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PARAPARAUMU COLLEGE

Principal R. A. Campbell BSc (Hons)

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To whom it may concern,

Here are summaries of the discussion from
our second series of meetings.

We hope they may be helpful.

Sincerely,

R.A. Campbell

for Principal

Curriculum Review Meeting 1st December

Present:

Ar, Bh, Mk, Mn, Mf, Mm, Mk, Sn, Wr

Absent:

Br, Dv, He, Rs

Vision and Principles:

1. Need to have access to the communication tools (timetabling issues, resource issues)
2. Under Connected students need to be able to demonstrate respect for others, should be included in the Vision Statement – could be put under Life Long Learners as teachers seem to be teaching students how to respect

Who is responsible for students getting their own identity?

Are we all responsible for generating this? Health curriculum is more directive to this. The Principles have to be involved in every lesson – consistent across the school eg school wide Vision communicated across all levels eg in Assemblies, A3 poster advertising the School Vision in every classroom in the school.

Are we responsible for other leaders in our community parents etc?

We cannot take over the role of the parent. Need a more positive approach towards parents and the students. Parents have been invited in on occasions, where there more opportunities for less formal occasions rather than just reporting on student achievement.

Who is responsible for Entrepreneurial and enterprising?

The students themselves for self directed learning, however we need to teach them how by providing not only role modelling, but an classroom environment where the students feel comfortable to experiment and do “at risk” learning. Technology and Economics primarily teach this.

Principles:

Learning to Learn

For students to be able to experience this curriculum the teachers need the tools to be able to facilitate learning – this means adequate resourcing (more detail for the components of the curriculum) across the board.

Teachers need support and guidance, adequate training, and adequate support materials to teach from and to teach with.

Equity:

1. The Community as a whole is responsible for equity and recognizing the importance of our cultural heritage.

2. Teachers need to have confidence to teach components of the Treaty of Waitangi.
3. More guidance, encouragement, and resources required to do the above
4. The expectation that we can fulfil their learning needs would be fine in an ideal world
5. Negative stereo types get reinforced if you categorize students too often

Values:

Need to have Citizenship studies – there is a danger of creating self contained units (students) who are too selfish to share, “what can you do for me”.

The wider community and students need to place value on education. Schools should invite the community and business community to be involved in the launching of the new curriculum eg a combined meeting with Kapiti, Paraparaumu and Otaki College and ask for feedback from the community.

On the College website put the electronic version of the Draft Curriculum Key Competencies, Values and Principles and perhaps seek feedback from the wider community from this by supplying an electronic and hardcopy version of a survey to gauge interest and gain input and maintain communication and consultation. In this survey ask if they would be prepared to attend a meeting on the issue(s).

Spread the message that learning is a privilege, not a right and teachers are not servants, they deserve respect.

Key Competencies:

- A positive outlook which will help equip students for a global 21st century. Easily measurable for assessment.
- A key competency should be Time Management which should be taught in schools

Designing a School Curriculum:

The question(s) is:

How can we as a school reconcile the curriculum requirements with assessment, community needs, and curriculum?

How can we as a school ensure standardization of national assessment standard(s) - NCEA?

Are we preparing our students for employment, tertiary, and business/corporate life with this draft curriculum?

Where does E-Learning fit into this curriculum as a specific subject to learn?

Planning the Curriculum:

Provide a Monday timeslot per term for cross curricula meetings for sharing of ideas etc with targeted outcomes

Planning

Focus on Outcomes:

Concern that different schools which will deliver a different curriculum will have differing outcomes – how can you have standardisation nationally and produce results to Government expectations for NCEA?

1. On The College website subject specific pages will have expected outcomes for each topic that the students study (senior and junior learning)
2. How can we as a school explain curriculum priorities?
3. What does ultimate learning success mean – how do you measure this? What weighting does it hold in comparison to achievement success?

Development of Key Competencies:

1. Common practice across curricula to determine class learning needs (diagnostic, formative, and summative)
2. Provide a template for students to reflect on the five key competencies in their school environment. Teaching on how to respond positively to this template could be implemented through the Social Studies and Health curriculum.

A box (Post a Note) could also be put outside the Deans offices for students who feel unsafe.

Purposeful Assessment:

1. In the staff bulletin include cross curricula sharing of resources, teaching strategies etc. This enables all staff to have access to active PD and makes them better informed to student learning needs.
2. Each curriculum area to have input into this on a rotating basis – it could be as much as one sentence, a paragraph or a page.

D. Present. 1/12/06
Minutes BK Bb, Pr, Mg, Fh, Hs, Th, Mp, Mn, Cn
Apolo Ru!

Overview - Pg 7

Session 9 - 10.10 am

No different from old framework but style/colour is different.

Is meant to be more inclusive, more in the Primary Direction.

Felt more useful/for Primary School than Senior Secondary School.

