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Greymouth High School**Feedback on Draft Curriculum document to Ministry of Education and Greymouth High School senior leadership team**24th November 2006

HoD: please complete each section with as much detail as you feel appropriate, then email the file to Andy England by 3.00pm Friday 24th.

Department *Mathematics & Statistics*

What we think about the Learning Area descriptions *Questioned why Statistics is separated from Maths; it is merely a subset of Mathematics.*

Overly convoluted, needs to be clearer, i.e. crystal clear language".

Needs to be accessible (understandable) to all participants in the education spectrum. This means teachers, students, parents, community etc.

What we think about the achievement objectives *AOs are very broad thus there is concern about the amount of work needed before they can be implemented effectively. There are issues of staffing and resources.*

Would like to be given some exemplars for these.

There are some items that are listed as objectives but are actually examples; e.g Number knowledge level two, part three.

Some meanings appear to be confused. For example what does "generalise the number properties of fractions, ratios and proportions" Level five Patterns & Relationships" mean? Four Maths teachers discussed this; we are still not clear.

Also, the AOs appear to “dumb down” Maths even further. For example:

- Level three Number Knowledge should include division.*
- Level three Number Knowledge part four should be at level one or two.*
- Number skills at level six, part two should be in level five.*

What we think about the key competencies

Nice ideas, but concern about assessing these to a common standard that is effective and understood by all participants in the education spectrum.

Concern about the validity of reducing this to a quantitative assessment.

Concern over the workload impact on classroom teachers. We are becoming assessors not teachers.

Difficulty seen in relaying information effectively to parents and students on how to interpret categories in each department’s marking.

How happy are you about the draft revised curriculum, assuming it stays much as it is?

Yes but effective exemplars are needed

Why is that?

How do you feel about implementing any changes necessary?

So that we don’t work in the dark and have to repeat the arduous exercise. We note that the previous document included examples of learning activities and assessments. It was actually a working document.

Concerns about the workload without a recognised time allowance to do this. Again, we need to be given exemplars.

How much support do you

“Heaps” (tonnes, lots, etc)

think you will require to implement the changes?

Suggested that PD time could be allocated to this (two full days per term)

What form of support?

Time, time , time...and effective exemplars.

What would make this an effective exercise for students learning?

We were unable to interpret this question.

What are your initial thoughts about

Needs to be standardised. Please see the response for sheet A.

measuring and reporting the key competencies?

Impractical under current reporting model.

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Department	Science
What we think about the Learning Area descriptions	Good but clash between 2 key competencies / subject skills participate + communicate.
What we think about the achievement objectives	Clear + simple.
What we think about the key competencies	fewer + better, but 2 overlap with our Science skills (nature of science)

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Department	Accounting/Economics: Business Administration
What we think about the Learning Area descriptions	The Economic World – description the same for all levels
What we think about the achievement objectives	At Level 6 specifically mention Economics which is the current Year 11 course At Level 7 – issues which is year 12 At Level 8 – appears the same (lack knowledge in this area specifically to comment)
What we think about the key competencies	In general, descriptions are clear Make a direct link to 'Enterprise Studies', YES and CIM – where we can see these competencies fit into the programme of 'Business Administration'

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Department	PE/H
What we think about the Learning Area descriptions	No change - good
What we think about the achievement objectives	No significant change. Minor tweaking makes more concise for some
What we think about the key competencies	Suits. More in our favour, more focused, fit neatly into our curriculum

Refer also document 'PE3'

Effective Pedagogy – pg 24

Will need to be more emphasis on weekly planning and lesson planning → progressions based on student needs.

Fits experiential learning model, but will rely on effective use of 'adventure wave', sequencing etc.

'One offs' just won't cut it!

Feedback – feed forward → essential!!!

May need to expand by quantity and variety – learning experiences – ie play games as a tool / the mechanism – but modify and adjust appropriately and regularly.

Need to expand informative stuff for all stakeholders – but must be concise. Present outlines etc are too wordy. Cut the quantity – increase the quality.

Designing a School Curriculum – pg 26

Some considerations – Planning → outcomes
→ key competencies
→ assessment
→ pathways

Essentially what should be happening now.

Units of work will need tweaked to reflect key competencies – many do now reflect Achievement Objectives however emphasis has been lost.

New curriculum will be opportunity to re-focus.

Outcomes – pg 28

Planned outcomes make learning effective and teaching easier.

'The long view is taken: each students ultimate learning success is more important than the covering of particular achievement objectives' - allows more flexibility to 'create' success motivated outcomes' The AO must still be the guideline though – learning outcomes developed from AO's (integrating Key Competencies).

Planning for the development of the Key Competencies – pg 29

PE&H encompass much already.

Key Competencies fit neatly into current curriculum – minor tweaking.

Planning for purposeful assessment

Some strategies already operating

Needs systemised & integrated

Adherence essential

Achievement Objectives

No significant changes – some made a little more concise

Draft Curriculum Consultation

Feedback from Futures Department (Careers and Transition), Greymouth High School, 24 November 2006.

