

**The New Zealand Curriculum Draft for Consultation 2006**  
**Analysis of Long Submissions**  
**Report**

Prepared for the Ministry of Education  
by Lift Education  
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## **METHOD**

This report presents analysis of the “ong submissions” received by the Ministry of Education to *The New Zealand Curriculum Draft for Consultation 2006*. The Ministry of Education defined “long submissions” as those that were three pages or more in length. “Short submissions” are three pages or less in length and Colmar Brunton was contracted by the Ministry of Education to analyse these.

Lift Education and Colmar Brunton met in late November 2006 to discuss their approach to the analysis of the submissions. In consultation with the Ministry, we agreed that it would be useful if both types of submissions were coded using the same coding scheme. A sample of submissions was reviewed to generate a coding scheme that was then trialled and adapted and refined.

The timeline for the analysis of the long submissions was 4 December 2006 to 9 February 2007. 168 submissions were analysed.

### **Quantitative analysis of long submissions**

Step One: each submission was given a unique code.

Step Two: a coding scheme for type of submitter was developed. See Table 1 below.

Step Three: a coding scheme for the content of the submissions was developed. See Table 2 below.

Step Four: submissions were coded and the data entered into an Excel spreadsheet.

The Excel spreadsheet was then analysed quantitatively to determine the number of submissions and the type of submitters that commented on each aspect of the Draft Curriculum.

Table 1: Coding scheme for type of submitter

<b>Submission category</b>	<b>Type of submitter</b>
Education	Board of Trustees
	Educational consultant
	Educational organisation
	Principal ECE
	Principal kura kaupapa Māori
	Principal other
	Principal primary
	Principal secondary
	Professional teaching organisation
	School Staff ECE
	School Staff kura kaupapa Māori
	School Staff other
	School Staff primary
	School Staff secondary
	Student ECE
	Student kura kaupapa Māori
	Student other
	Student primary
	Student secondary
	Teacher ECE
	Teacher educator/ Tertiary educator
	Teacher kura kaupapa Māori
	Teacher other
Teacher primary	
Teacher Secondary	
Tertiary education organisation	
Māori	Māori organisation
Other	Business/employer
	Government agency
	Organisation other
	Parent
	Private Individual
	Spiritual/ religious organisation

See Appendix One for a list of all submissions by submission category, type of submitter and name of submitter.

Table 2: Coding scheme for content of submissions

<b>Overview comments</b>
Conceptual framework/ philosophy
Themes: Treaty of Waitangi Diversity and equity Economic focus Sustainability and the environment Spirituality, religion, and values education
Overall structure/ format
Language/ text used
Implementation
<b>Comments about Draft Curriculum sections</b>
Overview
A Vision
Principles
Values
Key Competencies
Learning Areas
Learning Areas – Arts
Learning Areas – English
Learning Areas – Health and Physical Education
Learning Areas – Learning Languages
Learning Areas – Mathematics and Statistics
Learning Areas – Science
Learning Areas – Social Sciences
Learning Areas – Technology
Effective Pedagogy
Designing a School Curriculum
Planning with Focus on Outcomes
Planning for Development of Key Competencies
Planning for Purposeful Assessment
Planning for Coherent Pathways
Achievement Objectives by Level
Achievement Objectives – Social Science
Achievement Objectives – Health and Physical Education
Achievement Objectives – Arts
Achievement Objectives – Technology
Achievement Objectives – Science
Achievement Objectives – Maths and Statistics
Achievement Objectives – English
Achievement Objectives – Learning Languages

Table 3: The number of long submissions received from each type of submitter

<b>Long submissions</b>		
Education	Educational consultant	2
	Educational organisation	14
	Principal other	1
	Professional teaching organisation	13
	School Staff other	11
	School Staff primary	22
	School Staff secondary	22
	Teacher educator/ Tertiary educator	6
	Teacher other	1
	Teacher Secondary	4
	Tertiary education organisation	4
<b>Education total</b>		<b>100</b>
Māori	Māori organisation	2
<b>Māori organisations total</b>		<b>2</b>
Other	Business/employers	3
	Government agency	5
	Organisation other	17
	Parents	2
	Private Individual	34
	Spiritual/ religious organisation	3
<b>Other total</b>		<b>64</b>
<b>Grand total</b>		<b>166</b>

The largest number of submissions was received from submitters directly related to the education sector. (100 submissions). Submissions from school staff primary and school staff secondary made up nearly half of these submissions. (44 submissions). Note that there were sometimes more than one submission from a school where curriculum departments each made separate submissions. If these were received separately by the Ministry of Education they were each given a unique code. If the submissions from departments in the same school were received together, they were given only one code.

Organisations, agencies, and private individuals outside of the education sector sent in 62 submissions. In this group, private individuals made up over half of these submissions. (34 submissions) followed by “organisations other” that made up nearly a third of the 64 submissions. (17 submissions).

Two submissions were received from Māori organisations.

Table 4: Number and percentage of long submissions that commented on each aspect of the Draft Curriculum.

<b>Comments on content</b>	<b>Number of comments</b>
Key Competencies	79
Values	76
Principles	72
A Vision	65
Theme: Treaty of Waitangi	65
Effective Pedagogy	55
Learning Areas - Social Sciences	46
Learning Areas - Learning Languages	44
Implementation	43
Designing a School Curriculum	42
Learning Areas - Mathematics and Statistics	41
Learning Areas - Health and Physical	38
Learning Areas - Science	39
Learning Areas - Arts	36
Learning Areas - English	36
Learning Areas - Technology	31
Learning Areas - General	29
Conceptual framework/ philosophy	27
Planning for Purposeful Assessment	27
Planning with Focus on Outcomes	25
Achievement Objectives - Social Science	25
Theme: Diversity and equity	25
Language/ text used	23
Planning for Development of Key Competencies.	23
Planning for Coherent Pathways	21
Achievement Objectives by Level	21
Achievement Objectives - Mathematics and Statistics	21
Theme: Economic focus	19
Overview	16
Overall structure/ format	15
Theme: Sustainability/ environment	15
Achievement Objectives - Health and Physical Education	13
Achievement Objectives - Science	14
Achievement Objectives - English	14
Achievement Objectives - Technology	12
Achievement Objectives - Arts	8
Theme: Spirituality/ religion	9
Achievement Objectives - Learning languages	5
<b>Total</b>	<b>1,215</b>

Note that most submissions commented on more than one aspect of the Draft Curriculum.

The aspects of the Curriculum that were commented on the most were the Key Competencies, followed by Values, Principles and A Vision. The theme most commented on was the Treaty of Waitangi.

Overall, the aspects of the curriculum that were commented on least were the Achievement Objectives.

### **Qualitative analysis of long submissions**

The qualitative analysis provides a rich and detailed description of the content of the long submissions.

One of the key issues to be considered when analysing the long submissions was the weighting that would be given to submissions. Our approach was based on the assumption that it was not appropriate for the analysis team to determine which submission should be given more weight than others. We assume that this is the role of the Ministry of Education.

For example, we did not think that a submission from an organisation should necessarily be given more weight than a submission from an individual. Nor did we consider that the number of submissions on a particular issue was necessarily directly related to the importance of the content of the submission. For example, we assumed that one submission about one aspect of the curriculum from an organisation with specific expertise in that area should be given detailed consideration.

Our approach to the qualitative analysis has been to present a summary of the comments made about each aspect of the Draft Curriculum with the name of each submitter that made that comment. The reader is able to see:

- how many submitters made each comment
- the name of the submitter.<sup>1</sup>

It is then up to the reader to decide on the weight they ascribe to each of the comments.

### **Report structure**

The report structure is based on the codes developed for the content of the submissions.

Each section begins with quantitative information about the number and type of long submissions that commented on this aspect of the curriculum.

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<sup>1</sup> The name of private individuals is not included in the text of the report. Instead they are listed as Private Individual, Teacher Educator etc.



Each section of the report then follows the following structure for the qualitative analysis.

**[HEADING]**

**Themes**

**[Theme one]**

**Positive aspects**

**Concerns**

**[Theme two]**

**Positive aspects**

**Concerns**

**Other comments**

**Positive aspects**

**Concerns**

This structure has been varied where appropriate. For example, some sections may not contain Themes if they were not identified.

For each section of the Draft Curriculum the following areas of analysis have been included in a supplementary document “Additional Comments on the New Zealand Draft Curriculum”:

- Comments relating to specific text
- Layout and language
- Implementation
- Assessment.

Note that the above sub-headings have been added only where appropriate.



## SECTION ONE – OVERVIEW COMMENTS

### CONCEPTUAL FRAMEWORK AND PHILOSOPHY

This section of the report focuses on comments made in the submissions about the overall conceptual framework and philosophy of the Draft Curriculum. Table 5 shows that 27 submissions commented on this aspect of the Draft Curriculum. Seventeen of these were from education related submitters, with educational organisations and professional teaching organisations making up the majority of these. Private individuals were the largest number of “other” submitters.

This section provides a number of direct quotes from submissions to provide the reader with the opportunity to interpret the comments.

The key themes that emerged in relation to the conceptual framework and philosophy of the Draft Curriculum are:

- Sustainability and the environment
- The perceived outcomes focus of the Curriculum
- The perceived lack of coherence within the document
- School-level flexibility
- The perceived focus on individualism.

Table 5: The number of long submissions that commented on conceptual framework and philosophy of the Draft Curriculum

Submission category	Type of submitter	Number of submissions
Education	Educational consultant	1
	Educational organisation	5
	Professional teaching organisation	5
	School Staff primary	1
	School Staff secondary	1
	Teacher educator	1
	Teacher Secondary	1
	Tertiary education organisation	2
<b>Education Total</b>		<b>17</b>
Other	Business employers	1
	Organisation other	2
	Private Individual	6
	Spiritual/ religious organisation	1
<b>Other total</b>		<b>10</b>
<b>Grand total</b>		<b>27</b>

## Themes

### Sustainability and the environment

#### Concerns

- Lack of focus on “education for sustainability”. (EFS) and “education for the future” in the curriculum. (Private Individual 31; Teacher Educator 66; UNDESD 67)
- Under the broad focus on sustainability, National Education for Sustainability Coordinator, Dr Barry Law, also discusses the terms “broad conceptual issues” in relation to the curriculum. Specifically, he critiques the Vision statement in the curriculum, which he sees as promoting economic growth, as:

*“the preferred solution for New Zealanders to make a difference by seizing opportunities and overcoming obstacles. Much of the current global destruction is a result of current economic growth models, perpetuated by developed countries and also the desperation of the developing world to have a greater share ... EFS should be embedded in any document that promotes education for the future. In fact, education for a sustainable future should be the main agenda for education in the future, if current unsustainable practices continue in society.”* (Teacher Educator 66)

*“The draft curriculum does not provide a strong enough commitment to issues relating to the environment and sustainable development and will not necessarily prepare young people for the 21<sup>st</sup> century.” (UNDESD 67)*

*“The 2006 draft curriculum is a dangerous document and puts all our children at grave risk. It contains fundamental flaws that work to generate unsustainable behaviour. These must be addressed if New Zealand is not to continue being a serious liability to humanity ... The current structure of the draft education curriculum means it will work to frame our technology and economics so they destroy rather than sustain the balances that enable humanity to exist.” (Private Individual 31)*

## **Outcomes focus**

### **Concerns**

- The outcomes focus of the curriculum. (Private Individual 3; Education Forum 82; PPTA 83)

*“Apart from reducing the number of pages, strands, and Achievement Objectives involved, and introducing an eighth learning area, Learning Languages, The New Zealand Curriculum Draft for Consultation 2006 adopts the same outcomes-based education model of curriculum development [as the existing curriculum]. That New Zealand authorities have continued to adopt such a model, in the face of increasing international evidence that such an approach is intellectually flawed and obsolete, is difficult to understand.” (Education Forum 82, p. 7.)*

*“PPTA considers that the current emphasis on outcomes-based education, as reflected in both the 1990’s curriculum and in this document, is a paradigm shift that has gone too far. There is still a need for the education system to recognise that the processes of teaching and learning are critical to the success of teachers.” (PPTA 83, p. 2.)*

## **Lack of coherence**

### **Concerns**

- Lack of coherent message about curriculum approaches, priorities, including in the visual messages; tension between two curriculum paradigms. (Enterprise New Zealand Trust 4; Cashmere High School 44; APIS 65; NZCER 78)

*“Is the priority literacy and numeracy, or development of the Key Competencies (KCs), or addressing both alongside each other?”. (NZCER 78, p. 2.)*

*“We consider that this document attempts to combine old curriculum concepts based on knowledge transfer with 21<sup>st</sup> century concepts and practices of learning relationships and ‘learning to learn’.” (APIS 65, p. 3).*

*“There is a thread running through the curriculum that suggests that curriculum integration around significant themes is the preferred option. If this is the case, should it be stated more explicitly? ... Recommendation: If there are preferred curriculum approaches, then these are stated explicitly and a rational given.” (Enterprise New Zealand Trust 4, p. 4.)*

## **School-level flexibility**

### **Concerns**

- Potential to undermine current concept of national curriculum provision through increased school flexibility. (NZEI 34; PPTA 83; IPENZ 115)

*“The curriculum draft does not specify what should be included or left out in a school’s teaching and learning programme. It enables schools to make different provision for what is taught, in a manner which may limit the educational choices parents make for their children. This has the potential to further exacerbate undesirable school differences ... there are also challenges and risks to the concept of national curriculum provision as currently known. These may arise from the direction and prioritisation communities give to various curriculum opportunities. The option to reduce breadth and provide opportunities for specialisation is highly possible ... a balance must be struck between prescription and freedom to ensure safeguards and guarantees for all students, while allowing schools to determine their own curriculum according to the needs of students.” (NZEI 34, p. 4.)*

*“There is a major tension/mixed message in the document – it is saying simultaneously that schools should strive to cover all the essential Learning Areas. (page 32) but also gives schools ‘flexibility’ to opt out of offering equitable access to all essential Learning Areas by ‘tailoring’ their curriculum. (page 26).” (Cashmere High School 44)*

*“At the same time, there is a real need for a clearer statement in this document that all students have an entitlement to opportunities to experience success in all the Learning Areas, as specified in NAG 1 ... It is fair to say that the school-level flexibility apparently accorded by this draft was not universally endorsed by our members. One said, ‘There doesn’t seem to be enough direction to inform any school. Schools will pick and choose and do what they want to do, rather than following a consistent and directed path. This will leave big opportunities for inconsistency throughout New Zealand ... Schools are most comfortable with flexibility within broad national parameters’. (PPTA 83, p. 2.)*

*“In our view, the reduction of the curriculum to relatively brief guidance documents will have a profound effect on the way schools operate, and whilst the flexibility appears to offer potential benefit, in our view it will also create considerable potential for undesirable behaviour across all curricula.” (IPENZ 115, p. 2.)*

## **Focus on individualism**

### **Concerns**

- Focus on “individual rational” way of knowing at expense of “other ways of knowing”. (AUT 24; Private Individual 31; APIS 65)

*“We believe that social knowing, emotional knowing, spiritual knowing. (including moral knowing), and the awareness of bodily knowing and intuition all impact on teaching.” (AUT 24, p. 2).*

*“We do not believe, however, that it picks up sufficiently well on education as a moral endeavour whereby children are challenged and educated to take charge of their own lives.” (APIS 65, p. 1).*

*“... diminished awareness of the central role of morality in our decision-making and reduced acceptance of morality in our lives. It divorces the knowledge we generate from our responsibility for its use. In doing so, the draft curriculum promotes amorality, if not immorality.” (Private Individual 31)*

*“Broaden the overall focus on individualism to include community perspectives so that we may move forward as a collaborative, cooperative, and sustainable nation.” (UNDESD 67)*

## **Other comments**

### **Positive aspects**

- The paradigm shift in the curriculum from a “context-content” focus to a “conceptual framework” focus.

