:**

- From social processes to social enquiry underpins the whole document- we like it
- There are more choices, more flexibility in draft e.g. you can choose your strand to match your AOs
- Won't be a big shift- it is our current practice
- We think the Key Competencies link especially well to Social Science
- We can see how the new document AOs relate to the old AOs curriculum

Negative:

- Treaty not mentioned in essence statement- bicultural heritage/ multicultural society but heritage implies only in the past- Treaty is mentioned specifically in Level 5

Interesting:

- Only 4 strands now, social organisation and cultural heritage put together

- Where do current affairs fit?

Technology:

Positive:

- Good layout

Negative:

- Need to have numbered AOs
- A focus on Enterprising- is this what it is about?
- Difficult to link old document to new document
- Does it leave it open to some areas not being presented/delivered
- Terminology is too complex
- Very business model

Interesting:

- Rearranged old- make it more accessible and easier to understand?
- Strands differ- technical knowledge and practice
- Changed the order
- Not all 3 areas have to be taught
- Balanced teaching/ learning areas
- Gradually leads people into NCEA- have more to do on the knowledge side
- Level 4 tends to focus on skills and codes of practice

Learning Languages:

Positive:

- Draft: user friendly
- Clearly explains benefits of learning a language

Negative:

- Should include from old CF: "Maori is the language of the tangata whenua of New Zealand. It is a taonga under the terms of the Treaty of Waitangi and is an official language of New Zealand. Students will have the opportunity to become proficient in Maori."
- If we are having this curriculum, where are the professional development and resources?
- If it's a bicultural heritage we have here, where does Maori (Te Reo) stand? This is an important part of our heritage!

Interesting:

- Which are the languages of priority at 5?
- ESOL: where is it? Is it a stand alone? Is there a curriculum for ESOL?
- How have schools been implementing language learning to date?

Effective Pedagogy

Positive:

- Good to acknowledge "professional job of teaching"
- Concise, good to have them there so we "have" to do it- accountable

- It's a useful inclusion
- Telling us what we already know
- Helps focus all stakeholders
- Good to see E- Learning being included
- Really like integration with community/wider world
- Integration of subject areas into interdisciplinary learning good
- Multiple opportunities to learn and practice- owning own learning- great
- Explicitly expressed
- Introduction is excellent
- Acknowledges that teachers are multi-faceted
- We agree with the current research and breakdown of each point well worded

Negative:

- E-Learning and Pedagogy: where are the links? It's not clear! Why is it here?
- E-Learning: very narrow- doesn't cover other forms of info literacy- how will it be funded?
- No mention of Information Literacy: are we moving away from using a range of media and how do we support libraries, etc?
- Is there evidence to support that having more computers in the class improves the learning outcomes of the students?
- Are you talking about the use of computers in the class/school and moving away from traditional ways of teaching
- Doesn't indicate a progression for young children with limited literacy skills- where does it start?
- Second paragraph need to add special needs, diverse needs, backgrounds and cultures

Designing a school curriculum includes:

Positive:

- Great, if appropriate themes chosen
- "Learning conversations" p.24 is very good

Negative:

- Parents, teachers, etc with political agendas: could abuse this privilege
- We don't like School Trustees fish hooks: capture by special interest active groups of parents or prejudices- open to hijacking
- Unsure of choice of significant themes
- Where is the commonality for all schools? Problem for transient students?
- We don't like significant themes- too limiting, uninspiring, not good for all ages e.g. juniors