

COPY

151



37 Haumia Street
Johnsonville
Wellington 6037

22 November 2006

Private Bag 13-907
Johnsonville
Wellington 6440
New Zealand

The Ministry of Education
Draft Curriculum Feedback
P O Box 1666
THORNDON

Phone (04) 477 5330
Fax (04) 477 5331
Absence (04) 477 5333
After School Club (04) 477 5334
Email: office@raroa.school.nz
www.raroa.school.nz

Please find enclosed Feedback response on the new draft New Zealand Curriculum from Raroa Normal Intermediate School.

Over all there was a positive response to the document. We particularly liked the school having ownership.

However, we had a number of questions about the document;

1. What is the relationship between the front part of the document – vision, values, key competencies etc and the Learning Area descriptions at the back?
2. Was there thought given to trying to incorporate the Key Competencies into each subject area?
3. How much research was there this time into developing the Achievement Objectives at each level?
4. Should there be levels at all?

Yours sincerely

A handwritten signature in black ink, appearing to read "K. Ryan".

Kevin Ryan
Principal

LEARNING AREA: Mathematics

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

- introduction captures essence well enough except I don't think there is as great a difference between the two disciplines in terms of thinking & skills so why the need to differentiate just these two.

The learning area could easily be named Mathematics and Geometry and Measurement and Statistics.

What are the key changes to your learning area of special interest?

- - change of name, which causes an emphasis into statistics which suggests an emphasis towards an economy driven approach → worrying!!!
- - integration of strands = good idea for Number → Algebra link
 - A suggestion for (Measurement → Geometry) be replaced by Shape & Space.
 - Statistics is dependent on skills from Number/Alg.
- Some objectives have moved levels but nothing too upsetting.

How do these changes reflect recent developments in this learning area?

- good emphasis on numeracy strategies which has been a good recent development.
- statistics is a tool that is useful and perhaps therefore might sit somewhere better like social sciences - an area of use.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

- the basis is there to design a curriculum that is flexible. Some strands can be offered in units that cover a number of levels together.
- Some of the achievement objectives are very similar at more than one level so exemplars or a bank of ~~item~~ questions that represent what is meant at each level is needed. i.e. 2nd tier supplementary material would be helpful.

What are the key issues and challenges for your learning area?

- rewriting schemes again!!!!
- getting our "head" around the statistical language introduced at very early levels.
- duplication of a curriculum statement for L 6-8 at NCEA standards.
How will they marry or match up?
Do we need both?
-

LEARNING AREA: Mathematics

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

- ① So why not call it by all the names of the strands? Geometry would have equal reason to be adding to the title. (Heaven forbid.)
- ② There are many "imprecise" areas in other parts of Mathematics eg measurement. not just in statistics. Separating Mathematics / Statistics as two types of thing is counterproductive at a school level. maybe OK at tertiary.

What are the key changes to your learning area of special interest?

- ① Name change! - Lose holistic nature of course.
 - Adds complexity to name which is unnecessary - kids hate this, admin programs rely on simplicity of nomenclature.
- ② Integration of strands is natural esp. processes.
- ③ Why not amalgamate Number + Geom as Shape (as in Aus curric).

How do these changes reflect recent developments in this learning area?

- ① Capture of statistics by ^(Social Science) commerce who are influencing back "down" levels of teaching.
- ② Recognising that students are coming through numeracy project with more verbal reasoning and awareness.
- ③ Maybe statistics should be taught as a Social Science.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Yes

What are the key issues and challenges for your learning area?

- Rewriting yr 9+10+11 syllabus. ^{Scheme} somewhat.
- Having sufficient exemplars of what is what level
- Lack clarity of some of the newly introduced language. - we need supplementary material esp. for non-mathematicians eg at primary school.

LEARNING AREA: Mathematics !

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Statistics is emphasised as being quite different in the methods used to solve problems than the other areas. There is just as much uncertainty in the measurement of space and time as with the measurement of data.
It would be equally valid to divide into Numeracy and Maths (the basic facts and their application of these facts).