*“a context-content. (achievement objectives) planning process to a conceptual. (learning intention) framework focus ... If we wish to develop creative and innovative young learners then we must have a curriculum which focuses on the development of conceptual frameworks of understanding based on core knowledge bases, which is exactly what I believe the intent of this draft curriculum is.” (Education Consultant 84, p. 2)*

- The way the curriculum puts “the needs of the learner first”.

*“The draft curriculum is an inspirational document. Putting the needs of the learner first and building upwards is at the same time a radical and common-sense approach.” (Teacher Secondary 47, p. 1.)*

*“There is greater evidence of strengthening relationship with the community, and the focus on the needs of learners, however, some of the concepts are unconnected to the themes or are conflicting in nature.” (HETTANZ 69, p. 1.)*

- Emphasis on excellence.

Business New Zealand. (Business New Zealand 61) describes the curriculum as “a very positive document” and notes:

*“We welcome in particular the draft curriculum’s emphasis on excellence, the importance placed on literacy and numeracy, and the new focus on learning languages other than English. We also support the move from Key Skills to Key Competencies and the inclusion of a Vision statement, outlining the high-level outcomes from school education.” (Business New Zealand 61, p. 2.)*

- Support the incorporation of early childhood education into the curriculum. (Canterbury District Health Board 71)

- Interaction between curriculum, pedagogy and assessment.

*“Overall, the draft curriculum does not represent a radical change in direction for schools. Rather, it reaffirms the current shift towards a focus on the ways in which curriculum, pedagogy, and assessment interact to achieve better student outcomes. The creation of better connections across curriculum areas, levels of schooling, and communities of interest are also consistent with messages from both research and practice.” (LML 40)*

- Inclusion of Key Competencies.

*NZCER supports the “general tenor of the draft New Zealand curriculum document; bringing together of all aspects of the curriculum in one document; inclusion of the Key Competencies; and reduction of Achievement Objectives in many of the curriculum areas.” (NZCER 78, p.1.)*

*“The Lifepaths Trust would like to endorse the intent and direction of the draft curriculum in so far as it places significant emphasis on providing opportunities for students to explore values and develop personal competencies that will enable them to cope with life challenges and make good choices.” (Lifepaths Trust 79, p. 3.)*

- “liberating and challenging” approach.

*“NZEI’s view is that the curriculum draft provides a blueprint for schools, which is both liberating and challenging for teachers in developing authentic contexts and meeting learning needs.” (NZEI 34, p. 4.)*

- Clarification of the role of schools in designing and implementing their own curriculum.

*“The messages about the extent of school control over curriculum have been ‘muddy’ since the Curriculum Framework document of 1993, and this draft clarifies this, both by specifying that ‘each school will design and implement its*



*own curriculum in ways that engage and motivate its particular students'. (p.26) and by providing guidance as to the issues schools should consider when doing this." (PPTA 83, p. 2.)*

It is important to note that, as described above, this submission also points out potential concerns about the flexibility of schools to develop their own curriculum. See the "Implementation" section of this report.

- Based on constructivist approaches to knowledge and learning. (Clyde Quay School 109)

### **Concerns**

- Omission of a section on the context of the curriculum. (LML 40)

*"ML is concerned that schools and teachers may interpret the new components such as Values and Competencies in ways that are contrary to the intent of the curriculum ... There is a risk that schools may choose to develop highly-varied assessment rubrics to indicate their coverage within the school curriculum without making the deeper changes that are intended. It is important to ensure that messages coming from educational leaders at the national level and regional levels – including from within the MOE, the teacher unions, the inservice teacher educator community, and the educational publishing community – are strong and consistent." (LML 40)*

- Need for statement of "underpinning rationale" to the curriculum. (NZCER 78; Education Consultant 84)

*"Within the education sector there are differing ideas about the purpose of a curriculum document. In the draft curriculum there is no clarification of why this is an important document, and what its purpose is." (NZCER 78, p. 2)*

*"...establish the rationale for why we need to shift from an end point of knowing about a particular context/discipline to an end point where the learner understands the conceptual frameworks which underpin a particular discipline and how these concepts may apply to a wide variety of different context. Jane Gilbert has written on this topic very well and I believe that the introduction to the curriculum needs to have within it a brief 'rationale' as to why these fundamental changes are being encouraged by the Ministry of Education." (Education Consultant 84, p. 2)*

- Tension in the document between "objective" and "subjective" understandings of reality and focus on student-centred learning. (Maxim Institute 59, p. 5)

*"Notwithstanding that teachers should take into account the needs of their pupils, the curriculum's vision to grow children who can participate in society will not be fulfilled*

*unless teachers are empowered to impart a body of knowledge.*” (Maxim Institute 59, p. 5.)

- Need to shift from subject-based curriculum design to one that gives equal weight to Key Competencies. (Private Individual 36)
- Focus on “economic imperatives” as the main driver for education at the expense of sustainability. (NZ Catholic Bishops Conference 12; APIS 65; Clyde Quay School 109)
- Need to “modify its bias towards making education subservient to the market culture”. (NZ Catholic Bishops Conference 12, p.4.)
- Need to ensure New Zealand’s special character and identity is reflected more strongly in the document. (University of Waikato 80)
- Focus on literacy and numeracy and the acquisition of generic skills is too narrow. (IPENZ 115)
- No framework or explanation for how to promote integrated learning across understandings, competencies and values. (Teacher Educator 66)
- The lack of focus on science as “fundamental to our existence”. (Private Individual 31)
- The exclusion of skills needed for “critiquing social and economic patterns that compromise justice or neglect compassion. Without teaching these skills, schools would merely reproduce, and extend, existing social and economic patterns ... The draft curriculum is not explicit enough about the aim of turning out citizens who not only respect current values, but are able to examine them critically. The school exists to facilitate both cultural transmission and cultural renewal”. (NZ Catholic Bishops Conference 12, p. 1)
- The “insufficient focus on scholastic endeavour and attainment”. (Private Individual 41)
- That it is “venturing inappropriately into areas of social development and politics”. (Private Individual 41)
- The promotion of “a single disciplinary approach to learning. The curriculum should also provide alternative approaches that include integrated models of learning”. (UNDESD 67)
- Overall direction of the curriculum is not clear and the draft “allows schools to stay with the status quo”. (AUT 24)

## COMMON THEMES

This section of the report captures the key themes that emerged in the submissions. Some of these themes also emerge in many of the other sections of the report in relation to

specific aspects of the Draft Curriculum. The aim of this section is to provide an overview for the reader of the key themes across the submissions.

The most common theme that emerged was the absence of the Treaty of Waitangi and the related issues of te reo Maori, biculturalism and Maori concepts and content in the Draft Curriculum with 65 submissions commenting on this. Twenty five submissions commented on issues related to diversity and equity and nineteen submissions commented on the perceived economic focus of the curriculum. Spirituality and religion was the least common theme.

Table 6: The number of long submissions that commented on common themes in the Draft Curriculum document

Submission category	Type of submitter	Treaty of Waitangi	Diversity and equity	Economic focus	Sustainability/ environment	Spirituality/ religion
Education	Educational consultant	1		1		
	Educational organisation	5	5		4	2
	Principal other	1				
	Professional teaching organisation	6	4	1	1	
	School Staff other	3	2	1		1
	School Staff primary	6	2	3		
	School Staff secondary	4	1	4	1	
	Teacher educator/ Tertiary educator	4	1	2	1	
	Teacher Secondary	2				
	Tertiary education organisation	3		2	2	
<b>Education total</b>		<b>33</b>	<b>15</b>	<b>14</b>	<b>9</b>	<b>3</b>
Māori	Māori organisation	2				
<b>Māori total</b>		<b>2</b>				
Other	Business employers			3		
	Government agency	3	2		2	
	Organisation other	8	8	1	1	2
	Private Individual	18		1	3	2
	Spiritual/ religious organisation	1				2
<b>Other total</b>		<b>30</b>	<b>10</b>	<b>5</b>	<b>6</b>	<b>6</b>
<b>Grand total</b>		<b>65</b>	<b>25</b>	<b>19</b>	<b>15</b>	<b>9</b>

Note, some submissions commented on more than one theme.

## Treaty of Waitangi, te reo Māori and biculturalism

Note that these issues are also covered in this report in the relevant sections that address specific content in the draft curriculum, for example Principles.

### Treaty of Waitangi

#### Concerns

- Lack of reference to the Treaty of Waitangi in the document. (St Mary's School 23; AUT 24; NZEI 34; Teacher Secondary 39; LML 40; Cashmere High School 44; Royal Society of New Zealand 48; Waihopai Runaka 54; Office of the Children's Commissioner 56; University of Canterbury 57; NZAMT 58; Wellington Area Social Studies Teachers 62; NZCEO 64; APIS 65; Peace Foundation 68; HETTANZ 69; Canterbury District Health Board 71; Members of Waiheke Island Community 73; Education Sub-Commission, New Zealand National Commission for UNESCO 76; Action for Children & Youth Aotearoa 77; NZCER 78; University of Waikato 80; Human Rights Commission 81; PPTA 83; Private Individual 85; Private Individual 86; Private Individual 87; Private Individual 88; Private Individual 89; Queen's High School 95; Auckland Catholic Diocese Te Kaupapa Tikanga Rua 96; University of Auckland 101; PCE 103; Newton Central School 108; Clyde Quay School 109; NZFGW 111; Educational Consultant 116; Te Runanga o te Rarawa 117; DCE 120; Private Individual 121; Private Individual 122; Teacher Secondary 131; NCWNZ 132; Private Individual 133; Private Individual 134; Glendowie College 137; Parnell Area School 140; Unknown School 156; Unknown School 160; Private Individual 162; Private Individual 167; Private Individual 168; HETTANZ 169; Private Individual 170; Private Individual 171; Private Individual 172)

*“I believe it does this by failing to refer to, acknowledge or include te reo Māori, Tikanga Māori, Te Tiriti o Waitangi, the Treaty of Waitangi and the history of Aotearoa New Zealand from both Māori and Pakeha perspectives. I believe all of these should be included in this Curriculum and all future curricula in order to demonstrate that they are considered valuable, important, useful and worthwhile alongside all other subjects and subject matter currently included in the Draft Curriculum and in accordance with understandings and interpretations of Te Tiriti o Waitangi, the Māori version of The Treaty of Waitangi.” (Private Individual 121)*

*“In both obvious and subtle ways the Draft. (and by association, the Ministry of Education and the Crown) devalues the significance of Te Tiriti o Waitangi...as the founding document of this nation not only in constitutional terms but also in terms of our social, cultural and historical heritage.”<sup>2</sup>. (Te Runanga o te Rarawa 117)*

*“Incorporate the Treaty of Waitangi in the guiding Principles and reflect accordingly throughout the draft Curriculum including the Learning Areas.”*  
(Human Rights Commission 81)

- Recommendation: “That the place of the Treaty of Waitangi and the principles arising from it be reassessed and reinstated in the draft.” (NZEI 34, p. 4)

### **Status of te reo Māori**

- Lack of priority and status given to te reo Māori. (St Mary’s School 23; NZEI 34; Raumati Beach School 46; Private Individual 49; Waihopai Runaka 54; HETTANZ 69; Members of Waiheke Island Community 73; Action for Children & Youth Aotearoa 77; PPTA 83; Private Individual 85; Private Individual 86; Private Individual 87; Private Individual 88; Private Individual 89; CCS 94; Queen’s High School 95; Auckland Catholic Diocese Te Kaupapa Tikanga Rua 96; University of Auckland 101; Newton Central School 108; Clyde Quay School 109; Johanne McComish 116; Te Runanga o te Rarawa 117; DCE 120; Private Individual 121; Teacher Secondary 131; Private Individual 134; Private Individual 162; Private Individual 167; Private Individual 168; Private Individual 169; Private Individual 170; Private Individual 171; Private Individual 172)

### **Biculturalism**

- Absence of bicultural focus in the document. (St Mary’s School 23; NZEI 34; LML 40; NZAMT 58; NZCEO 64; APIS 65; NZCER 78; Queen’s High School 95; Newton Central School 108; NZFGW 111; Educational Consultant 116; DCE 120; Newlands Primary School 144)

*“Unbelievable there is NOTHING about the development of New Zealand as a bicultural society.”* (Teacher Support Services, Christchurch College of Education 19)

*“To value and share our history, culture and traditions is to recognise our uniqueness and identity as a nation. New Zealanders must understand and*

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<sup>2</sup> See submission 117, p. 2.

*appreciate what it is to be a bicultural nation. Biculturalism must be both visible and addressed in the New Zealand Curriculum. NZEI wants to know why the Treaty of Waitangi has been excluded from the curriculum draft and the implications for te reo Māori in schools.” (NZEI 34, p. 9)*

- Lack of inclusion of the opportunity for all students to experience a curriculum that reflects and values te ao Māori in the Principles. (NZEI 34; LML 40; Raumati Beach School 46; Royal Society of New Zealand 48; NZAMT 54; NZCEO 64; HETTANZ 69; NZCER 78; University of Waikato 80; Human Rights Commission 81; Newton Central School 108; Clyde Quay School 109; Educational Consultant 116; Te Runanga o te Rarawa 117)

*“Include a statement in the Cultural Heritage Principle indicating that all students have the opportunity to experience a curriculum that reflects and values te ao Māori, thereby strengthening their identity and belonging as New Zealanders.” (Human Rights Commission 81)*

*“The principle about “Cultural Heritage” [should be] reworded to put more value on biculturalism for all New Zealanders.” (NZCER 78, p.3)*

### **Māori concepts and content**

- Need to incorporate Māori concepts and content through all learning areas. (AUT 24; NZEI 34; Cashmere High School 44; Waihopai Runaka 54; Members of Waiheke Island Community 73; Human Rights Commission 81; Private Individual 85; Private Individual 86; Private Individual 87; Private Individual 88; DOC 89; Private Individual 121; Teacher Secondary 131; Private Individual 134; Private Individual 162; Private Individual 167; Private Individual 168; Private Individual 169; Private Individual 170; Private Individual 171; Private Individual 172)

*“The New Zealand curriculum draft asserts that “students who identify as Māori have the opportunity to experience a curriculum that reflects and values te ao Māori”. (Ministry of Education 2006a, p9). There is nothing in the curriculum draft to support that statement.” (NZEI 34, p. 10)*

### **Status of Te Marautanga o Aotearoa**

- Differential status of Te Marautanga o Aotearoa. (NZEI 34)

*“The differentiated release of the curriculum draft and Te Marautanga o Aotearoa Draft calls into question issues of fairness and equity to access to engagement with the underlying ideas of the curriculum draft for Māori teachers and students in Māori medium school.” (NZEI 34, p. 11)*

## **Lack of consultation with Iwi**

*“Waihopai Runaka were not consulted or informed of the New Zealand Curriculum: Draft Consultation for 2006 and as Iwi representative should have been advised for feedback.” (Waihopai Runaka 54)*

## **Other comments**

### **Positive aspects**

- The curriculum appropriately recognises te reo Māori as a “source of our nation’s self knowledge and identity”. (Private Individual 122)
- The principles of Te Tiriti o Waitangi are evident in the curriculum within the values that focus on equity, diversity, respect and community participation.