~~Story time~~

Effective Pedagogy - Pg 24-25


Some Depts do a lot of reflective thought + action and others might do more 'making connections'.

The aim of the Thinking + Learning group is to share ideas/strategies so each Dept can do these more effectively. (6th bullet point).

Many staff find it difficult to provide and 'create a supportive learning environment' due to large class sizes (particularly in prac. Subjects) and large number of challenging students who are disrupting the learning of others.

~~We understand that what we are doing here.~~

In relation to 'Creating a supportive learning environment' - we think it's important that there is greater communication with Parents/Caregivers. This is not always the case. Parents need to be involved.

Discussed Depts who communicate with Parents
via text / email. 

'Could Quickfind be used with option to 'contact parent
via email'.

→ straight to Outlook + easy
for staff to use.

Obviously not all parents have email.

Mentioned that it's still vital to engage verbally with
parents. ~~We are a big school → impt. to~~

Creating a Supportive learning enviro'

This is 'differentiation' - we do not feel this
is strong in our school. Some departments / subject
areas lend itself more easily to this.
Needs to be addressed more strongly in many
Departments.

- Mentioned that our reporting system is not
~~addressing~~ following the strands of the
curriculum.

There needs to be a school wide system that
addresses this.

~~He wants to~~

~~Designing a School Curriculum~~

VISION & PRINCIPLES

~~We think too much emphasis on economy, while a
Too 'Economic need for NZ to develop its encompassing
economy is impt, it should not be all encompassing.~~

3) Vision / Principles pg 9

- Attempt - Excellence, Learning to learn, Cultural Heritage - ^{we} could improve in this area - initiative next year - by thinking & learning group.

- Apprenticeship system is of value for non-academic students.
- this should be brought back - learning a trade.

● Learning to learn - Does the curriculum cater for all students?

- Extra curricular activities are important - we do this well as a school.

Coherence - We are catering for top students with extension classes.

Values

- NCEA - has killed 'excellence' - is encouraging mediocrity

2 Diversity - Soc Studies curriculum doc very much NZ based - is it too narrow?

Planning with focus on Outcomes

- we can articulate what it is that we want our students to achieve.
- Curriculum Priorities - Are NCEA

Outcomes pg 28

- All students given appropriate opportunities to learn.
 - We do cater well for students with special needs.
 - Teacher queries - teaching alternative students is not valued.
 - If the alt classes are doing well it improves - pass rate for whole school.
 - attendance problems & behaviour problems with alt students.
 - alt students need more guidance counselling time.
 - some alt classes are doing very well i.e. maths.
 - There is a management unit given to a teacher & an extension class.
- Can there be the same importance given to teachers of alt classes. - Where is P.D for alt teaching?

Key Competencies

- evidence gathering - for key competencies
- Is this still covered by students self-assessment & peer assessment?

H.O.D - Reports

- H.O.D Reports needs to be standardised
- Discussion - 'They have been standardised'

5. Assessment



- Good that acknowledged that 'Analysis + interpretation often take place in the mind of the teacher'
- May need to look at the reporting against the strands in our reporting system (in both intake and at end of Yr 9 + 10)
- What do ~~primary~~ schools report on?
How do they report on Assessment?
↳ Should this be carried through?

All agreed on the characteristics of effective assessment.

For Validity + Fairness - more cross-marking required.

This should be a must not a should.

Within departments of the school we are aiming to be Fair + valid in our assessment.
School wide Assmt

→ Internal Audit system for Assessment.

→ continually work on the reporting system
Once we can stop the fine-tuning, we could stick with one system that doesn't change each year.

⑥ The MOE in diagram of P. 31. - looks like they are laying the foundation of our system.

They should support everyone through Government funding.

The MOE needs to fund things. & This needs to be fundamental.

↳ This, looks ^{as} hierarchical rather than interactive diagram (SP?)

Assessment for national quals

Concerns on NCEA

= A Looks to reduce the 'external' assessments. By reducing external exams because they cost \$ and are more expensive.

But, increasing teacher workload.

- If externals are not done ^{across the country?} where is the consistency?

Concerns Yr 11's, this year, only had 1 exam practise before externals.

Impt to practise the 3 hour, supervised exam out of the classroom.

• In NCEA - E = 5 credits
eg - For 5 credit paper m = 4 credits
A = 3 "

- So students will strive for excellence.

Not 5 credits or 0. 

- Need to canvas students opinions.
- There should be consistency between standards
- ~~It does hamper these~~
- Needs to be Quality Assurance. Very little consistency across subjects and between standards.

Planning for Coherent Pathways

- - Strong economic thrust

Tertiary educⁿ + emp. - we understand that
to be more than academic.
It implies everyone is going to Tertiary Education

Yrs 11-13 - Funding issues for schools if
they are to offer programmes + study for
quals. offered by workplaces + tertiary
~~employers~~ institutions