Integration of strands - shows natural progression from number, through patterns to algebra.
- links geometry & measurement as a "space" entity.

What are the key changes to your learning area of special interest?

Name change - separates one area as being more important than the others.
- makes it harder for the students to "see" Statistics ~~as~~ as an integrated part of Mathematics.
- other strands would have similar reasons to be added to the title.

Different emphases on strands at different levels
eg Number emphasised at Lower levels. Ties in with Numeracy Project

Integration of Processes throughout document.

How do these changes reflect recent developments in this learning area?

- * Statistics is now more of a Social Science "subject" than a Mathematics 'subject' as it is used in this area, + PE, as a real-life tool, is this why it has more emphasis? - but should it be taught with Social Science?
* Numeracy Project reflected in the emphasis of Number ~~etc~~ in early years.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Yes.

What are the key issues and challenges for your learning area?

- * With schools designing their own curriculum there is the danger that students will arrive at High School with some essential skills not done. eg. some skills covered by some schools at L3/4 but not others.
- * Lack of depth and extensive use of jargon (esp stats)
- * Where does NCEA fit? Is Level 1 Excellence likely to be Curr. Level 5, 6 or 7?
- * No support documents
- * Too vague in areas eg L3,4+5 talk about "Solve problems involving ... percentages ...". What are the expectations at each level? $0.4 + 0.2$? 2% of 70? It costs 350% after discount of 12%. what did it cost originally?
- * The probable need to re-write our school scheme.

LEARNING AREA:

SCIENCE

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Encompasses well the ideas of why and how to study Science as well as what Science is.

What are the key changes to your learning area of special interest?

Levels 5 & 6 greater importance placed on Ecology in living world.

Greater flexibility in teaching content of strands.

How do these changes reflect recent developments in this learning area?

Articulation of Ecology relates to importance of human interaction of other species.

Resources/equipment do not necessarily reflect where Science is at. e.g

Introduce 'human impact' in Ecology at Level 5^{or before}; too late at Level 8.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Material World

Level 5 & 6 Good across 4 strands
 Similar to current but with more flexibility.

Level 7 & 8 Similar to current; more flexibility.

Physical World :

Level 7 & 8 - coincides with criteria for NZQA Achievement standards.

What are the key issues and challenges for your learning area?

- * identifying base data from which to assess progress from one level to next.
- * doing less variety but more depth.
- *

LEARNING AREA: Science

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Fairly comprehensive & captures the essence of the Science learning area & its structure.

● **What are the key changes to your learning area of special interest?**

Highlighted areas - more general.

Identified areas - more generalised & more flexible and adaptable.

How do these changes reflect recent developments in this learning area?

Ecology focus. -

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Very general so gives flexibility in designing a curriculum.

What are the key issues and challenges for your learning area?

Connecting human activities to ecological systems.

This needs to happen at level one onwards so that when we are talking about interdependence we can see ourselves as key players - the only group of animals that modifies its environment to suit ourselves.

LEARNING AREA:

Science

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

1. It is very comprehensive, ~~but~~ looks at each aspect in detail \Rightarrow

What are the key changes to your learning area of special interest?

1. More defined areas now (\rightarrow highlighted areas)
2. More general now -
3. More flexibility - one connects to the other - pattern can be followed from Level 5 to 6.

How do these changes reflect recent developments in this learning area?

1. Some areas have gained wider importance - (eg) Ecology.
2. Not enough resources are available to teach certain topics - materials are old.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

1. The introductory statement + achievement objectives are fairly broad.
- 2.

What are the key issues and challenges for your learning area?

→ Key Issues ⇒ Level 8 Ecology point 2 needs to connect with Level 5 Ecology and to bring humans into the picture level is in point 5 could help students understand better.