*“However, the Curriculum would benefit by explicitly stating how the Curriculum is underpinned by the Treaty of Waitangi.” (Canterbury District Health Board 71)*



# Diversity and equity

## Multiculturalism

### Positive aspects

- Reflects New Zealand’s multicultural society. (Unknown School 160)

### Concerns

- Need a greater emphasis on multiculturalism. The face of New Zealand has become increasingly culturally diverse. (Wellington Hindi School 33; Wellington Area Social Studies Teachers 62; NZCEO 64; APIS 65; New Zealand National Commission for UNESCO 76; Clyde Quay School 109; NZFGW 111; AFS Intercultural Programmes IN 118)
- “The increasingly diverse and bi/multi-cultural nature of the New Zealand society is not sufficiently expressed in the Curriculum.”<sup>3</sup>
- “Through the DCNZ we see an opportunity to prepare New Zealand students for a future that is very closely bound to the global community through intercultural experiences both within the New Zealand community and abroad.” (AFS Intercultural Programmes New Zealand 118, p. 2)
- Encourage the teaching of heritage languages. (Wellington Hindi School 33; Human Rights Commission 81)
- Teaching and learning needs of EAL learners. (English as an Additional Language) need to be given greater consideration. (TESOLANZ 32)
- Greater value needs to be placed on the multi-lingual competencies that many students bring to the classroom. (Wellington Hindi School 33)
- Document pays “lip service” to cultural heritage, but doesn’t support this. (CCE 19; Human Rights Commission 81)
- Needs explicit reference to and focus on Asia. Potential for schools with little exposure to Asia to consider it a low priority. It is important that all students study Asian topics. (Diversity/Multiculturalism New Zealand Foundation 114; Menzies College 149)
- Lack of explicit mention of Pasifica peoples and perspectives. (Unknown School 156)

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<sup>3</sup> Submission 173; p.1.

## Special needs students

- Needs greater overt acknowledgement of what values and principles mean for “disabled” learners. (CCS 94; NZFGW 111)

## Social and economic disparities

### Concerns

- Potential for the curriculum to contribute to increased inequality. (Office of the Children’s Commissioner 56; University of Auckland 101)  
*“Ironically with an increasingly diverse school population that brings with it a need to ‘individualise learning’ there is a very real chance that individualised programmes may increase variation between schools at the expense of some of their pupils. ...The challenge is to promote a fully inclusive curriculum, allowing for school and community ownership but not at the expense of localized variations that see some key competencies developed over others.”* (Office of the Children’s Commissioner 56, p. 3)
- Need to consider children’s rights. (Office of the Children’s Commissioner 56)
- Document needs to contain a statement about reducing social and educational disparities. (NZCEO 64; APIS 65; New Zealand National Commission for UNESCO 76; Unknown School 156)
- Important to acknowledge the relationship between Pasifika students and economic disparity. (Unknown School 156)
- Need to consider the needs of “transient” students. (Royal Society of New Zealand 48; Clyde Quay School 109; NZFGW 111; National Council of Women of New Zealand 132)
- Need for recognition of social difficulties and issues of social justice in New Zealand. (Silverdale Normal School 11)

## Other comments

### Positive aspects

- Support for concepts of diversity, equity, community and cultural heritage in the Principles and Values. “The realisation of these concepts is key to Disabled learners being confident, connected and actively involved with the curriculum.” (CCS 94; Private Individual 122)
- Recognition of students’ cultural, community and ethnic base as well as their individual differences and varied learning capacities. (Capital & Coast DHB 136)

## Concerns

- Lack of acknowledgement of the gender, socio-economic, ethnic, social and religious backgrounds and differences. New Zealand population has become increasingly multi-ethnic and multi-cultural. (NZEI 34; New Zealand Amnesty International Curriculum Group 107)
- Lack of reference to gender inclusiveness. “Another area of concern identified was the move away from the gender inclusiveness approach.” (National Council of Women of New Zealand 132)
- Recommend that schools are encouraged to plan a whole school approach to education about religious and cultural diversity across the curriculum. (NZ Amnesty International Curriculum Group 107)
- “Demonstrating biculturalism and multiculturalism involves attributes, including attitudes, skills and behaviours that should be accorded value in the New Zealand context. Such attributes should be explicitly planned for as an outcome of a New Zealand Curriculum and reinforce and enhance all students’ capacity to engage with other parts of the curriculum.” (NZEI 34, p. 13)
- Recommend that human rights education is explicitly included in the learning areas to ensure schools and communities are prepared for inclusion in curriculum provision. (Peace Foundation 68; Human Rights Commission 81)
- Include a requirement for schools to teach conflict resolution skills so it is not overlooked when developing individual school programmes. “We therefore believe that references to conflict, to conflict resolution and to affirmative practices should be clear in the Curriculum Statement.” (Peace Foundation 68, p. 1)
- Recommend inserting under the Principle of Equity on p. 9, a reference to all students being supported to reach their full potential. (Canterbury District Health Board 71)

## Perceived Economic focus

### Positive aspects

- There is a “natural fit” between enterprise education and a number of learning areas. “For example, including an economic context in Technology would facilitate student enterprise and entrepreneurship.” (EMA Central 45)
- Support for the inclusion of the words “Enterprising” and “Entrepreneurial” in the document. However, these words need to be reflected in the rest of the curriculum document, not only the Vision statement. “What Enterprising and Entrepreneurial will mean in the classroom needs to be unpacked and to be visible in the detail of the

Achievement Objectives, because it is these objectives that the classroom teacher will focus on, and unless they are mentioned specifically, they are unlikely to be acted on.” (Enterprise New Zealand Trust 113)

- The curriculum needs to contribute to young people’s ability to enhance their quality of life in New Zealand in an increasingly global context. (EMA Central 45)
- More emphasis needed on enterprise and financial literacy “and the role of business as an important and worthwhile activity and a partner for schools.” (Business New Zealand 61; Enterprise New Zealand Trust 113)

### **Concerns**

- The vision is based on a market driven, economic worldview. (Silverdale Normal School 11; Hampton Hill Primary School 16; Teacher Educator 20; NZAMT 58; University of Waikato 80; Education Consultant 116; DCE 120; Parnell Area School 140)
- Individualistic focus, rather than collective. (Silverdale Normal School 11; Teacher Educator 66; Canterbury District Health Board 71; Private Individual 75; University of Waikato 80)
- Current focus on economic growth at the expense of a future orientation and sustainable economic growth. (Private Individual 75)

### **Accounting, economics and financial literacy**

#### **Concerns**

- Lack of inclusion of accounting, economics and business studies. (Orewa College 97; Northcote College 141; Menzies College 149; Raroa Normal Intermediate School 151; Mount Albert Grammar School 163)

*“Why is accounting not even mentioned? Why are we not valued by draft writers when we know our subjects are in high demand from students, parents, government and the community?”*(Mount Albert Grammar School 163)

*“We have a strong preference for the creation of a new learning area which would encompass Accounting, Business, and Economics. These three areas would incorporate Enterprise and Financial Literacy.”* (Orewa College 97)

- Financial literacy should be explicitly included. (Enterprise New Zealand Trust 4<sup>4</sup>; Business New Zealand 61; Orewa College 97; Menzies College 149; Raroa Normal Intermediate School 151)

*“For example, the work undertaken by Enterprise New Zealand Trust to raise levels of financial literacy amongst young people would seem to be an essential contributor to the Curriculum key competency of ‘Managing Self’.” (Business New Zealand 61, p. 11)*

*“Schools should factor enterprise education and financial literacy elements into their learning programmes at an early stage.” (Business New Zealand 61, p. 12)*

*“Because of the importance of this area of learning [financial literacy] to each and every one of us, it would be logical to assume that financial education is an integral part of the New Zealand National Curriculum. Unfortunately this is not so. It is not mentioned in the Vision, the Values, the Learning Area or the Achievement Objectives...In fact, we see no evidence that ‘financial literacy’, which is described as an element of a ‘significant theme’, will find its way into the classroom.” (Enterprise New Zealand Trust 4, p. 2)*

## Sustainability and the environment

### Concerns

- Include an overall focus on sustainability. Insufficient emphasis on “*education for sustainability*”. (WWF-NZ 9; Private Individual 13; AUT 24; Royal Society of New Zealand 48; University of Canterbury 57; NZAMT 58; Teacher Educator 66; UNDES 67; Private Individual 75; New Zealand National Commission for UNESCO 76; DOC 99; PCE 103; Clyde Quay School 109; Private Individual 126; Northcote College 141)

*“Broaden the overall focus on individualism to include community perspectives. This is critical if we are to move forward as a collaborative, cooperative and sustainable nation.” (WWF-NZ 9, p. 4)*

*“As a future-thinking document, the New Zealand Curriculum must contribute towards the need for an eco-literate, innovative thinking, and socially and environmentally conscious society if we are to provide a prosperous, safe and healthy future for generations yet to come.” (WWF-NZ 9, p. 8)*

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<sup>4</sup> See submission 4 for detailed comments about the inclusion of financial literacy.

*“As conservation/environmental education is not included as a learning area in the draft curriculum the department position is that there must be a much stronger message in the final gazetted curriculum – that conservation/environmental education is a pillar of citizenship in the 21<sup>st</sup> century and therefore the everyday business of every school.” (DOC 99, p. 2)*

- Curriculum provides the opportunity to promote the connections between education, visual media and sustainability. (Connected Media Trust 51)

*“Teachers across all curriculum subjects therefore have a vital role to play in facilitating media awareness, media critique and media literacy in order to assist young people to participate in creating a sustainable world.” (Connected Media Trust 51, p. 2)*

- Education for sustainability guidelines need to be developed to replace the current *Environmental Education Guidelines for New Zealand Schools*. (WWF New Zealand 9<sup>5</sup>; Connected Media Trust 51<sup>6</sup>; Private Individual 75)

## **Spirituality, religion and values education**

### **Concerns**

- Concern that the “spiritual dimension of reality” is excluded. (NZ Catholic Bishops Conference 12; National Council of Women of New Zealand 132)
- Need to include values education. (College of Education VUW 15)

*“We believe that the understanding and practice of human values are of utmost importance for the welfare of mankind and mother earth. Values should be the underpinning foundation on which the subjects of the curriculum are built.” (College of Education VUW 15, p. 7)*

- Spiritual wellbeing should be included as it is a principle on which a learner’s education should be based. (Lake Taupo Christian School 37; National Assembly of Bah’ais of New Zealand 42)

*“This is important as it will affect the ability of a student to integrate moral and social values into their lives.” (Lake Taupo Christian School 37)*

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<sup>5</sup> See submission 9 for further details about this recommendation.

<sup>6</sup> See submission 51 for further details about this recommendation.

- Need greater recognition of education as a “moral endeavour whereby children are challenged and educated to take charge of their own lives, in fact, where they ‘learn to be’.” (NZCEO 64, p. 1; APIS 65)
- Need to include compulsory element of religion. Religion would be non-denominational. (Private Individual 119)

## OVERALL STRUCTURE AND FORMAT

This section includes comments about the overall structure and layout of the Draft Curriculum document. Further detailed comments about the structure and format of each section of the document are included in subsequent sections of the report.

Fifteen submissions commented on the overall structure and format. It is interesting to note that while some submissions commented positively on the fold-out achievement objectives section in the document, others found them “clumsy.”

Table 7: The number of long submissions that commented on overall structure and format of the Draft Curriculum

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	2
	Professional teaching organisation	3
	School Staff other	1
	School Staff primary	3
	School Staff secondary	2
	Teacher educator	2
	Tertiary education organisation	1
<b>Education total</b>		<b>14</b>
Other	Organisation other	1
<b>Other total</b>		<b>1</b>
<b>Grand total</b>		<b>15</b>

### Positive aspects

- Document easy to read and layout easy to access. (Teacher Educator 20; LML 40; University of Auckland 101)
- Good to have all curriculum areas in one book. (CCE 19; Unknown School 160)
- Fold-outs for levels and curriculum areas. (CCE 19)
- Learning areas diagram useful. (CCE 19)
- Colours in learning areas is consistent across document. (CCE 19)
- User-friendly and concise. (CCE 19; Unknown School 160)

### Concerns

- Re-order to bring curriculum design and pedagogy sections further forward. (Nelson Park School and Others 5; CCE 19; RSNZ 48; NZAMT 58; University of Auckland 101)



- Re-order the text so that the learning area text on p. 11–23 appear before achievement objectives. (NZCER 78; University of Waikato 80)
- Pull-out AO section and fold-out sections are “clumsy”. (Cashmere High School 44; PPTA 83; University of Auckland 101; Riwaka Primary School 147)
- Need to number the achievement objectives, include curriculum level on each fold-out and ensure consistency format across learning areas. (CCE 19; Raumati Beach School 46; NZCER 78; PPTA 83; Belfast School 145)
- Have curriculum areas on separate pages. (University of Auckland 101)
- Eight-level structure and “hierarchy of progression”. Lack of precision in levels of achievement. (Mt Pleasant School 10)
- Put principles and values on double-page spread. (CCE 19)

## LANGUAGE USED

Twenty three submissions commented on the overall language used in the Draft Curriculum document. The majority of these. (n = 18) were education-related submitters.

Appendix X provides further detail of comments about the layout and language of each section of the Draft Curriculum document.

