

GLENDOWIE COLLEGE

THE NZ DRAFT CURRICULUM CONSULTATION

OVERVIEW

WHAT IS DIFFERENT?

Essential Learning areas 7 (8).

- Values more explicit.
- Expects schools to localise the delivery of the curriculum, within the constraints of the NZQA Qualification framework? Gives flexibility.
- 8 Learning areas in new draft as opposed to 7 – Languages in its own right.
- Holistic ideas as opposed to specifics.
Larger emphasis on social skills in key competencies.
- Treaty of Waitangi – removed from overview but is in the cultural heritage section.

WHAT IS MISSING?

Reference to the Treaty of Waitangi.

The place of Business Skills/Commerce eg. Accounting.

ESOL.

Careers.

VISION

No mention of responsibility of students:

- Personal.
- Collective.
- Environmental.
- Social.

No mention of active involvement:

- Fit.
- Healthy.
- Dexterous.
- Self-reliant.
- Practical skills eg. Sewing, Woodwork, Cooking.
- Sports.
- Whole person/Holistic balance.
- Physical.

No mention of cultural/arts events/activities. (see it more explicit)

- Exposure to and appreciation of
 - International Day
 - Shows, Productions, Concerts.
 - Drama, Dance.
- Glendowie College doesn't mention "contribution to society" in mission or vision.
- Vision and Mission need to be more explicit in what our statements mean eg. Explaining things in the vision and mission like draft. eg. Confident, etc. Consider using 4 headings in the Draft Curriculum. – would be more aligned and easier to monitor.
- Questions raised re the statement not including a global view.
- Addition of resiliency in vision.
- Responsible students is important but not explicitly mentioned in vision or principles. We believe it should be under Principles.

PRINCIPLES

No mention/acknowledgement of:

- Competition.
- Self-discipline/responsibility eg. goals, time management.
- Another heading/category on Principles page like **Self Management** to include such things as:
 - Self discipline.
 - Self care.
 - Self Organisation.
 - Balance.
 - Autonomy – independent.
- Equity – unrealistic expectations eg. Students who come into class with limited English.

No mention of

- Co-operative involvement.
- Competitive.
- Tolerance of difference/diversity doesn't get explicitly articulated here or in values. Should be in Values section.
- Excellence – how do we emphasise this principle – worried that we are losing this battle – schools responsibility to try to find ways to maximise this – NCEA does have an impact. Promotion of limited entry requirements.

Glendowie College Mission and Vision

- Physical skills
- Responsibility.
- Self reliance/management.
- To include cultural insights and experiences.

VALUES

- Some key values that everyone agrees on – respect is popular.
- Shared set of values, but not clear in core values.
- Excellence, safety, opportunity, valued by school and community (Glendowie family).
Want high standards:
 - Uniform.
 - Facilities.
 - Behaviour.
 - Consequences.
- Values reflect those wanted by the community.
- Values in common with curriculum.
 - Excellence.
 - Critical Thinking.
 - Diversity.
 - Respect.
 - Community.
- Curriculum values missing from core –
 - Care for environment, equity, integrity.
- Creativity and enterprise instead of critical thinkers.
- Recommendations:
 - Task group to develop values.
 - Values need breaking down to be more manageable.
 - Form class used to teach and discuss core values.
 - The “GD Way”.
 - Classroom climate policies need developing.
 - Student friendly language.
 - SMT/Deans more visible.
- Help students to express values:
 - Peer Support.
 - Mentoring.
 - The Arts.
 - Debating.
 - Travellers Group.
 - Student Council.
 - Pastoral Care.
 - International Day.
- More student/teacher mentoring – form teacher role needs developing.
- Values in curriculum good but need to re-work core values of school.
- Recommendations.
- Overt, strong ways to get values across.
- Shared values – RESPECT.

- Positive reinforcement.
- Consistency and consequences.

- Re-word values so that they align with the new curriculum document.
- School song (values theme).
- Reduce number? Choose which ones are the most important for our school.
- Model values (teachers and peers).

Values:

- Diversity.
- Excellence.
- Respect.
- Life-long learning.

Missing:

- Recognition.
- Whole person.
- Success for all.
- Critical thinking.

How do the values for our school reflect the values of our community?

- Quality.
- Sport.
- Music.
- Culture.
- Academic success.
- Community.
- Safe environment.
- Diversity.

- Celebrate diversity.
- Acknowledge values.
- Community and school values generally on the same page.
- “The Glendowie Way”.

Values – new Curriculum document.

- Equity.
- Care for the environment – litter.
- Integrity.
More supportive – but some challenges.
- Community and participation for the common good.

How do we support students to express their own values and explore the values of others?

- Form time – more structured.
- Enforce rules.
- Values – fewer and clearer.
- Posters.
- Speeches.
- Model values in classroom.
- Get seniors to model them.
- Peer Support – could be revised.
- Train them “Glendowie Way”.
- Consistent.