LEARNING AREA:**Science**

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Not prescriptive, very general, but does not show any considerable changes. Structure is the same: 4 strands of Science, but the content of strands is different. From my point of view it is an advantage as it gives better coverage of the concepts essential for understanding of applications and effects. It also gives more freedom in developing specific topics, learning activities, assessments etc. to develop knowledge and skills of the students in Science.

What are the key changes to your learning area of special interest?

'Using Physics' is related to values and developing responsibility considering impact of human activities onto environment. This is a new point in teaching/learning.

There is an opportunity to develop global issues awareness in students which is a vital thing now.

How do these changes reflect recent developments in this learning area?

The changes give a broad area for implementation of developments in Physics. The issue might be however - new resources.

Level of Scientific knowledge reflected in the available resources is 50 to 70 years out of date.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Yes. It is broad enough to be interpreted the suitable way.

For Biology strand earlier introduction of ecology and connections between humans and other member of ecosystem is expected.

What are the key issues and challenges for your learning area?

Resources available for students reflecting current stage of development of scientific knowledge

LEARNING AREA: Social Sciences

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

No real changes. Still consistent with current values taught.

What are the key changes to your learning area of special interest?

- Four strands reduced to three. Logical approach.
- Adding levels 6, 7 & 8 for history, geography & economics
- Very general, allows for plenty of flexibility for designing new teaching units.

How do these changes reflect recent developments in this learning area?

- Geography
Idea of perceptions have been added to levels 7 & 8, but also incorporated in the achievement specification of level 6.
- Both geography & history prescriptions need revising/ updating to match new curriculum. Prescriptions provide positive guidance for teachers.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

- Very general, plenty of scope. However, maybe producing a large variability between schools due to general nature.

What are the key issues and challenges for your learning area?

- History - Over emphasis on the link to events of significance to New Zealanders. Different essay focus would be the result of this change.
- Social Studies. Re focusing current teaching in line with changes. Resourcing may be an issue.

LEARNING AREA: Social Science

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Is still consistent with what we believe Social Science to be about. No real change.

What are the key changes to your learning area of special interest?

4 strands reduced to 3.

Adding level 6, 7, 8 to Social Sciences - for Geog. hist. Econ.
GEO6
Very general & basic coverage. - leaves a lot of flexibility for designing teaching programs.

How do these changes reflect recent developments in this learning area?

GEO6

'Perceptions' has been added to level 7&8 but is missing in level 6. At level 6 it is in the Achievement Specifications.

Both Geog. & hist. prescriptions need updating to better match the new curriculum. Prescriptions provide very good guidance and I wouldn't want to see the go.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Gives schools a lot of scope and flexibility
but could be a big range of interpretation
between schools.

What are the key issues and challenges for your learning area?

History - over emphasis on link back to New Zealanders.
This would result in a different essay focus.

Social Studies - re-focussing current teaching in line
with new changes.

Resourcing will be an issue. Time & money
needed.

LEARNING AREA: Social Sciences

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

No real changes - emphasis on values education is consistent with our subject areas

What are the key changes to your learning area of special interest?

✓ 4 Strands reduced to 3

Adding ~~L3~~, Level 6, 7, 8 for History, Geography Economics.

Very general and basic coverage - leaves plenty of flexibility for designing teaching programmes

History much narrower focus on "of significance to NZers" needs to be interpreted to allow choice of all ~~cross~~ topics = all are of importance to NZers.

How do these changes reflect recent developments in this learning area?

Geography - the idea & perceptions has been added to L7, L8 but it is also in the Achievement Standards for L5?

Both Geography + History prescriptions need revising and updating to match the new curriculum better. cut down History range of topics

Prescriptive statements provide useful guidance for teachers.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Gives schools plenty of scope but may be a huge variability between schools.

What are the key issues and challenges for your learning area?

- History - over-emphasis on the link to events being of significance to NZers - totally different essay focus would be the result of this change.
- Social Studies - refocusing current teaching in line with changes - Resourcing will be an issue - time and money needed.