Table 8: The number of long submissions that commented on language used in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	4
	Professional teaching organisation	8
	School Staff other	1
	School Staff primary	3
	Teacher educator	1
	Tertiary education organisation	1
<b>Education total</b>		<b>18</b>
Other	Organisation other	1
	Parents	1
	Private Individual	3
<b>Other total</b>		<b>5</b>
<b>Grand total</b>		<b>23</b>

### Positive aspects

- Concise. (Unknown School 160)

### Concerns

- Overly complicated language and use of jargon. Difficult for parents and students to understand. (Private Individual 1; Parents 25; TESOLANZ 32; Private Individual 41; NZCEO 64; APIS 65; HETTANZ 69; Education Forum 82; PPTA 83; NZFGW 111; DCE 120)
- Confusion about the use of the terms “critical literacy” and “iteracy”. (SAATE 18; CCE 19; University of Otago 30; LML 40)
- Unnecessary and confusing repetition of concepts and words in Values, Principals and Vision sections. (CCE 19; Teacher Educator 20; University of Waikato 80; DCE 120)
- Inconsistent use of key terms and style. (e.g., analyse, evaluate, complex, outcomes). (LML 40; Raumati Beach School Staff 46; NZATE 55; ETITO 125)
- Tone of language lacks sense of “joy” and “enjoyment”. Overly “reductionist” language. (NZCEO 64; APIS 65; DCE 120)

- Use of business and economic language, rather than educational. (University of Waikato 80)
- Need for a glossary of key terms. (NZATE 55; Clyde Quay School 109; ETITO125)
- Need to include specific technical language where appropriate. (e.g., in the technology learning area). (IPENZ 115; Belfast School 145)

## IMPLEMENTATION

This section captures comments about the implementation of the Curriculum. Forty three submissions commented on this, with education-related submitters making up the majority of these. (n = 36).

The key themes that emerged were implementation issues associated with increased school-level flexibility; assessment and accountability; the need for increased resources at the school level and for professional development and support materials.

The supplementary report provides further details of implementation concerns and recommendations with respect to each aspect of the Draft Curriculum.

Table 9: The number of long submissions that commented on implementing the Draft Curriculum

Submission category	Type of submitter	Number of submissions
Education	Educational consultant	1
	Educational organisation	4
	Private Individual	1
	Professional teaching organisation	7
	School Staff other	3
	School Staff primary	7
	School Staff secondary	6
	Teacher educator	3
	Teacher Secondary	2
	Tertiary education organisation	2
	<b>Education total</b>	
Other	Business employers	1
	Government agency	1
	Organisation other	4
	Private Individual	1
<b>Other total</b>		<b>7</b>
<b>Grand total</b>		<b>43</b>

## Themes

### Curriculum flexibility

#### Positive aspects

- Provides the opportunity for schools to develop their own curriculum ideas. (Royal Society of New Zealand 48; NCWNZ 132; Belfast School 145; Unknown School 160; Palmerston North Boys' High School 165)

## Concerns

- Possibility of large variability between schools because of the increased curriculum flexibility at the school level. (NZFGW 111; Raroa Normal Intermediate School 151)
- Freedom for schools to develop their own curriculum may result in some schools developing learning programmes that do not include music. (IRMT-NZ 135<sup>7</sup>)
- Greater curriculum flexibility may result in increased teacher workloads. (Royal Society of New Zealand 48; NZAMT 58; University of Auckland 101; NZFGW 111; NCWNZ 132)
- Teachers will need guidance in how to implement curriculum at the school level. (Hampton Hill Primary School 16; Royal Society of New Zealand 48; University of Auckland 101)
- Will increased school-level flexibility mean that schools design curricula that respond to the needs of their students, or will they feel under pressure to cover everything? (LML 40; University of Auckland 101)
- Some teachers will find that the way the new curriculum challenges their current ideas and beliefs make it difficult for them to make changes to their practice. Tendency for teachers to “seek the familiar” may lead to “superficial” implementation only. (LML 40<sup>8</sup>; Raumati Beach School 46; PPTA 83)

*“The draft curriculum is silent on what the Ministry plans to do to assist schools to turn these ‘fine words’ into a reality in every classroom in every school in New Zealand. The fact that the draft was developed in consultation with some members of the profession does not ensure it will be readily adopted by the whole profession. A lot more needs to happen before that can be expected to be the case.”(PPTA 83, p. 1)*

## Assessment and accountability

### Concerns

- Teachers will face greatly increased workload in assessing key competencies. (Silverdale Normal School 11)

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<sup>7</sup> See submission 135 for detailed discussion of this point.

<sup>8</sup> See submission 40 for further discussion of this point.

- Need further clarity about what schools and teachers are accountable for in the curriculum. For example, are there any key outcomes that schools must deliver on? Are some achievement objectives more important than others? (LML 40)
- How will the impact of the new curriculum be measured? (LML 40; Raumati Beach School 46)

*“The real measure of the new curriculum will be in what happens in schools and classrooms across the country. How will learners, teachers, schools, and the Education Review Office measure its impact? What indicators will show New Zealanders that this curriculum has shifted educators and learners towards enacting its various elements and achieving its vision?”*. (LML 40)

- Concern that increased accountability requirements may be onerous for teachers. (Private Individual 50)
- Teachers will need professional development time to help them to integrate the assessment of key competencies and essential learning areas and to “handle the whole matter of assessment without it becoming a huge compliance burden.”<sup>9</sup>. (NZCEO 64; APIS 65)
- Secondary schools need leadership to help them reconcile the goal of avoiding excessive high-stakes assessment with the expectations of parents and communities. (PPTA 83; NCWNZ 132)

*“Schools desperately need leadership from the centre on this. This is a major task for the Secondary Leaders Forum to address.”* (PPTA 83 p. 9)

- Schools will not always have the resources to meet student needs. (for example, RTLBs, specialist teachers and money to purchase resources). (Hampton Hill Primary School 16; NCWNZ 132; Belfast School 145; Menzies College 149)
- Teachers need time to consolidate new learning and materials related to the curriculum. (Raumati Beach School 46; Private Individual 50; University of Auckland 101<sup>10</sup>; DCE 120; St Bede’s College 143; Belfast School 145)
- Implementation of the curriculum relies “heavily” on teacher knowledge. (Raroa Normal Intermediate School 151; Unknown School 160)

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<sup>9</sup> Submission 64, p. 10.

<sup>10</sup> See submission 101 for detailed discussion of support required for implementation.

## Professional development and support materials

- Professional development and support materials. (including exemplars) will be needed to support the implementation of the curriculum. Including “second tier” support documents for each learning area. (CCE 19; Teacher Educator 20; NZEI 34; Sacred Heart Girls’ College 38; Teacher Secondary 39; Cashmere High School 44; Raumati Beach School 46; Teacher Secondary 47; Royal Society of New Zealand 48; Private Individual 50; Statistics New Zealand & Other Organisations 53; NZAMT 58; NZCEO 64; APIS 65; HETTANZ 69; Private Individual 75; University of Waikato 80; Frankton Primary School 93; University of Auckland 101; Whangaparoa College 102; Clyde Quay School 109; NZFGW 111; IPENZ 115; Education Consultant 116; DCE 120; ETITO 125; Capital and Coast DHB 136; St Bede’s College 143; Belfast School 145; Menzies College 149; Unknown School 161)
- Ensure support documents are made available digitally. (Private Individual 48; Private Individual 50; University of Waikato 80; University of Auckland 101)

*“Providers of curriculum support materials have a... responsibility to take the time they need to consider how [they] can help educators to make sense of the curriculum and enact it in practice.” (LML 40)*

*“Providers of professional learning have an important role to play in helping schools to make sense of the draft curriculum in terms of the realities of their own context, as well as in the light of the messages about effective pedagogy emerging from the best evidence syntheses.” (LML 40)*
- Provide a “comprehensive but non-compulsory curriculum to supplement the final version of the New Zealand Curriculum. Such a document could be used by teachers or schools who lack the confidence or the resources to develop their own curriculum, and as an additional resource for those who are developing their own.” (AUT 24, p. 2)
- Ongoing inquiry will be needed to identify educators’ needs for support. (LML 40)

## Other comments

### Concerns

- Provide additional information for schools and parents, outlining where and how subjects and activities such as career advice fit into the curriculum. (Business New Zealand 61)
- Resources will be needed to ensure parental participation and partnership with schools. (Parnell Area School 140)
- Suggest a “staggered” implementation of the curriculum. For example, level 1-4 in 2008 etc. (Unknown School 161)





## SECTION TWO – COMMENTS ABOUT DRAFT CURRICULUM SECTIONS

### OVERVIEW

The Overview was commented on by a small number of submissions (n = 16), with most of these education-related submitters.

Table 10: The number of long submissions that commented on Overview in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	1
	Professional teaching organisation	2
	School Staff other	3
	School Staff primary	4
	School Staff secondary	5
<b>Education total</b>		<b>15</b>
Other	Spiritual/ religious organisation	1
<b>Other total</b>		<b>1</b>
<b>Grand total</b>		<b>16</b>

#### Positive aspects

- The inclusion of Te Marautanga o Aotearoa for Māori medium. (Auckland Catholic Diocese Te Kaupapa Tikanga Rua 96)
- The curriculum recognises that Vision, Principles, Values, and Key Competencies relate to each other and work together in a holistic way. (Queen’s High School 95)
- Overview, Vision, Principles, Values, Key Competencies, and Effective Pedagogy are clear about what schools are doing and why. (Belfast School 145)

#### Concerns

- What is the relationship between Vision, Principles, Values, Key Competencies, Effective Pedagogy, and Learning Area descriptions? They are not well aligned nor do they present a cohesive overview to give the reader a clear direction to underpin the seven essential learning areas. Question whether document is “seamless”. Inconsistency of style and terminology between sections. (Raumati Beach School 46; Raroa Normal Intermediate School 151).
- The draft curriculum states that it will apply to all school students, irrespective of belief. What does this mean for families who want to “opt out or home school”? (Totara College of Accelerated Learning 28; Raumati Beach School 46)

- More useful for primary schools than for senior secondary schools. (Paraparaumu College 150)
- Need to acknowledge that teachers determine the desired curriculum outcomes. The Overview suggests that curriculum documents set the direction for learning rather than effective teaching. (Palmerston North Boys' High School 165)
- The inclusion of Te Marautanga o Aotearoa for Māori medium may be a way of restricting things Māori to Māori people. (Auckland Catholic Diocese Te Kaupapa Tikanga Rua 96)
- Need to make New Zealand's Māori heritage more obvious. (Christchurch College of Education 19)

## A VISION

Sixty FIVE submissions commented on A Vision. The most common theme was concern about the perceived economic focus of the vision. The role of the community in education, the need for a greater emphasis on sustainability and the environment, and, (to a lesser extent) the Treaty of Waitangi and biculturalism also emerged as themes. A number of submissions commented on aspects they think are missing from A Vision.

Table 11: The number of long submissions that commented on A Vision in the Draft Curriculum document

<b>Submission category</b>	<b>Type of submitter</b>	<b>Number of submissions</b>
Education	Educational consultant	1
	Educational organisation	7
	Private Individual	1
	Professional teaching organisation	5
	School Staff other	5
	School Staff primary	15
	School Staff secondary	11
	Teacher educator	3
	Teacher Secondary	1
	Tertiary education organisation	1
<b>Education total</b>		<b>51</b>
Other	Business employers	2
	Government agency	3
	Organisation other	5
	Private Individual	4
	Spiritual/ religious organisation	1
<b>Other total</b>		<b>15</b>
<b>Grand total</b>		<b>65</b>

## Themes

### Economic focus

#### Positive aspects

- Support the emphasis on enterprising and entrepreneurial. (EMA Central 45; Business New Zealand 61)

#### Concerns

- The over-emphasis on economics. (WWF 9; Mt Pleasant School 10; St Paul's College 17; CCE 19; Teacher Educator 20; Teacher Secondary 26; St Joseph's School 27; Lytton High School 35; Sacred Heart Girls' College 38; Raumati Beach School 46;

RSNZ 48; NZAMT 58; NZCEO 64; APIS 65; Karori West Normal School 74; Private Individual 75; University of Waikato 80; PPTA 83; Auckland Catholic Diocese Te Kaupapa Tikanga Rua 96; Education Consultant 116; DCE 120; Parnell Area School 140; LML 40; Tairei College 148; Paraparaumu College 150; Private Individual 158)

*“The focus is on economic growth and a knowledge-based society, yet there is no mention of sustainable economic growth. (i.e. economic growth that considers health and well-being of people and the environment).” (WWF 9, pg. 9)*

- Integrate focus on economic growth and a knowledge-based society within a wider context. (PCE 103)
- There should be a greater emphasis on enterprising and entrepreneurial young people throughout the document, not just in A Vision. (EMA Central 45)

## **Community**

### **Positive aspects**

- Support the emphasis on partnership with families and communities. (Cashmere High School 44)
- Like the reference to students participating in society and contributing to the growth of the economy. (PPTA 83)

### **Concerns**

- There is an over-emphasis on individualism. (WWF 9, Silverdale Normal School 11; Teacher Educator 20; NZEI 34; Lake Taupo Christian School 37; Sacred Heart Girls’ College 38; RSNZ 48; Karori West Normal School 74; Private Individual 75; University of Waikato 80)

*“There needs to be more on relating to, belonging, and being a valued member of a community.” (Lake Taupo Christian School 37)*

- There is little mention of the role of parents and the community. (St Mary’s School 23; St Joseph’s School 27; Totara College of Accelerated Learning 28; Lake Taupo Christian School 37; Karori West Normal School 74; Tabora Primary School 137; Unknown School 155; Paraparaumu College 150)

## **Sustainability and the environment**

- There needs to be a greater emphasis on sustainability. (WWF 9; RSNZ 48; Connected Media Trust 51; NZAMT 58; NZCEO 64; APIS 65; Private Individual 75; Snowy Peak Limited 126; Tabora Primary School 137)

*If conservation and, in many cases, protection of resources are critical for the needs of future generations then a complete re-orientation of this curriculum is*

*required now. Education that does not place a strong emphasis on sustainability is not an education system designed for our national or global future needs. Sustaining our environment will allow New Zealanders to pursue both economic and social aspirations. (Snowy Peak Limited 126, p. 2)*

## **The Treaty of Waitangi and biculturalism**

- No mention of the Treaty of Waitangi or biculturalism. (NZEI 34; Karori West Normal School 74)