KEY COMPETENCIES

- A five year programme to develop the skills of managing self – more responsibility needed from senior students.
- In “relating to others” there needs to be a culture of real balance, and kids allowing other kids to be themselves.
- All these skills need to be developed in partnership with other agencies (ie. the family and community) – the onus should not only be on schools.
- Should literacy and literacy in English be emphasised more, give that its “importance ... cannot be overstated”?
NCEA has required a higher standard of literacy
- The challenge will be to work in these skills into the school programmes ... all kids will be at different levels.
- Is the place of extracurricular activities vital in the development of some of these skills?

Managing Self.

Positive:

Social responsibility.

Awareness of individual actions and responses.

Personal choice.

Good competency to have; difficult to assess.

Negative:

NCEA impedes the desire for students to reach potential.

For many students the qualification system mitigates this.

Relating to Others.

Developing relationships.

Different programmes encourage this.

Students need to be allowed to be themselves (this is a concern. Needs careful expression in the document).

Participating and Contributing.

International Day.

Fundraising.

Tolerance.

Don't take basic communication skills for granted.

(Technology intrudes, is the "sit-down" option).

Thinking.

Doing well.

Good competency.

Using language, symbols and texts.

Communication without the use of technology.

What is appropriate communication should be added to document.

Text language not appropriate in formal situations – should be explicit.

NB. Set another key competency as **Movement** (P.E. Department).

EFFECTIVE PEDAGOGY

- Need balance between development of skills and need for actual content learnt. Can't do higher skills without facts.
- Need to integrate learning areas.
 - Cohesion between learning areas.
 - Common vocabulary.
 - Skills must be universal and consistent – communication between departments to agree on methods and vocabulary.
- Culture – structured expectations so that by the time they are seniors they are independent. Create opportunity for students to be able to take responsibility for their own learning. Students understand what is expected – trained to be responsible for own learning.
- Differentiation – provide opportunity for different outcomes.
 - Ability.
 - Thinking levels.
 - Multiple opportunity.
- Relevant Learning.
 - Prior learning based.
 - Meaningful.
 - Time and space specific.
- Consistency of approach across all teachers and all learning areas **STUDENT CENTRED** involving thinking at higher levels.

- Baseline expectations and requirements of students so that effective pedagogical practices can occur. Emphasis at junior levels.
- Have structures so students have the confidence, competence and opportunities to select pathways for life.
 - Career.
 - Social.
 - Sport.
 - Relationship, etc.
- Effective pedagogy is helped by shared information and tracking.
- Schools need to provide opportunities for effective pedagogy to be developed through professional learning, leadership, etc.
- The effective pedagogy documentation is comprehensive and the group is reassured that national curriculum thinking matches our thinking.

● **How do we currently identify students learning needs?**

Test. Stream. ESOL.

Year 10 skills matching.

Career advice provisions.

Year 9 social studies.

Students seem reluctant to use school advisors.

What do students need from teachers?

Subject teachers.

- Need schools to have
 - Expectations of behaviour.
 - Structured environment.
 - Consequences for non-compliance by students.

Focus on entry and smaller classes at Year 9 and Year 10.

- Effective pedagogy relies on having manageable classes - both sizes and composition.
- “Pedagogical development has had real benefits for staff” was a generally agreed comment.

DESIGNING A SCHOOL CURRICULUM

Current curriculum - do we offer at the moment what is required?

- We are somewhat dictated to by the requirements of NCEA assessments.
- We do meet the needs of most students re academic pathways and vocational pathways. The small nature of the school means we may be limited in our ability to meet the needs of all students.
- The vision, values, principles, etc are/should be woven through the learning areas.
- The new curriculum could reintroduce work experience eg. during school exams students could go on work experience or work exploration. People could come in to school to illustrate what they do in their career.

- The current junior curriculum offers a number of opportunities for broad based learning. A request could be to change Year 10 options from 2 full year options to 4 half year options.

How does the current curriculum reflect the needs/interests of students/community?

- Indicators (eg. enrolment out of zones) that we are.

Reasons:

- Academic success.
 - Safe learning environment.
 - Vocational (non-academic) courses are always filled.
 - Wide offering of both conventional and non-conventional.
 - Subject selections are mostly accommodated (timetable developed based on student selection).
 - Integration of careers into many curriculum areas (rather than as stand alone subjects) Year 9 – Social Science, Year 10 English.
- Values
Best if integrated into the learning areas as is done here eg. Social Science, Technology, English.

How could we organise learning to take more advantage of local/opportunities and resources?

Work exploration – possibly like wider living week for workplace visits.

How could we design a curriculum around themes?

Sustainability.

Citizenship.

Enterprise.

Globalisation.