LEARNING AREA: Commerce (Social Sciences, Technology, Maths)

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Social Sciences → Good clear introduction allowing good scope and coverage.

Technology → Gives scope and direction, and captures the essence of what technology is. Too much jargon however, especially for the primary school areas.

Accounting → What has happened to this subject area? It used to be in mathematics. Needs to have a Financial Literacy strand either as part of mathematics or its own strand.

What are the key changes to your learning area of special interest?

Information Management as a skill has gone, and there will be changes to the technology strand that will affect this subject.

Economics - fine, so long as the freedom to still offer as a specialist subject in Year 9 & 10.

Accounting - Is not here so a huge change!! It needs to have a place in the NZ Curriculum so students can be financially literate when they leave school and are prepared to "self manage and participate & contribute to the NZ economy"

How do these changes reflect recent developments in this learning area?

Economics - fine.

Technology - fine.

Accounting - a growing number of students take this subject, and the NZ business leaders are publicly stressing the importance of finance skills for school leavers. This area must have a place in the NZ Curriculum!

Information Management - the skills of office documentation and text formatting are no longer covered.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Technology - Level 5 & 6 are too complex for students of this age. "analyse" and "critically analyse" is ~~too~~ higher level for Information Management (but might work for other areas) (communication)

Economics - fine.

Accounting - Where are they?

What are the key issues and challenges for your learning area?

The focus of this curriculum leans towards innovation, enterprise, and contribution and participation in the economy. "Business Education and Financial Literacy" are key for this to happen and are not in this draft. This must be rectified or it will have a huge impact on students and teachers and in the long term the NZ economy, as students will not have these skills

A focus on problem solving and innovation can lead to large gaps in basic mathematical, and reading comprehension skills and this is an issue for all learning areas

- * Information Management - teaching computer skills and document accuracy or technology?
- * Economics - will juniors (Yr 9+10) still have this as a option
- * Accounting - how do we justify its existence with no reference in the curriculum? (and we must)

LEARNING AREA: *(Commerce
(Social Sciences, Technology, Business Maths))*

used to

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Social Sciences - clear allowing good scope.

Technology - gives scope and direction for more senior students. There appears to be too much jargon for primary students.

Accounting? What has happened to this?
needs a 'Financial literacy' strand

What are the key changes to your learning area of special interest?

Information management as a skill has gone and there will be changes to the technology strand that will affect this subject.

Economics, fine so long as the freedom to offer specialist subject in yr 9, yr 10.

Accounting, is not mentioned in NZ Curriculum.
It needs a place so students can be financially literate when they leave school prepared to manage self and participate and contribute to the NZ economy.

How do these changes reflect recent developments in this learning area?

Economics - fine recent developments - accurate

Technology - fine

Accounting - a growing number of students take this subject and the NZ business leaders are publicly stressing the importance of finance skills for school leavers. This area must have a place in the NZ Curriculum

Information management - The skills of office formatting and text documentation is not covered.

Broad focus with less specific skills.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Technology - levels 5 and level 6 are too complex at this age to 'analyse' and 'critically analyse'. Is too higher a level for Information management (but ~~might~~ suit other areas)

Economics - fine

Accounting? - needs to be mentioned!

What are the key issues and challenges for your learning area?

The focus of this curriculum leans towards innovation, enterprise and contribution and participation in the economy.

Business Education and financial literacy are key for this to happen and are not in this draft.

This must be addressed or it will have a huge impact on students and teachers and in the longer term the NZ economy as students will not have these skills.

A focus on problem solving and innovation can lead to large gaps in basic mathematical and reading comprehension skills. This is an issue for all learning areas.

Information management → teaching computer skills and document accuracy or technology. Economics all, Yr 9 and Yr 10 still have this as an option. Accounting -

LEARNING AREA: Japanese & Social Sciences

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

P.13 Good that languages are recognised as a separate learning areas.

It is good that the statement covers both language and culture.