## **Missing from A Vision**

- There are no statements on cultural or spiritual contributions. (Teacher Secondary 26; NZCEO 64; APIS 65; Teacher Educator 66; Lake Taupo Christian School 37; Tapora Primary School 137; Tairei College 148; Unknown School 156; Private Individual 158)
- The four headings are all skill/knowledge based, where is the character development/creativity/hauora? (Private Individual 158)
- A Vision is explicit and as a result some items are left out. For example, the submission questions why there is no mention of students developing tolerance. (NZEI 34; Auckland Catholic Diocese Te Kaupapa Tikanga Rua 96)
- A Vision does not recognise the importance of leisure time and how to maintain a healthy and balanced lifestyle. (Silverdale Normal School 11; Tapora Primary School 137; Oamaru North School 138)
- A Vision does not recognise the idea of social responsibility. (Silverdale Normal School 11; CCE 19, St Joseph's School 27; NZEI 34; Lytton High School 35; Teacher Educator 66; Lake Taupo Christian School 37; Tapora Primary School 137)
- Creativity is not mentioned. (St Mary's School 23)
- Should include a global view as well as a New Zealand context. (Lytton High School 35; Connected Media Trust 51; NZCEO 64; APIS 65; The Peace Foundation 68; PCE 103; DCE 120; Tapora Primary School 137)
- No mention of being content. (Lake Taupo Christian School 37)
- Include a comment relating to participation in democracy. (Maxim Institute 59)
- Include "Honest and responsible" and "Aware of the work environment, their future career and learning options and pathways." (Business New Zealand 61)
- Add "Resiliency" to A Vision. (Tapora Primary School 137; Unknown School 155; Unknown School 156)

## Other comments

### Positive aspects

- Supportive of the subheadings outlined in A Vision. (Mt Pleasant School 10; St Mary's School 23, Totara College of Accelerated Learning 28; Lake Taupo Christian School 37; EMA Central 45; Business New Zealand 61; Karori West Normal School 74; Taporā Primary School 127)
- A Vision is more inclusive. (Karori West Normal School 74)
- Like A Vision, Principles, and Values sections.  
*“Readers should have a sense of depth and foundation, that the document is based on current research and thinking, and has a strong sense of coherence and identity.”* (University of Waikato 80)
- Like that A Vision fits with that of the health sector vision. (Capital and Coast DHB 136)
- Support the emphasis on sustaining New Zealand's development and transforming society to a knowledge-based society. (Teacher Educator 66; Karori West Normal School 74)

### Concerns

- Unsure how A Vision, Principles, and Values relate to each other. Greater clarity required. (Sacred Heart Girls' College 38; LML 40; Business New Zealand 61; NZCER 78)
- Suggest combining A Vision, Principles, and Values into one section. (NZCER 78)
- A Vision is more of a statement about the purpose of education and its intended learning outcomes than a vision statement. Recommend starting with an explanation of what a vision statement is and what role it has in the curriculum. (Private Individual 1)
- A Vision should include something about content and should recognise that statements like “Actively Involved” and “lifelong Learners” are outcomes. (Maxim Institute 59)
- A Vision does not have the same sense of depth and research as the Values section. (University of Waikato 80)
- Need to provide a context for the subheadings under A Vision. For example, some teachers will want to know what it means to be entrepreneurial. (CCE 19)
- A Vision needs to recognise that schooling is only one part of an individual's education. (Maxim Institute 59)
- The proposed vision for New Zealand should build on Te Whariki, as it provides a national consistency. (NZEI 34)

- The following documents could have provided a greater richness to the draft curriculum – Two UNESCO documents *Learning: the Treasure Within*. (1996), and *Learning to Be: a Holistic Approach to Values Education for Human Development*. (2002). (NZCEO 64; APIS 65)
- A Vision comes across as directive rather than inspirational. (Silverdale Normal School 11)
- How will the attributes outlined in A Vision be measured, and will schools be held accountable? (Parnell Area School 1; LML 40)
- Contradiction in A Vision and Key Competencies regarding “thinking”. (Newlands Primary School 144)
- A Vision is so inclusive that it means nothing. (Tairei College 148)
- The term “knowledge-based society” needs further explanation. (Mt Pleasant School 10; Teacher Educator 20; Raumati Beach School 46; Oamaru North School 138; Newlands Primary School 144; Private Individual 158)
- “Heading more to a research-skills based society, that is, know where to go and how to access knowledge rather than knowledge itself.” (Newlands Primary School 144)

## PRINCIPLES

Seventy two submissions commented on Principles. Six submissions commented that they think Principles should emphasise the community, as well as the individual.

Table 12: The number of long submissions that commented on Principles in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational consultant	2
	Educational organisation	7
	Principal other	1
	Private Individual	1
	Professional teaching organisation	6
	School Staff other	6
	School Staff primary	15
	School Staff secondary	11
	Teacher educator	3
	Teacher Secondary	2
	Tertiary education organisation	1
<b>Education total</b>		<b>55</b>
Other	Business employers	1
	Government agency	4
	Organisation other	7
	Private Individual	4
	Spiritual/ religious organisation	1
<b>Other total</b>		<b>17</b>
<b>Grand total</b>		<b>72</b>

## Themes

### Community

- Need to emphasise the community as well as the individual. (WWF 9; Connected Media Trust 51; Teacher Educator 66; UNDESD 67; Private Individual 75; Frankton Primary School 93)

### Missing from Principles

- No mention of competition, self management, co-operative involvement, competitiveness. (Glendowie College 137)



## Other comments

### Positive aspects

- The principles are realistic/achievable/give direction/greater clarity/succinct/less prescriptive/more flexible. (Nelson Park School and Others 5; Mount Pleasant School 10; Hampton Hill Primary School 16; St Mary's School 23; Karori West Normal School 74; Frankton Primary School 93; Capital & Coast DHB 136; Greymouth High School 142; Palmerston North Boys' High School 165)
- Recognises the need for coherent pathways of education. (WWF 9)
- Use of the term "multicultural". (St Mary's School 23)
- Increased possibilities of building the principles into science teaching schemes. (Teacher Secondary 39)
- Student centered. (Karori West Normal School 74)

### Concerns

- Add "Education for the future" as a principle. (Teacher Educator 66; UNDES D 67)
- Add "*Diversity in learning*" as a principle. (Teacher Educator 66; UNDES D 67)
- Add "*Sustainability*" as a principle. (WWF 9; Connected Media Trust 51; NZAMT 58; Private Individual 75; DOC 99; PCE 103)
- Expand the descriptions of the principles. (Teacher Secondary 26)
- Is there any logic to the order of Principles? (DCE 120)
- Reorder the principles. (Teacher Educator 66; UNDES D 67)
- Equity, Connections, and Learning to learn are contradictory. (Education Forum 82)
- Add "facilitate learning" somewhere under Principles.
- The Principles are not principles but concepts on which principles are based. (NZCER 78)
- Focus is on cognitive ideals with no "action-based or future-focused components". (WWF 9)
- Change focus on cognitive ideals to provide the opportunities for experiential learning and considering the future. (PCE 103)
- Requires a greater acknowledgement of what the values and principles mean in practice for special needs learners. (CCS 94)
- There is an inconsistency between the Principles and Values in the draft curriculum. (Education Consultant 84)

- The link between Principles and Values needs to be more obvious. Two submissions recommend combining the sections. (Teacher Educator 20; St Mary's School 23; Queen's High School 95)
- No mention of the environment and sustainability. (WWF 9; DOC 99)

## VALUES

Seventy seven submissions commented on Values. Themes that emerged were the role of the school in teaching values and the extent to which the values can be said to be reflective of the views of the community. The absence of reference to the Treaty of Waitangi and to biculturalism was also identified as a theme with concern about the perceived economic focus and the lack of importance given to sustainability and the environment mentioned in fewer submissions.

Table 13: The number of long submissions that commented on Values in the Draft Curriculum document

<b>Submission category</b>	<b>Type of submitter</b>	<b>Number of submissions</b>
Education	Educational consultant	1
	Educational organisation	9
	Principal other	1
	Private Individual	1
	Professional teaching organisation	7
	School Staff other	5
	School Staff primary	14
	School Staff secondary	11
	Teacher educator	3
	Teacher other	1
	Teacher Secondary	1
	Tertiary education organisation	1
	<b>Education total</b>	
Other	Business employers	1
	Government agency	3
	Organisation other	10
	Private Individual	5
	Spiritual/ religious organisation	2
<b>Other total</b>		<b>21</b>
<b>Grand total</b>		<b>76</b>

## Themes

### The role of the school

#### Concerns

- Values will be impossible for schools and teachers to achieve because, for example, the proposed curriculum does not give them the means to achieve them and they lack clarity. Difficulty of assessing/quantifying inputs and outcomes related to values and how to incorporate them into lesson plans and how to teach the values. (Private

Individual 1; Teacher Other 8; Silverdale Normal School 11; SAATE 18; Lytton High School 35; Sacred Heart Girls' College 38; LML 40; Raumati Beach School 46; Business New Zealand 61; Taporā Primary School 127; Oamaru North School 138; Parnell Area School 140; Greymouth High School 142; Unknown School 156)

- Is it the school's role to teach values? (Teacher Educator 20; Greymouth High School 142)
- Preference for the Values section in the 1993 curriculum as is more holistic, doesn't have a list and clearly acknowledges values cannot be taught. (Silverdale Normal School 11)
- Schools may find it difficult to define values. (NCWNZ 132)

## **Community**

### **Concerns**

- Values do not reflect the common values that are significant to New Zealanders. "The values outlined in this curriculum are those that the New Zealand community supports." Where is the research evidence for this? Will all sectors of society have the same understanding of "New Zealand values"? Values reflect "middle class Pakeha perspectives" and excludes values from groups that are part of New Zealand's multicultural society. (Private Individual 1; Teacher Other 8; Mt Pleasant School 10; St Paul's College 17; Teacher Educator 20; AUT 24; Private Individual 41; Cashmere High School 44; Raumati Beach School 46; Private Individual 49; APIS 65; University of Waikato 80; Frankton Primary School 93; Parnell Area School 140; Unknown School 156)
- Need to state that the list of values is not exhaustive and schools and communities can add other values that are important to them. Communities should develop values. (Maxim Institute 59; University of Waikato 80)
- "Guided by dialogue between the school and its community" – this is problematic to action. For example, how will consensus be reached? (NZEI 34; Cashmere High School 44)
- No mention of parents. (Lake Taupo Christian School 37)
- Reword to include a whole school community approach rather than a "student-based approach". (Canterbury District Health Board 71; NCWNZ 132)

### **The Treaty of Waitangi and biculturalism**

- Need to mention Treaty of Waitangi. (St Mary's School 23; Sacred Heart Girls' College 38; NZCER 78; CCS 94)

- Why are Māori values not included as they are included in the Principles section? For example, manaakitanga and aroha. (Private Individual 1; CCE 19; Private Individual 49)
- Should have Māori translation. (Karori West Normal School 74)
- Fails to make explicit the values associated with New Zealand’s cultural and institutional traditions and values “other people’s cultures” equally with students’ own values. (Education Forum 82)
- Need specific mention of bicultural society and “knowledge of and respect for the history and traditions of all our peoples.” (NZEI 34; Raumati Beach School 46; Auckland Catholic Diocese Te Kaupapa Tikanga Rua 96)

### **Sustainability and the environment**

- Does not reflect the importance of environmental sustainability as an “intrinsic value”. Needs to be more “eco-centric”. (WWF-NZ 9; RSNZ 48; Private Individual 122)

### **Economic focus**

- Too much emphasis on entrepreneurial values. (Sacred Heart Girls’ College 38)
- Too individualistic in focus. (Sacred Heart Girls’ College 38; Karori West Normal School 74)

### **Suggested values to be added**

- “Compassion”. (St Joseph’s School 27; Lytton High School 35; Sacred Heart Girls’ College 38; NZCEO 64; APIS 65)
- “Spiritual values”. (WWF-NZ 9; Private Individual 29; Lytton High School 35; NZCEO 64; APIS 65; Taieri College 148)
- “Moral” and “character” education. (National Assembly of Bah’ais of New Zealand 42; Maxim Institute 59; APIS 65)
- See recommendations on values from the New Zealand Bioethics Council. (NZCEO 64; APIS 65)
- “Responsibility”. (CCE 19)
- “Respect for other’s beliefs” and “tolerance”. (Mt Pleasant School 10; Karori West Normal School 74)
- “Valuing children’s rights”. (Connected Media Trust 51)
- “Truth, courage, humility, gratitude, love”. (Maxim Institute 59)
- Values related to enterprise. (Business New Zealand 61; Private Individual )

- “Perseverance”. (DCE 120)
- “Health” and “love of life”. (Queen’s High School 95)
- Would like to see “caring”, “empathy” and “ethical behaviour” figuring prominently. (Silverdale Normal School 11)

## Other comments

### Positive aspects

- Jargon-free and easily understood by all. (St Mary’s School 23)
- Values matched with those selected by the local school community. (Mt Pleasant School 10)
- Discussion about schools and communities, as opposed to the focus on individualism in other sections. (WWF-NZ 9)
- Excellent – they relate to the “real world”. (Nelson Park School and Others 5)
- Focus on developing the “whole person”. (Nelson Park School and Others 5)
- Inclusion of “diversity”. (Lake Taupo Christian School 37)
- Support for the way that students will learn through experience. (PPTA 83)
- Provision that schools will have the ability to decide how values are expressed in their specific context is important. This overcomes the difficulty of ensuring consensus on the values listed in the document. (PPTA 83)
- Support for inclusion of care for the environment. (Queen’s High School 95)
- Acknowledges the importance of values. (NCWNZ 132)

### Concerns

- Format of this section differs from that of Vision, Principles, and Key Competencies and devalues the significance of Values within the document. (WWF-NZ 9; Private Individual 75)
- Lack of clarity about relationship between Vision, Principles, Values, and Key Competencies. (St Joseph’s School 27; Sacred Heart Girls’ College 38; LML 40; NZCER 78; Education Forum 82; Education Consultant 84). Suggest combining Values with Principles. (Teacher Educator 20; NZEI 34)
- “Excellence” and “equity” are repeated from Principles. (CCE 19)
- Values section needs significant development. Suggest using the term “virtues” instead of “values”; add the eight virtues. (National Assembly of Bah’ais of New Zealand 42; NZCEO 64; APIS 65; Frankton Primary School 93)

- Are these values? (Private Individual 41; NZAMT 58; Karori West Normal School 74; Private individual 138)
- Concepts like “equity” and “justice” need to be further integrated into the document. (NZEI 34)
- Learning to “be” is overlooked. (NZCEO 64; APIS 65; Education Sub-Commission, New Zealand National Commission for UNESCO<sup>11</sup> 76)
- Too much focus on “anthropocentric” values. (UNDESD 67; Private Individual 75)
- Consider what these values mean in practice for disabled learners. (CCS 94)
- How is “common good” defined? (Teacher Educator 20)
- Nothing about fun and enjoyment of life and learning. (Unknown School 155)

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<sup>11</sup> UNESCO has a list of eight core values anchored to “human dignity” and recommends these replace the values in the draft curriculum.

## KEY COMPETENCIES

The Key Competencies section received the largest number of comments with 79 submissions commenting on this aspect of the Draft Curriculum document.

Key themes that emerged were a long and varied list of suggested additional Key Competencies and aspects of competencies. The need for inclusion of physical skills; the need for clarification of the relationship between key competencies and the learning areas and key competencies and Te Whāriki. A number of submissions also expressed concern about the use of the term Key Competencies.