Critical literacies.

- Discussion – incorporating an integrated scheme/project into a combination of learning areas. Would have to involve very lengthy, careful planning.
- Flexibility in number of credits per course so we are not teaching to the test.

PLANNING

How are we currently helping students to understand that what they are learning will help them in their lives?

- Try to make explicit that what they are learning.
 - Tell – Assemblies, Teachers.
 - Show.
 - Measuring the above.
 - Career pathways discussed.
 - Guidance.
- Is it working? Especially in senior school. Students have to choose what is important like in real life.

- Work impacts too much.
- Homework works quite well but could lead to teachers being “off the boil”.
- Intergenerational (GDC) – no real drive to ensure learning will help them in their lives.
- Is what we are providing –
 - What they want?
 - What we think they need?

Values.

- Pigeon hole information.
- Work experience applications.

How can we make our assessment practices more manageable?

Cut number of.

We assess same things in a number of different subjects.

- Poor self management issues apparent in Science.
- Too much hand holding going on.
- No self motivation.
- Too much assessment, too little learning.
- Leave it to the last minute.
- Can't attend revision classes because still busy on assignments.
- Too little prioritising.
- Must exclude/withdraw earlier.
- Attendance shocking/role of parents.
- Values must be rigorously followed, zero tolerance.

What learning opportunities do we offer students with special needs?

- Aim for success!
- No idea.
- We don't meet some students' needs at all.
- Gang mentality.
- Low expectations.
- Behaviour problems.
- Equity – human beings.
- Teachers making inappropriate comments.
- All old fashioned assistance.
- Specialising teachers critical.
- Attitude about teaching that class.
- Seen as a burden.
- Not working for them at all.
- Secondary teachers should be trained in this area.
- Professional development and attitude.
- Lots to be done changed.

What enrichment challenges do we offer gifted and talented students?

GATE review.

How do we make sure we prepare students for ongoing learning and successful living?

Teachers' Role:

- Role model.
- Inspire and enthuse.
- Passion for own subjects.
- Communicate explicitly our core business – ongoing learning and successful living.
- Hard to measure. Start student survey.
- More research in area eg. needs for the future?? Is there something else? Continuing professional development. Ownership for teachers.

How will we monitor the development of Key Competencies?

5 Key Competencies – can we and should we?

- Very subjective.
- Suits some subjects but not others.
- But can't function without them.
- What do we do with the data when we have it?
- On report already.
- Monitor through observation.
- Reinforce.
- Model.
- Teach.
- Reinforcing use of homework diary. Stationery essential. Activities around the diary. Job 1 – Parents signature on first day on Parents page. Pay for lost diaries. Year 9 Dean critical here, but all staff must do this.

How do we use assessment information to motivate and reward students?

Pre Formative Summative

- In one or two subjects assessment data (hard) missing.
- Feed back – Feed forward.
- 4 credits otherwise won't be interested.
- Students don't care because they are getting too much information and just want the credits.
- Need more differentiation in standards based assessment.

How well do we equip students to make transitions and respond to change?

Define what transitions – Year 8 – 9, Year 13 – out.

Year 8 – 9:

- Peer support.
- Induction Day/Open Day.
- Still in development brochures?
- Parents/kids.

- Not enough work experiences/realities and information for academic and non-academic students.
- Visits to Universities, etc.
- Treat it more seriously.
- Year 13 ill-informed with no world experience.

- Need more focussed and productive experiences.
- Wider living, replace with work experience.
- Align values and conduct, etc with work environment.
- Subject selections okay but not 100%.
- Not particularly well.
- Biff some kids out sooner.

How can we use ICT more effectively to engage and motivate students?

- Competency of teachers poor from top down.
- Better facilities and ICT rooms.
- Hardware appalling.
- Some staff ashamed and embarrassed at state of hardware.
- Sometimes ICT not appropriate.
- ICT overload – problems with communication and laziness.
- Can lead to unsatisfactory lessons.
- Dumbs students down.
- Multiple choice is counter learning.
- Mindspring could be (as above), can encourage lack of communication.
- Library research (books) under utilised.
- Rely too much on Google.
- Plagiarism!!
- Unethical behaviour.
- Intellectual property.

What ICT experiences do we currently build into our curriculum?

- Research.
- Image manipulation.
- Evidence gathering.
- Word processing – presentation.
- Busy work.
- Movies and documentaries.
- Presentations.

How do we breed success in our classrooms?

- Expectations but no incentive.
- Talk about own successes and examples.
- Exemplars.
- Could do more to highlight students' success.
- It is okay just to achieve.
- Past students “mix and mingle” day.
- Problem with NCEA. Dumbing down process. Kills off drive. Credit obsession.

How do we make sure we prepare students for ongoing learning and successful living?

- Job opportunity (keyword) information critical.
- What about the parents' role?