- Social Sciences
- No real changes still consistent with current values taught.

What are the key changes to your learning area of special interest?

It's new.

Social Sciences.

- Four strands reduced to three. Logical approach.
- Adding levels 6, 7 & 8 for history, geography & economics.
- Very general, allows for plenty of flexibility for designing.

How do these changes reflect recent developments in this learning area?

- Not too different to the current one.
 - More airy fairy in its wording.
- Jargon used is different.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

- Well articulated.
- Is the curriculum going to be designed for us.

SSciences

- very general, plenty of scope. However, may be producing a large variability between schools due to general nature.

What are the key issues and challenges for your learning area?

Vague - need to be more specific with AO's.

Fewer AO's.

- For languages to survive - courses need to be implemented and made mandatory through + Year 10. (7-10) Is it going to be compulsory for us.
- Varying Pre highschool learning.
- Are there enough trained teachers?
- Time

Social Sciences - Re focussing current teaching in line with changes. Resourcing may be an issue.

LEARNING AREA: ENGLISH

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Well enough

What are the key changes to your learning area of special interest?

None — just tinkering, rearranging,
adjusting terminology.

English doesn't need a great deal
of change.

How do these changes reflect recent developments in this learning area?

Not very well.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Designing a curriculum? I think not.

What are the key issues and challenges for your learning area?

Pinning down the actual detail
of what is required of teachers and
students. After all, teachers will be
appraised and students assessed-against
what specifically?

LEARNING AREA: ENGLISH

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Well articulated.

What are the key changes to your learning area of special interest?

2 strands, not 3.

Labelled differently.

Objectives - different terminology.

How do these changes reflect recent developments in this learning area?

Changes only relate to semantics.
May make a difference to format of reporting but no difference in classroom teaching.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Who designs the curriculum - The Ed-Dept or the school? Is this truly a curriculum or is it a syllabus?

While teachers develop a curriculum on more T.O.D., students will learn more!

We do not wish to design a curriculum! We are dealing with classes and assessment daily. What does the Ministry do?

What are the key issues and challenges for your learning area?

Finding teachers to join the profession!

Making distinctions between close levels very vague. (Unless the previous curriculum is familiar, the new one is vague).

LEARNING AREA: English

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

The Introduction is clear, just rearranging current descriptions and using new terminology

What are the key changes to your learning area of special interest?

- Two strands instead of three, with new labelling
- New terminology to describe the objectives

How do these changes reflect recent developments in this learning area?

- Changes in semantics only - no real changes in content and objectives
- Quite happy that English is well advanced.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

No - ~~of the expectation~~ Here is confusion about whether they mean 'curriculum' or 'syllabus'

We, the learning area, do not wish to completely design our own curriculum. We are dealing with classes and assessment daily. What does the Ministry do?

Objectives - too vague and difficult to discriminate progress from one level to another.

What are the key issues and challenges for your learning area?

Having succinct, useful criteria to assess by and to evaluate progress.

→ needs to be more prescriptive

Difficulty in attracting and maintaining skilled teachers capable of understanding and using the objectives/curriculum

LEARNING AREA: LANGUAGES

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

P.13. Languages - a new separate learning area - Good.
Statement covers language and culture,
involving student relationship to this.

P18. A good start .

What are the key changes to your learning area of special interest?

Inclusion as a separate identity.
(Te Reo Māori in with all other languages:
some like this, some do not.)

How do these changes reflect recent developments in this learning area?

The inclusion reflects societal change.
(Globalisation).

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

It seems to be well-articulated.

Is the curriculum going to be designed for us?

① Is learning a language going to be compulsory? (Say, yrs 7-10?).

What are the key issues and challenges for your learning area?

② Varying "pre-high school" learning very influential, even more than for some other subjects. Languages must build with methodical accuracy. Contributing schools offer a variety of languages.

③ Are there enough trained teachers?

④ Time

LEARNING AREA:*Language*

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

p.13 o.k. description

What are the key changes to your learning area of special interest?