Table 14: The number of long submissions that commented on Key Competencies in the Draft Curriculum document

<b>Submission category</b>	<b>Type of submitter</b>	<b>Number of submissions</b>
Education	Educational consultant	1
	Educational organisation	8
	Private Individual	1
	Professional teaching organisation	8
	School Staff other	6
	School Staff primary	14
	School Staff secondary	15
	Teacher educator	2
	Teacher Secondary	2
	Tertiary education organisation	2
	<b>Education total</b>	
Other	Business employers	1
	Government agency	3
	Organisation other	10
	Private Individual	4
	Spiritual/ religious organisation	2
<b>Other total</b>		<b>20</b>
<b>Grand total</b>		<b>79</b>



## Themes

### Suggested additional Key Competencies and aspects of competencies

- “*iving Sustainably*”.<sup>12</sup> This section lacks reference to sustainability and the impact of people’s behaviour on the environment – either positive or negative. This competency must include understanding the contribution that healthy functioning ecosystems make to New Zealand’s economy and society, and how to minimise human impacts on natural systems to sustain the lives of present and future generations. (WWF-NZ 9; Connected Media Trust 51; Private Individual 75; DOC 99; Parliamentary Commissioner for the Environment 103; Federation of Graduate Women 111; Private individual 122; Parnell Area School 140)
- “*Belonging*”. A sense of place. Students need to know the routines and the culture of their different environments, as well as the limits and boundaries of acceptable behaviour. This sense of “belonging” or “feeling right” in different settings was a forerunner to developing tolerance and respect for themselves, others, and different cultures. (NZEI 34)
- “*Respect and Empathy*”. (Sacred Heart Girls’ College 38)
- “*Basic skills and Knowing your limitations*”. (Karori West Normal School 74)
- “*Creativity*” is an important aspect of competencies and should be more explicit throughout. (WWF-NZ 9)
- “*Applied imagination*” is often most effectively applied in groups, where the key competencies of **Relating to others** and **Participating and contributing** are important. Mention “*creative process*” and “*imagination*” in these competencies. (Capital E 60)
- Key Competencies provides a structure for schools to include “*Asian studies*” through the ideas of relating to others, participating and contributing, thinking and using language, symbols, and texts. (Asia New Zealand Foundation 114)
- Significant contribution can be made through “*intercultural education*” to the development of Key Competencies. (see examples on page 7; AFS Intercultural Programmes New Zealand 118)

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<sup>12</sup> On page 15 of their submission, WWF-NZ have provided a detailed recommendation on the key competency *Living Sustainably*. See also page 4 of Dr Chris Eame’s submission.

- “*Citizenship*”. Learning about becoming active, responsible, informed and responsible citizens, contributing positively to the well-being of the society in which they live. (Private Individual 122; Unknown School 153)
- “*Enterprise*”. Exploration of what it is to be innovative and entrepreneurial. (Private Individual 122; Greymouth High School 142)
- “*Globalisation*”. Exploration of what it means to be part of the global community and learning and connecting to other cultures. (Private Individual 122)
- “*Adaptability*”. (Taieri College 148)
- “*Time Management*”. (Paraparaumu College 150)
- Use the term “*connectedness*”. (St Mary’s School 164)
- “*iteracy*” is a key competency that is required across all learning areas. Make a statement to this effect. (Palmerston North Boys’ High School 165)
- Areas missing, such as “*diversity*”, “*innovation*”, “*equity*” and “*participation*”. (Tapora Primary School 127)

### **Physical skills**

- All other competencies are about “knowing” – what about “doing”? Physical competencies are not mentioned. Include the physical dimension under Managing self and Participating and contributing. (Silverdale Normal School 11; Teacher Secondary 26; NZEI 34; LML 40; Cashmere High School 44; Raumati Beach School 46; Private Individual 158)
- Set another key competency as “*Movement*”. (Glendowie College 137)
- Key Competencies relate very well to the current Physical Education and Health curriculum – aspects are already within the achievement objectives. (Greymouth High School 142)

### **Relationship between Key Competencies and Learning Areas**

- Need to “tease out” how Key Competencies provide a framework for designing learning environments and experiences within each learning area. (NZEI 34; PPTA 83)
- Use Key Competencies as an umbrella to all curriculum areas. (the curriculum areas are then used as a context and tool). (Raumati Beach School 46)
- The draft curriculum fails to detail the relationship between the five Key Competencies and the Learning Areas. (Education Forum 82)
- Include vignettes showing ways that teachers have found to integrate Key Competencies into learning areas. (PPTA 83)

- Provide suggestions about how Key Competencies link to the learning areas under each Learning Area’s statement. (Queen’s High School 95; Belfast School 145)
- Add a statement linking Key Competencies clearly to the Learning Areas and explaining how these may underpin the learning areas. (Dunedin College of Education 120)
- Key Competencies perceived as a strength but with some reservations. Embed and incorporate into the essential Learning Areas. Moved significantly away from definitions and descriptors in the DeSeCo report. (HETTANZ 69)

### **Key Competencies and Te Whariki**

- **Making meaning** from 1993 curriculum was better. Use the language from Te Whariki. Well-being and belonging are the crux to everything. (CHCH College of Education 19)
- The strands and principles used in Te Whariki provide an excellent bicultural framework for learning. Recommend Key Competencies is more clearly linked with this document. (Canterbury District Health Board 71)

### **Concern over the term “Key Competencies”**

- Dislike industrial overtones, don’t accept the title just because the OECD used it. (NZEI 34)
- Competency is an assessment term in New Zealand, containing a pass/fail notion. It implies that someone is either competent or not, rather than making progress on a continuum of competency. (University of Waikato 80; PPTA 83; Menzies College 149)
- Dissatisfaction with the term “Key Competencies” – technician in connotation. Prefer “Essential Learnings” or “Capabilities”. (PPTA 83; Menzies College 149)
- Change title to “Factors Influencing Key Competencies”. (Greymouth High School 142)

### **Other comments**

#### **Positive aspects**

- Applaud holistic approach to education. Appreciate reference to global communities and inclusion of reflectiveness. (NZCEO 64; APIS 65)
- Great to have five competencies rather than eight essential skills. Embed the key competencies into each learning area rather than standing on their own? (St Mary’s School 23)
- We welcome:

- increased status and wording of Key Competencies
- increased emphasis on development of students toward becoming New Zealand citizens
- the movement away from training our students to be reservoirs of knowledge to being active seekers and users of knowledge
- the underlying move towards developing intellectual curiosity in New Zealand students.

*We support their development from the old essential skills. We are excited by the opportunities to build our own style and flavour into the curriculum to be taught, within the framework of the draft. (St Peter's College 39)*

- A strength integrating knowledge, skills, attitudes, and values in a holistic and authentic way. Described simply and explicitly, the key competencies will support educators to share and clarify what they mean between themselves and with students. Over time, they will contribute to a more integrated approach to learning and development through learners' lifespans and across learning areas. The section on Planning for the Development of the Key Competencies supports these understandings. (LML 40)
- The five main competencies and eight learning areas broadly reflect the areas of knowledge and abilities that students should obtain. (Business New Zealand 61)
- More clear and curricula, more holistic, open-interpretation can be positive and negative and flexible. (Karori West Normal School 74)
- A valuable addition to the curriculum. Heartened to see no attempt has been made to develop levels of achievement for the key competencies. The diagram showing cross-sector alignment. (page 33) is important to demonstrate continuity of the competencies throughout a student's education. (NZCER 78)
- The FRIENDS programme fosters these key competencies. (Lifepaths Trust 79)
- Much broader classifications than the previous "skills and attitudes" – relevant to a new curriculum for the 21<sup>st</sup> century. (University of Waikato 80; Paraparaumu College 150)
- Emphasis on broader scope of competencies as opposed to skills. Support the broader definition of human development which Key Competencies encompassed and understood that skills were subsumed within Key Competencies. (National Council of Women 132)
- Commend that competencies are sympathetic to the aspirations, values and professional standards adopted by the health sector. (Capital & Coast District Health Board 136)
- Fewer and better. Suits. More in our favour, more focused, fit neatly into our curriculum. (Greymouth High School 142)

- Key Competencies should be integrated. None of more importance than the other. Values should be integrated into what we teach and what we model. (Henderson High School 152)
- The first four key competencies are internal, the fifth is the outward expression of what students know inwardly. They are about knowing how to learn in an authentic way. Schools need to ask – what is supporting the development of the competencies in our school? (St Mary’s School 164)
- Endorsed. (Palmerston North Boys’ High School 165)

### Concerns

- Skepticism that these statements are in any real way different from the “skills”. Statements are ambivalent. Students should learn to be “enterprising”. (competitive, take risks), “relate to others” and “participate and contribute” at the same time. (St Paul’s College 17)
- Vague wording, insufficient direction to teachers, e.g., what does “actively involved” look like in a classroom? Be explicit about what is wanted. List strategies for delivering Key Competencies. (Sacred Heart Girls’ College 38)
- Rephrased following question, “What opportunities do the key competencies offer our students ...” to “School to define/identify social context for developing social competencies.” (Taporā Primary School 127)
- Is the place of extracurricular activities vital in the development of these skills? (Glendowie College 137)
- What purpose do key competencies serve in this document? We treat them as ongoing ways of being, and comment on them in relation to each student at appropriate times. (Oamaru North School 138)
- Reference to these competencies and the need for teachers to model them as new and innovative should be removed because it’s not true. Yes, they should be promoted again. (Mt Albert Grammar School 163)
- Key competencies are general rather than being specific. (Greymouth High School 142)
- Key Competencies promotes an anthropocentric approach that focuses on the learner as an individual only, not also as a member of society. (WWF-NZ 9; Royal Society of New Zealand 48)
- Why these particular five key competencies and not others? No robust or convincing rationale justifying those competencies selected. See competencies listed, pages 14 and 15 of submission. (Education Forum 82)

## LEARNING AREAS

This section analyses the submission comments about the overview of the Learning Areas on p.13 of the Draft Curriculum document. Specific comments about each of the learning areas are presented in subsequent sections of this report.

Twenty six submissions commented on the Learning Areas overview. The key theme that emerged was the need for integration across all learning areas. A number of submissions also made suggestions about additional learning areas and additional focuses across all learning areas.

Table 15: The number of long submissions that commented on Learning Areas in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	3
	Private Individual	1
	Professional teaching organisation	4
	School Staff other	1
	School Staff primary	3
	School Staff secondary	3
	Teacher educator	2
	Tertiary education organisation	2
	<b>Education total</b>	<b>19</b>
Other	Government agency	2
	Organisation other	2
	Private Individual	2
	Spiritual/religious organisation	1
<b>Other total</b>	<b>7</b>	
<b>Grand total</b>		<b>26</b>

## Themes

### Integration across learning areas

- Add statement about how all learning areas can connect/be integrated. Emphasise holistic learning between the learning areas, rather than just within them. (CCE 19; Teacher Educator 66; UNDES 67)

- Learning area descriptors “continue to reinforce a “silo” mentality of learning subjects that gives an artificial partitioning of knowledge”.<sup>13</sup>. (AUT 24)

### **Suggested additional learning areas**

- Study of English as a learning area, but te reo Māori and New Zealand Sign Language also need to be recognised as learning areas. (Human Rights Commission 81)
- Need to acknowledge that integrated schools are required to have another learning area – special character instruction. Statement needed on p.13 to acknowledge this. (NZCEO 64; APIS 65)
- Preference for another learning area which would encompass accounting, business, enterprise and financial literacy. (CETA 72)
- Develop new learning area called “Enterprise”.<sup>14</sup>. (Enterprise New Zealand Trust 113)

### **Suggested additional focuses across all learning areas**

- Need to include Māori concepts and content through all learning areas at all levels. (Human Rights Commission 81; Auckland Catholic Diocese Te Kaupapa Tikanga Rua 96)
- Should reflect the “nature of Aotearoa New Zealand more strongly.” (University of Waikato 80)
- Need to explicitly include human rights education in the learning statements across all levels of the learning areas. (and that schools and communities are prepared for inclusion of human rights into curriculum provision). (Human Rights Commission 81)
- Include explicit mention of Asian settings and content across all learning areas. (Diversity/multiculturalism New Zealand Foundation 114)
- Unclear where ICT fits within the learning areas, although it is emphasised under effective pedagogy. (Clyde Quay School 109)

## **Other comments**

### **Positive aspects**

- Well-structured and “straight forward”. (Private Individual 75)
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<sup>13</sup> Submission 24, p. 6.

<sup>14</sup> See submission 113, p.5-6 for detailed rationale for this recommendation.

- Introductions to learning areas are well-described. (Palmerston North Boys' High School 165)
- Progressively more detailed explanation of each learning area through the essence statements and into the two kinds of charts is useful. Essence statements also clearly delineate between each learning area. (PPTA 83)

### Concerns

- Introduction too brief. Doesn't provide enough explanation about, for example, why were these learning areas were chosen. (Private Individual 1; University of Waikato 80)
- Implications of the wording and forming of these learning area statements need to be considered further. Some areas seem to have been over-simplified and there has been a loss in knowledge content requirements. (University of Waikato 80; Palmerston North Boys' High School 165)
- Introductions to the learning areas lack consistency. (DCE 120)
- Inconsistency between the statement on p.13 that all eight areas are considered essential and the fact that learning languages is left undefined as to which languages are to be taught, for how long, and to what standard. (NZCEO 64; APIS 65)
- Learning needs to be relevant and learning areas are not the only context for learning. (Teacher Educator 66; UNDES 67)
- Disappointed to see the overall reduction in the learning areas of environmental awareness and stewardship/kaitianga. (DOC 99)
- Are these learning areas or subjects? There seems to be confusion between the two. For example, Maths and English appear to be subject-specific, but others are not. (Mount Albert Grammar School 163)
- Lack of direction for the development of certain subjects. "It is incongruous that NCEA subjects and senior secondary subjects not covered by the eight learning areas are outside the scope of the Draft Curriculum document." (Palmerston North Boys' High School 165)
- On page 13, the description "earn to communicate in an additional language" does not apply well to the student who comes, for example, from a bilingual Samoan family and studies Samoan and Māori. (or Tongan) at school. A more appropriate statement might be: "*students develop and extend their use and knowledge of a particular language, and its culture*". (Education Consultant 116)
- On page 13, Bilingual students may need to explore and develop understanding of how language and culture shape identities, but they may not need to *discover* it. (Education Consultant 116)



- On pages 13 “*Quantities*” is inadequate for “number and algebra”. Should find a better descriptor for it in *Number and Algebra*. (NZCER 78)

## LEARNING AREA – ARTS

Thirty six submissions commented on the Arts learning area. Two themes emerged: concern about the absence of a sub-section “why study arts” that is included in all other learning areas and concerns about the impact of increased school level flexibility on the teaching of the Arts.