1. Pg 7, Vision Diagram – **remove the word Vision from inner circle; replace with 'learners' or 'students'**
2. Pg 8, Vision – 1st sentence
Education has a vital role to play in helping our young people to reach their individual potential develop the competencies they will need for further study, work, lifelong learning **and their career pathways.**
3. Pg 11, Key Competencies
Use diagram from 'Career Education & Guidance in NZ Schools' pg 8. Change title to 'Factors Influencing Key Competencies'.
Replace 4 Aims (2nd circle) with Key Competencies
4. Pg 11, Managing Self – 2nd sentence
It is about students knowing who they are, where they come from, where they fit in **and where they are going.**
5. Pg 26, Designing a School Curriculum – 3rd paragraph
Add a last sentence. **Career education under pin these.**
6. Pg 26, Designing a School Curriculum - last bullet point
Planning for coherent pathways **through life**
7. Pg 27, School Curriculum Links to the Schooling Strategy diagram
Add "Career Education & Guidance in NZ Schools' as fourth item in yellow section
8. Pg 28, Planning with a Focus on Outcomes – 2nd paragraph, last sentence
Add a last sentence **Good career education is an integral part of this process.**
9. Pg 31, Diagram Uses of assessment information
Under 'Information for future learning' add **careers team** between Teacher & Employer
10. Pg 32, Planning for Coherent Pathways – 2nd sentence
Schools have a crucial role to play in making the transitions positive, ensuring that students have a sense of direction, and helping them to construct learning **and career pathways** that are motivated to travel.
11. Pg 33, Learning in years 11-13 2nd paragraph, 2nd sentence
Schools can extend this range by encouraging students to participate in **career education** programmes and study or qualifications offered by workplaces and by tertiary institutions.

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Department	ENGLISH/LANGUAGES
What we think about the Learning Area descriptions	Good,
What we think about the achievement objectives	Fine,
What we think about the key competencies	Good.

Andrew England (Greymouth High School)

From: David Shea (Greymouth High School)
Sent: Friday, 24 November 2006 2:41 p.m.
To: Andrew England (Greymouth High School)
Subject: Arts 2

Follow Up Flag: Follow up
Flag Status: Red

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Subject:

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Department
What we
think about
the Learning
Area
descriptions

ARTS

The Arts is the only area that does not have the question 'Why study the Arts?' all other areas have addressed this.
Slight extension for arts areas.
The four strands of the curriculum is still in place, which is good.

N.Z. Curriculum Day
Feedback

Physical Education Department

A vision – pg 8

Idealistic – unrealistic to expect this – a huge proportion of our society will not get anywhere near achieving this vision. But it is good to aim for – guess that is the ‘vision’ bit.

Principles – pg 9

Agree

Values – pg 10

Again, idealistic, but also realistic – basis of our society. However – values begin in the home – many factions within our society do not accept these values, and/or do not pass them on within family / whanau. Pass on own values – eg criminal or anti-social family situations; interpretations of ‘right’ and ‘wrong’; parental ‘non-guidance’ situations.

Big ask for schools to take on this role – when values promoted will be conflicting with students’ earlier exposure.

But – need to start somewhere.

Key Competencies – pg 11

Relate very well to the current Physical Education & Health curriculum – aspects are already within the achievement objectives .

Health & Physical Education – pg 16

Four interdependent concepts

Hauora

Attitudes and values

Socio-ecological perspective

Health promotion

Blend very neatly into the four strands:

Personal health and Physical development

Movement concepts and motor skills

Relationships with other people

Healthy communities and environments

→ each essentially same as current strands

→ covered by Health
 Physical Education
 Home Economics

However, Home Economics will need addressed – practical – ‘...selecting, preparing, cooking, serving...’ – some done in Outdoor Education but not available to all students (Years 9 & 10). As for current curriculum!

What we think about the achievement objectives

Music is almost identical to the current A O's but there is an emphasis on broadening the definition of music.

Dance level 6 – DPK they need to have one dance genre, but under CMI they have to perform a range of dance genre and demonstrate an understanding of that. They can't perform one under one strand when another says a range of Genres.

Overall more refined.

Have they compromised a few specific words?

Have they glossed over a few important aspects – for e.g. Level 5 Drama DI- they have changed initiating, developing and refining to selecting and refining.

Not enough theory in Dance. Whole curric is too simple. Not required to do notation, anatomy, or analysing dance works at level 1, 2, 3. (NCEA).

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Department	Technology
<p>What we think about the Learning Area descriptions</p>	<p>We are concerned about the use of the word "dynamic" as a descriptor for mechanisms, as it is too broad a term. Do not agree with statement " Technology education connects students..." the words particularly enterprising, innovative etc... Could acknowledge that tech leads to employment that is practical (eg building/plumbing) and/or enterprising and/or innovative. Like that it is now at schools discretion that tech field is opened up to using a wide range contexts rather than a proscribed number of contexts. <i>prescribed ? etc</i> Philosophies of the three strands seem good.</p>
<p>What we think about the achievement objectives</p>	<p>Tech practice strand seems good Nature of tech & tech knowledge strands universally use the word "understand" which needs to be addressed Characteristics of technological outcomes category in general over most levels needs to be clarified, simplified as the descriptors are wordy and unclear. There was a concern that the Nature of tech & tech knowledge strands will need some professional</p>

	<i>development to fully clarify their scope, intent and practical implementation. They are perhaps a bit general rather than being specific.</i>
What we think about the key competencies	