It's new or such.

How do these changes reflect recent developments in this learning area?

Due to globalisation languages seem to be taken more seriously

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

What are the key issues and challenges for your learning area?

- Detailed information about learning content / AOS required.
- The flexibility of the curriculum creates too wide a range of ~~extensive~~ prior knowledge of students starting College.
- Languages need to be made mandatory. (y 7-10)

LEARNING AREA: Classics

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

The introduction does capture the essence of the learning area, although this is not pertinent to the specialist disciplines chosen by students at levels 6-8. For subjects such as Classical Studies, there is little in the way of guidelines.

What are the key changes to your learning area of special interest?

Classical studies is only mentioned once in the whole draft document. Impossible to assess what these changes involve, in relation to actual subject content.

The 4 main strands are not all relevant to this subject area.

How do these changes reflect recent developments in this learning area?

See above comments.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

These statements and achievement objectives are too vague / irrelevant to the subject content of Classical Studies (which is a mix of history/ geography/social studies and literature and *ant). Two statements do give a reasonable basis for designing a suitable programme e.g.

- * Identity, Culture and Organisation } Some topics,
- * Continuity and change. } but not

What are the key issues and challenges for your learning area?

Others - see above.

- * Finding a place for classical studies in a curriculum document that seems to omit a focus on subject specifics and interdisciplinary content.
- * Learning to diversify away from an NCEA based programme, without the guidelines provided by a curriculum document.

LEARNING AREA: Visual Arts

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

- Good, Holistic. - encompasses all art disciplines.

What are the key changes to your learning area of special interest?

- Some of the objectives eg. level 5 have the word clarify which a student normally doesn't encounter until level 2 in NCEA. Questionable about increasing difficulty?
- Wording reflects NCEA ach. stds more.

How do these changes reflect recent developments in this learning area?

- Closely linked to NCEA Ach Std criteria - which is good. Especially the wording → leads to consistency.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Yes. They are vague enough to allow you to continue or adapt your current programme.

What are the key issues and challenges for your learning area?

- To make the wording of the objectives clear and understandable for all involved. esp. kids/parents as these objectives are what we are reporting against.
- * I feel PD is required to clarify in every art teacher's mind exactly what and how the 4 ach objectives are and how they can be assessed. eg how do you assess practically, how a student understands art in context or how meaning is communicated at Level 5 (Yr 10!).
- * Language is difficult/vague.

LEARNING AREA: ARTS — MUSIC

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Ultimately the key characteristics of the music programme are noted but not in a clearly structured logical way.

It is very wordy and subject uses it jumps through too many aspects of the subject with limited links being made

What are the key changes to your learning area of special interest?

Name change - 'Sounds Art' ??? I am unclear as to why Music has been changed, yet Dance and Drama remain the same. ?? what is the dramatic Arts & performance Arts etc? justification + reason for this change?

How do these changes reflect recent developments in this learning area?

Can't comment — have been teaching out of NZ too long.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

I think they do, but again not in a logical way and in a very wordy way — much is left for interpretation which can be a good thing, but as I point out later, isn't always the case.

What are the key issues and challenges for your learning area?

Since returning to NZ 3 months ago and teaching the NZ Curriculum for the first time since 1992 I am very concerned about the 'vagueness' of the Music Curriculum. For a national curriculum I see many problems and areas of weakness.

There is a lack of curriculum direction — while it is fantastic to be offered the opportunity of an entirely flexible curriculum, with that come many accountability problems / issues.

The assessment criteria in Music for every achievement Standard I have read are absolutely shocking. There is no way of valuing student work in a particular achievement Standard of a similar level to another student in a different school — if you want to have accurate assessment happening then you

must design assessment criteria that is clear, and much more defined than it is at present.

One piece of work can clearly fit two assessment levels at present, and this just isn't good enough.