Table 16: The number of long submissions that commented on the Arts learning area in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	1
	Professional teaching organisation	3
	School Staff other	2
	School Staff primary	14
	School Staff secondary	8
	Teacher educator	2
	Tertiary education organisation	1
<b>Education total</b>		<b>31</b>
Other	Organisation other	2
	Private Individual	2
	Spiritual/religious organisation	1
<b>Other total</b>		<b>5</b>
<b>Grand total</b>		<b>36</b>

## Themes

### Why study the Arts?

- Cross-curriculum learning, focussing on all eight curricula. Should have a generic statement. “Why study” was integrated into each separate Art area, take the best from each and make a combined statement. (Cashmere High 44)
- The Arts is the only area that does not have the question “Why study the Arts?” All other areas have addressed this. The omission of any statement on “Why study in the Arts?” undermines the value of study in this learning area. Provide a section on why the arts is needed. (Private Individual 1; Victory Primary School 7; Mt Pleasant School 10; Hampton Hill Primary School 16; Cashmere High 44; PPTA 83; Queen’s High School 95; Greymouth High School 142; School Staff 154; Palmerston North Boys’ High School 165)

## School level flexibility

- Good general overview. Leaves scope for local interpretation and freedom for schools to develop programs to fit their individual needs and school/community culture. (Frankton Primary School 93)
- On page 26, the curriculum draft states “each school will design and implement its own curriculum in ways that will engage and motivate its particular students. Schools have considerable freedom in deciding exactly how to do this.” This means that many schools may develop learning programmes for their students that contain no music at all. The consequences will be serious.<sup>15</sup> Introduce into the new curriculum a requirement for every school to include music in its curriculum. (IRMT/METANZ 135)
- A very crowded curriculum area. It’s very demanding to work four disciplines. Objectives are very verbose. They are not explicit and are open to interpretation. (Two objectives would be quite adequate in levels 1 and 2). There is a need for a basic core curriculum for teachers, particularly at primary level. (St Mary’s School 23)
- The way all four areas do not say how often they must be taught could lead to these being done only one each term, that is, music term 1, dance term 2, etc. This will not do these subjects justice. We would like to see wording added to ensure that these areas are not sidelined. (Frankton Primary School 93)

## Other comments

### Positive aspects

- Compared to the curriculum framework’s more generic overview, the curriculum draft addresses each discipline separately and uses the vocabulary of each discipline to describe how students will gain understanding and knowledge. (NZEI 34)
- The emphasis on the “historical” aspect of the arts. (NZC draft, Visual Arts, p. 15, Achievement Objectives by Level, end section) was received favourably. (Clyde Quay School 109)
- The four strands of the curriculum are still in place, which is good. (Greymouth High School 142)
- We noted there was little change and appreciated this. Similar to last document. Simple to understand. (Mt Pleasant School 10; Newlands Primary School 144)

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<sup>15</sup> METANZ outline the consequences in their submission.

- Like that the status quo has been largely retained. (Lytton High School 35)
- Understanding Arts in context is first. The Arts Curriculum now places context first. From a pedagogical perspective, this allows an understanding of what learning in the arts is setting out to achieve. (Victory Primary School 7; Newlands Primary School 144; Palmerston North Boys' High School 165)
- Support the continued emphasis of the arts. (National Spiritual Assembly of Baha'is 42)
- Creates a sense of integration across the disciplines as opposed 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. (Karori West Normal School 74)

### **Concerns**

- One teacher believed that the detail of the description was daunting in that it gives the impression that there is more content to cover. (NZEI 34)
- The arts curriculum relies heavily on past student experience, which for our students is limited. (St Paul's College 17)
- What do students become through the arts? What do they gain from it? How do they know they have been successful? (Queen's High School 95)
- State, in the new curriculum, the requirement that a high proportion of Western Art/music and its history is included in any teaching programme. (IRMT/METANZ 135)
- Acknowledging and promoting E-learning reinforces the opportunities that technology provides to enhance learning outcomes and it will promote student interest in the arts. (Palmerston North Boys' High School 165)
- Emphasise importance of "performance" in all areas of the arts. (St Joseph's School 27)
- Refer to the treasures of Māori art forms. Include "use, integrate, and interpret, creative language, symbol and text to acknowledge the rich literacy practices". (Cashmere High 44)
- Emphasise creative thinking skills. (Cashmere High 44)

## LEARNNG AREAS – ENGLISH

The English learning area was commented on by the same number of submissions as Arts. (n = 36). As for Arts, the majority of submissions were from school staff. Key themes were the absence of explicit reference to spelling, handwriting and grammar; the catagorisation of text types and the need to include literature, as well as New Zealand literature. Others mentioned the lack of identification of specific students' needs.

Table 17: The number of long submissions that commented on English in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	1
	Professional teaching organisation	5
	School Staff other	3
	School Staff primary	14
	School Staff secondary	7
	Teacher educator	2
<b>Education total</b>		<b>32</b>
Other	Organisation other	2
	Private Individual	2
<b>Other total</b>		<b>4</b>
<b>Grand total</b>		<b>36</b>

## Themes

### Spelling, handwriting, grammar

- Where are spelling and handwriting? These are core skills necessary for young children. They should be explicitly included. Need to include grammar. (St Joseph's School 27; Raumati Beach School Staff 46; Karori West Normal School 74)
- Inadequate way that the statement and AOs "construct" knowledge about language. For example, what is meant by grammar or knowledge about language? (School of Education, Waikato University 110)

### Diversity

- No identification of the specific needs of students on the basis of. (for example) gender, ethnicity, ESOL. (Lake Taupo Christian School 37)
- No mention of students with special learning needs. (Karori West Normal School 74)

## Literature and text types

- No mention of guidelines with regard to literacy texts introduced to students. “Are we to assume that a “free for all” mentality will be the norm here; that teachers are free to introduce students to any texts they desire, according to their individual beliefs and values?”. (Lake Taupo Christian School 37)
- No mention of literature in the draft document. (Lytton High School 35; Lake Taupo Christian School 37)
- Categorisation of texts into oral, written and visual is a mis-categorisation. Consider oral, print and digital as more appropriate categories. (School of Education, Waikato University 110<sup>16</sup>)
- No mention of importance of New Zealand literature and Māori literature in relation to obligations under the Treaty of Waitangi. (Queen’s High School 95; DCE 120; Taieri College 148)
- No mention of students as life long learners – personal reading seems to have disappeared from the document. (Queen’s High School 95; DCE 120)

## Other comments

### Positive aspects

- Good essence statement – noted the importance of learning English and the skills processes students should develop. More practically based than the curriculum framework and clearer about skills and processes, but the framework was clearer about the need to be able to read and write a variety of texts. (SAATE 18; NZEI 34; Riwaka Primary School 147)
- Clear, linear development and progression. (Nelson Park School and Others 5; Lytton High School 35; Karori West Normal School 74; Frankton Primary School 93; Newlands Primary School 144; Palmerston North Boys’ High School 165)
- Cross text references: “exciting possibilities for theme development and for making meaning leading to creating meaning”.<sup>17</sup> (Mt Pleasant School 10; Lytton High School 35)
- Objectives linked well to the exemplars. (Nelson Park School and Others 5; Mt Pleasant School 10; St Mary’s School 23; Karori West Normal School 74)

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<sup>16</sup> See submission 110 for detailed comments about visual text.

<sup>17</sup> Submission 35.

- Supportive of structure: listening, reading, viewing: passive; speaking, writing, presenting. (St Mary's School 23; Frankton Primary School 93; NZFGW 111)
- Support for division into two strands; division into making meaning and creating meaning. (Clyde Quay School 109; DCE 120; Baverstock Oaks School 139; Unknown School 154; Unknown School 160; Palmerston North Boys' High School 165)
- Positive to see stress on importance of English as a medium of instruction across the learning areas and on literature written or translated into English as a means of encouraging students to examine their place in the world. (SAATE 18)
- User friendly language; well written. (Nelson Park School and Others 5; DCE 120; Baverstock Oaks School 139; Newlands Primary School 144; Raroa Normal Intermediate School 151; Unknown School 154)
- Focus on engaging the learner; enjoyment. (Nelson Park School and Others 5; Karori West Normal School 74)
- May be easier to assess. (Nelson Park School and Others 5; Frankton Primary School 93)
- Balance of literature and language is appropriate. (NZFGW 111)
- Recognises need for students to engage with texts that are increasingly challenging. (NZFGW 111)
- Wide view of text forms and types. (Karori West Normal School 74)
- Highlights English as a fundamental skill. (Unknown School 154)

### **Concerns**

- Focuses on reading and writing – under-emphasis on listening and oral skills. (St Joseph's School 27)
- Prefer reading and writing to be grouped and viewing, presenting, speaking and listening together. (Ponsonby Primary School 2)
- Concern that students are seen to progress year to year regardless of whether they have attained the AO for that level. (St Paul's College 17)
- Simplistic; open to too much interpretation. (Ponsonby Primary School 2)
- Has been developed without a clear understanding of what knowledge about language means in the context of an English/literacy programme. "Metalinguistic language may well be the single biggest current 'gap' in teachers' content knowledge." (School of Education, Waikato University 110)
- Reference to multiliteracies needed. (NZCER 78)

- Relies too heavily on teacher capability. “Many HODs have internalised the 1994 curriculum and will continue to draw on these understandings as they design programmes. This document must be one that nurtures and challenges thinking. The danger is that a minimalist approach to curriculum will translate into a functionalist approach to curriculum design.” (NZATE 55)
- Should be a clear link between the curriculum and the proposed MoE English Language Learning Framework. (ELLF). (CCE19)
- How does this apply to kura kaupapa Māori schools? May need to note that schools may choose either/both English and/or te reo Māori for students in their first four years, but from Year 4 English is compulsory. (Private Individual 1)



## LEARNING AREAS – HEALTH AND PHYSICAL EDUCATION

Thirty-eight submissions commented on the Health and Physical Education learning area, with submissions from primary school staff making up the largest majority of submitters. Nine themes emerged in this learning area. These were the need for greater emphasis on outdoor education, the need to include food, diet and lifestyle and for recognition of the role of parents in supporting extra curricular activities, and to incorporate the needs of special needs students. The lack of emphasis on competitiveness was also commented on. The opportunity for schools to adapt their Health and Physical Education programme to the needs of their specific context was seen as positive and others saw a clear link between the key competencies and this learning area.

Table 18: the number of long submissions that commented on Health and Physical Education in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Private Individual	1
	Professional teaching organisation	2
	School Staff other	3
	School Staff primary	16
	School Staff secondary	5
	Teacher educator	2
	Teacher Secondary	1
	<b>Education total</b>	<b>30</b>
Māori	Māori organisation	1
<b>Māori total</b>		<b>1</b>
Other	Organisation other	5
	Private Individual	2
<b>Other total</b>		<b>7</b>
<b>Grand total</b>		<b>38</b>

## Themes

### Outdoor education

- Outdoor education is hardly mentioned. (Silverdale Normal School 11; Raumati Beach School 46)
- Some issues covered in outdoor education but not available to all students. (Greymouth High School 142)

- May need more lunch-time activities to give lots of opportunities. (Newlands Primary School 144)

### **Food/diet/lifestyle**

- The teaching of practical healthy food preparation skills should be mandatory in all schools and this should be reflected in all relevant documents.<sup>18</sup> (Canterbury District Health Board 71)
- There needs to be more education in food, nutrition and physical activity in the home environment as children spend more hours at home than at school. (Sunnybrae Normal School 146)
- Be aware of obesity issues. (Newlands Primary School 144)
- There is insufficient actual emphasis on obesity, inadequate and sedentary lifestyle, and diet. (Raroa Normal Intermediate School 151)

### **Home and school partnership**

- Should recognise the importance of extra curricular activities involving parents. (Hampton Hill Primary School 16)
- Home and school should form partnership to encourage activity. (Newlands Primary School 144)

### **School level flexibility**

- Captures the structural essence and offers flexibility within the school. (Raroa Normal Intermediate School 151) and can be adapted to suit student learning needs. (Northcote College 141; Newlands Primary School 144; Raroa Normal Intermediate School 151; Palmerston North Boys' High School 165)

### **Competencies**

- Key competencies fit in well with the new achievement objectives. (Palmerston North Boys' High School 165)
- Easy to see how the Key Competencies can be included. (Sunnybrae Normal School 146)
- Competencies more focused and fit neatly into our curriculum. (Greymouth High School 142)

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<sup>18</sup> See p. 6 of submission 71 for detailed discussions.

## **Special needs students**

- Should incorporate the perspectives of special needs students by addressing their well-being, access issues, and diverse expressions of movement, thought, sensory perception, and creative expression.<sup>19</sup>(CCS 94)
- Needs to be an acknowledgement and should be incorporated into the curriculum that students have diverse levels of physical movement, sensory perception, thought process, and creative expression. (CCS 94)

## **Policy/Community**

- Needs to be a government policy about making Health and Physical Education a priority for all societal areas, not just for schools. (Sunnybrae Normal School 146)
- Will the low socio-economic families accept what the schools are going to achieve with the students? (Sunnybrae Normal School 146)
- “What about education for the ‘at risk’ families? Is it achievable?”. (Sunnybrae Normal School 146)

## **Nutrition**

- Nutrition is not taught by health and is taught by Home Economics.<sup>20</sup>. (Raroa Normal Intermediate School 151)
- Nutrition needs more coverage in the light of New Zealand wide nutritional issues. (Raroa Normal Intermediate School 151)
- Should include Nutrition in the Year 10 Health Curriculum learning area. (Raroa Normal Intermediate School 151)
- Nutrition needs to be mandatory at Years 9 –10 for Health Education and Food and Nutrition. (Raroa Normal Intermediate School 151)

## **Competitiveness**

- No emphasis on competitiveness, very individual-based. (Karori West Normal School 74; Newlands Primary School 144)
- More opportunity is needed for excellence/meeting challenges/facing competition. (Mt Pleasant School 10)

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<sup>19</sup> See submission 94 for detailed discussion.

## Other comments

### Positive aspects

- Pleased to see emphasis on physical education as opposed to physical well-being. (Teacher Secondary 26)
- P. 16 accurately captures the essence of the learning area. (NZ Federation of Graduate Women 111)
- All encompassing. (Hampton Hill Primary School 16; Karori West Normal School 74)
- Positive to see the three interrelated disciplines are connected to and underpinned by a clear philosophical statement. (DCE 120)
- The learning area descriptor acknowledges each of the three interrelated discipline areas in its own right. (DCE 120)
- Welcome the inclusion of Hauora in the health curriculum and its holistic view on health and well-being. (CDHB 71; CCS 94)
- The essence statement is very good. (NZEI 34; Private Individual 75)
- Good introduction and clear progression. (Baverstock Oaks School 139)

### Concerns

- To include “social” would counter one of the primary purposes of social sciences.<sup>21</sup>. (Private Individual 1)
- Not enough mentioning of skill-based teaching both in Overview and Achievement Objectives. (Belfast School 145)
- Do we need concepts when we have key competencies? (Newlands Primary School 144)
- The document and the Achievement Objectives need to be mandated to ensure national consistency and the inclusion of a broad and balanced curriculum design. (DCE 120)
- “Explore” should have more precedence as students “explore” this learning area via different activities, issues and environments. (Teacher Secondary 26)
- Complicated to follow, overly political in stance. (Unknown School 160)

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<sup>21</sup> See submission 1 for more discussions.