I have taught GCSE, IGCSE and the IB curriculums over the last 10 years, and I think that NZ must take a much closer look at some of these curriculum models as in my opinion they are many ways far advanced of the NZ curriculum model.

Offering flexibility in a curriculum is fantastic and being able to create tailor made relevant programmes for our own unique student body is brilliant too—but, you are relying on complete professionalism and similar levels of expectations from every teacher in every school, and this just isn't enough. All specialists in all fields need really clear guidelines / structures and documentation + far out, students will leave school, and those that go on to further education need to all be coming from a similar place.

A student that comes out with 5 level 3 excellence needs to have had similar experiences / results to any other student with same grades.

I worry that at the moment this simply isn't the case.

of fort which passed right from
to next batch saw them low, web
tracing to a

out of which we saw to with and
out of them to the cliff-trees 2200

feet high first top.

was 3200' 3200' highest and 1

of foot out the emerald was 3100'
from the fort street to the 2200'
and to the red trees there is a lot

as above mentioned went to
under the fort wings was at

the fort the fort was

mentioning a hillside with

of old trees with the

traces of old fort streets

even no way to compare

of trunks is good timber

stems no girdles no way, the

date when the timber was

breast were not working

but took out the bark was in

old to old timber up the same

parts collecting with pillars been

metals like no + northward was

of fort said the fort was like

the old fort timber A

part of deer walked & left a

of deer / deer were left

when some the timber into the

timber out to fort now

was out this part with

LEARNING AREA:

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

Very well while still allowing the flexibility to meet the needs of the students within the School.

What are the key changes to your learning area of special interest?

- The (essence) remains the same for which we are grateful.
- That Nutrition is out of Health & fully into Home Economics

How do these changes reflect recent developments in this learning area?

In light of National concerns regarding Obesity (inadequate & sedentary lifestyle)
there is insufficient actual emphasis on diet those issues

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Yes ✓

What are the key issues and challenges for your learning area?

- Are the uncertainty of actual timetabled exposure into : Health
Food & Nutrition *
 - P.E.
 - Trained staffing
 - School wide recognition for the above
- * Name ? How Economics does not reflect the Food & Nutrition theme

LEARNING AREA:

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

It captures the structure and offers flexibility to offer our own structure within the school.

What are the key changes to your learning area of special interest?

Name change to Health and Physical Education.

Few word changes (AO's)

Some changes to AO's

Home Economics has its own statement now and Nutrition is not taught by health and is taught by Home Economics.

How do these changes reflect recent developments in this learning area?

Need for more nutrition in light of NZ wide nutritional issues - so this is covered by curriculum

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

Yes, covers all we need.

Flexible and can be adapted / designed
to suit

Home Economics as a Name

should be Food and Nutrition

H/E/C is do dated - Food & Nutrition
of Foods.

What are the key issues and challenges for your learning area?

- staffing
- ensuring that all students get all curriculum areas
- hours -
- needs to be mandatory at Years 9 + 10
- for Health Education and Food and Nutrition.
- Training

LEARNING AREA:

How accurately does the introduction capture the essence of the learning area and describe how it is structured?

It gives a flexible structure that incorporates the essence of learning. Therefore we can develop a curriculum to suit the learning area.

What are the key changes to your learning area of special interest?

Home economics is now incorporated in its own right & has the responsibility of teaching nutrition. Changes to AO's implications for this school is it won't be taught at Yr10 level (nutrition) in Home economics.

How do these changes reflect recent developments in this learning area?

N2 nutritional issues covered - National concerns such as Obesity can be tackled.

Do the introductory statements and achievement objectives give a good basis for designing a curriculum that reflects the changing needs and expectations of your students?

It does give flexibility for students to achieve in the learning areas. The curriculum can be adapted to classes, activities etc to suit student needs.

What are the key issues and challenges for your learning area?

- Including Nutrition into the Yr10 Health curriculum
→ learning area.
 - fitting all the learning areas into the curriculum
staffing
hours.
- Training of staffing