- Should include “*Cultural perspectives and customs, drug education and education outside the classroom*” in the relevant sections of the essence statement on Health and Physical Education. (Clyde Quay School 109)
- References are missing regarding personal goals, gender stereotypes, students, cultural perspectives and customs, drug education and education outside the classroom. (NZEI 34)
- Recommend closer alignment against health framework, including:
  - acknowledging the role and responsibility of other sectors. (for example, health) in curriculum teaching and learning
  - recognise the broad impact of globalisation, urbanisation and technology as an underlying principle and not just linked to specific learning areas
  - recognise frameworks. (for example, Te Pae Mahutonga) that support the values, principles and key competencies. (122)
- No emphasis on dance. (Karori West Normal School 74)
- An additional component of “*anti-violence*” should be incorporated into the curriculum: to teach equality. (non-violence) within relationships; to teach power and control. (physical, sexual, verbal violence) within relationships; to teach the differences and the consequences of equality and power and control with foresight of the benefits and consequences. (Private Individual 119)
- Less emphasis on spirituality. (St Joseph’s School 27)
- Are all ethnic and socio-economic groups covered? (Northcote College 141)

## LEARNING AREA – LEARNING LANGUAGES

Forty three submissions commented on the Learning Languages learning area. A number of key themes emerged commented on by a number of submissions.

A key concern was the non-compulsory nature of te reo Māori and the absence of the Treaty of Waitangi. The status of second language learning received a large number of both positive and negative comments. The recognition of second language learning was seen as positive while concerns included the lack of specificity about the requirement to teach a second language. Other concerns were expressed about the year level that students should learn a second language.

The place of ESOL, community languages and sign language was also raised as a concern, with issues associated with school level flexibility a minor theme.

Table 19: the number of long submissions that commented on Learning Languages in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational consultant	1
	Educational organisation	2
	Professional teaching organisation	4
	School Staff other	2
	School Staff primary	13
	School Staff secondary	6
	Teacher educator	2
	Tertiary education organisation	2
	<b>Education total</b>	<b>33</b>
Other	Government agency	2
	Organisation other	5
	Private Individual	3
	Spiritual/ religious organisation	1
<b>Other total</b>	<b>11</b>	
<b>Grand total</b>		<b>43</b>

## Themes

### Te reo Māori and the Treaty of Waitangi

#### Positive aspects

- Recognition of te reo Māori . (Nelson Park School and Others 5; CCS 94; Private Individual 122; Unknown School 154)

## Concerns

- Te reo Māori should be a requirement, not just an option as another language. (St Mary's School 23)
- No clear description whether te reo Māori should be compulsory. (NZEI 34; Karori West Normal School 74)
- Disappointed to see that te reo Māori is just another minority language. (CCE 19; Auckland Catholic Diocese Te Kaupapa Tikanga Rua 96)
- The mana of te reo Māori is diminished. (Hampton Hill Primary School 16; CCE 19)
- All students should be given the opportunity to learn te reo Māori. (Private Individual 1)
- Te Reo should be given higher priority as a second language at the primary level for all communities within New Zealand. (Mt Pleasant School 10)
- Status should be given to te reo Māori in "Other Languages" section and priority be given to teaching te reo Māori in mainstream classes. (Newton Central School 108)
- "Te reo" should sit alongside the English learning area but not as a subset of "earning Languages". (Clyde Quay School 109)
- Ministry of Education ensures "Te Reo" has equal status as all other learning areas. (Clyde Quay School 109)
- On page 18, paragraph 2, include status of te reo Māori as an official language. (Educational Consultant 116; DCE 120)
- Te reo Māori as the first language of New Zealand is not acknowledged. (CCE 19)
- Second paragraph of the learning area statement should be dedicated to te reo Māori. (CCE 19)
- Is Te Reo already expected? (Baverstock Oaks School 139)
- No greater importance has been given to Māori language. This shows non-changing attitude toward Māori and their education. (Private Individual 49)
- Standardisation of te reo Māori would be helpful. (St Mary's School 23)
- If it's bicultural heritage, where does Māori stand? (Karori West Normal School 74)
- Te reo Māori has lost its status as equal to the English language and should be included. (Queen's High School 95)
- Basic understanding of te reo Māori is ideal for all New Zealanders. (Nelson Park School and Others 5)
- Is te reo Māori under second language learning? (St Mary's School 23; St Joseph's School 27)

- Te reo Māori needs two or three places in the curriculum. (CCE 19)
- Not enough emphasis on diverse and bi/multi-cultural characteristics of New Zealand. (Wellington Hindi School 33)
- No mentioning of the Treaty of Waitangi. (Victory Primary School 7)
- The Treaty of Waitangi should have its own section. (Victory Primary School 7)

## **Second language learning**

### **Positive aspects**

- When setting up second language learning programmes, it is good to treat English and Second Language under separate headings. (Lake Taupo Christian School 37)
- Highlights the value of second language learning in New Zealand. (CCE 19)
- It is critical for District Health Boards to see a stronger in-school focus on second language emphasised. (C&CDHB 136)
- Welcome the opportunities for second language learning. (Palmerston North Boys' High School 165)
- Brings the value of second language learning in New Zealand in line with accepted international practices. (CCE 19)
- Pleased to see the acknowledgement of second language learning as a vital part of developing well-rounded citizens who can help New Zealand to compete on the global stage. (School Staff secondary 141)

### **Concerns**

- Confusion about the voluntary nature of teaching a second language. (Clyde Quay School 109)
- No mentioning that a second language must be offered from years 7 to 10. (University of Waikato 80)
- Clear definition, status, and position of a second language is needed. (Clyde Quay School 109)
- If learning a second language is voluntary, does it mean students can opt out of sessions? (Clyde Quay School 109)
- Disagree with the compulsory nature of practical requirement. (Maxim Institute 59)
- Will second language learning be compulsory? (St Paul's College 17; St Mary's School 23)
- A new area for L2. (Riwaka Primary School 147)



- Pasifika students have greater need to learn and master English as this is their second language. (St Joseph's School 27)
- If a child is working in two languages when they arrive at school, this language should be supported as the additional language with sound resource and expertise. (Action for Children & Youth Aotearoa 77)

## **Which year levels to begin learning a second language**

### **Concerns**

- Best time to learn another language is between the ages of 3–7. (Baverstock Oaks School 139)
- Lots of other countries teach/learn another language at an earlier age. (Belfast School 145)
- Do students need their first language grounded before they start to learn another? (Belfast School 145)
- Primary needs should focus on learning English well in order to support learning other languages later. (Nelson Park School and Others 5; St Joseph's School 27)

## **ESOL**

### **Concerns**

- Where does ESOL fit in this whole curriculum? (Victory Primary School 7)
- No specific mention of ESOL. (Victory Primary School 7; CCE 19; PPTA 83; School Staff Secondary 141)
- ESOL should be going through the whole curriculum. (Victory Primary School 7)
- ESOL needs two or three places in the curriculum. (CCE 19)
- Should put more resourcing into ESOL Programme. (Nelson Park School and Others 5)

## **Community languages**

### **Concerns**

- Student bilingualism and other community languages should be valued and maintained. (Action for Children and Youth Aotearoa 77)
- Adapt the Australian. (Victorian School of Languages), the UK, Swedish, and Canadian models of community language education. (Wellington Hindi School 33; Wellington Sri Lankan School 52)
- Prioritise Pacific Islands and Asian languages. (Private Individual 1)

- Emphasise the universal trading languages such as French, Spanish, German, Chinese, Indonesian and Korean. (Private Individual 1)
- Add “The maintenance of community languages enables and empowers students”. (TESOLANZ 32)
- Recognise the importance of teaching Sinhalese to the children/young adults of the Sri Lankan community. (Wellington Sri Lankan School 52).

## Sign language

### Positive aspects

- Specific mention of Sign Language. (TESOLANZ 32)
- Recognition of Sign Language. (Nelson Park School and Others 5; CCS 94; Private Individual 122; Unknown School 154)

### Concerns

- The mana of New Zealand Sign Language is diminished. (CCE 19)
- Is Sign already expected? (Baverstock Oaks School 139)
- Acknowledge New Zealand’s other official languages: te reo Māori and New Zealand Sign Language, by creating another curriculum strand, “*Other Official Languages*”, incorporating the learning sub-areas of language, culture, and communication. (CCS 94)

## School level flexibility

- Varying pre-high school language learning is very influential and contributing schools offer a variety of languages. The flexibility of the curriculum creates too wide a range of prior knowledge of students starting college. (Raroa Normal Intermediate School 151)
- How does the transition work from one school to another? (Baverstock Oaks School 139)

## Other comments

### Positive aspects

- The inclusion of the new learning area with its own separate page. (page 18) brings this curriculum into the 21<sup>st</sup> Century. (CCE 19; TESOLANZ 32; Wellington Hindi School 33; Wellington Sri Lankan School 52; University of Canterbury 57; University of Waikato 80; DCE 120; Raroa Normal Intermediate School 151)
- Allows us to develop global citizens and awareness of global communities. (Nelson Park School and Others 5)
- Student can experience a range of languages before high school so they can make informed choices. (Nelson Park School and Others 5)

- Enough reasons given for learning another language. (NZEI 34)
- Ties in well with the recently developed language curriculum. (Palmerston North Boys' High School 165)
- Affirms the importance of learning another language. (DCE 120)
- Agree with the importance of learning more languages. (Maxim Institute 59)
- Good to see that teaching of the target language has been linked to parts of the English language. (Lake Taupo Christian School 37)
- Emphasis on Pacific languages. (TESOLANZ 32; Private Individual 122)
- Inclusion of classical language. (Unknown School 154)
- States the influence that language has in shaping a person. (Unknown School 154)

### **Concerns**

- Should emphasise the learning/continuity of each language. (Nelson Park School and Others 5)
- Identify what you see as “a language”. (Baverstock Oaks School 139)
- Question the need to change the current document about international languages. (Northcote College 141)
- What about different dialects within some languages? How will these be addressed? (Baverstock Oaks School 139)
- More direction must be given if the non-European foreign languages are to be developed. (Palmerston North Boys' High School 165)
- Language must build with methodical accuracy. (Raroa Normal Intermediate School 151)
- Is teaching other languages compulsory for school? (Newton Central School 108)
- Greater clarity is needed regarding the compulsion on schools to offer a language and to what level. (St Paul's College 17; Raroa Normal Intermediate School 151)
- How many languages will be required? (St Mary's School 23)
- How do you choose which languages are going to be relevant to each individual child? (Nelson Park School and Others 5)
- Substandard teaching in this area does more harm than good!. (Nelson Park School and Others 5)
- The addition of a language area distinct from English shows patch protection and patronising attitudes. (Mount Albert Grammar School 163)

- Does this strand refer to English as well as other languages? (Riwaka Primary School 147)
- Is it expected that several languages are to be taught? (Riwaka Primary School 147)
- Should be optional up to high school. (Nelson Park School and Others 5)
- Needs clear statement of cultural protocols and traditions. (Victory Primary school 7)
- Cultural heritage requirements not clear. (Victory Primary School 7)
- The descriptions apply better to learning foreign languages such as French, German, or Japanese, than to languages in wider use in New Zealand, such as te reo Māori, Pasifika languages, and Asian languages. (Educational Consultant 116)
- Explore and solve the tension between the objective and subjective. <sup>22</sup>(Maxim Institute 59)

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<sup>22</sup> See p5 of submission 59 for detailed discussions.

## LEARNING AREA – MATHEMATICS AND STATISTICS

Forty one submissions commented on the Mathematics and Statistics learning area. There was some very detailed feedback on this learning area and several key themes emerge. The inclusion of statistics attracted a large number of both Positive aspects and concerns and recommendations. The name change of this learning area to Mathematics and Statistics was identified as a theme with some submissions raising the question of “Statistics” was signalled out for inclusion above the other strands.

More submissions commented positively on the strands than expressed concern, and this was also the case for the inclusion of thinking skills.

Mathematics was a theme along with concerns about the impact of school level flexibility on students’ learning in mathematics. Money skills and ICT were identified as omissions.

Table 20: the number of long submissions that commented on Mathematics and Statistics in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	2
	Professional teaching organisation	3
	School Staff other	5
	School Staff primary	15
	School Staff secondary	8
	Teacher educator	3
	Tertiary education organisation	1
<b>Education total</b>		<b>37</b>
Other	Organisation other	3
	Private Individual	1
<b>Other total</b>		<b>4</b>
<b>Grand total</b>		<b>41</b>

## Themes

### Statistics

#### Positive aspects

- Good to include statistics. (Newlands Primary School 144)
- Support the promotion, reinforcement, further development, and logical structure of statistics. (Statistics New Zealand & Other Organisation 53)
- Good to link statistics and distinguish it. (St Mary’s School 23)
- Change in statistics is an improvement. (Palmerston North Boys’ High 165)

- Good to see statistics in everyday use. (Karori West Normal School 74)
- The document encourages the integration of statistics into other subject areas. (St Mary's School 23)
- The promotion of statistics within the curriculum. (Statistics New Zealand & Other Education Organisations 53)
- New content reflecting both the changing nature of statistical practice and the type of statistical information prevalent in every day life. (Statistics New Zealand & Other Education Organisations 53)
- Increased proportion of statistics reflects the increasing reliance on this area of mathematics. (St Bede's College 143)
- Increased emphasis on statistics has led to the reduction of number and algebra. (St Bede's College 143)

### Concerns

- Statistics should stay under the Mathematics and Statistics learning area to retain its integrity as a mathematical discipline. (NZCER 78)
- Highlighting one strand of statistics gives it undue priority that is not reflected further in the document. Explanation of different ways of thinking does not justify the division. (Mt Pleasant School 10)
- Statistics should be included under the maths heading and should not be separated in the title. (Riwaka Primary School 147)
- Why is statistics separated from maths? It is merely a subset of mathematics. Needs explanation for separating out mathematics and statistics. (Matairangi Clyde School 109; Greymouth High School 142)
- Separating mathematics and statistics as two types of thinking is counterproductive at a school level. May be all right for tertiary level. (Raroa Intermediate School 151)
- Statistics might sit somewhere better like Social Sciences as an area of use. (Raroa Intermediate School 151)
- Why does statistics have more emphasis? Should it be taught with Social Science? (Raroa Intermediate School 151)
- Unwanted emphasis on statistics. (Lake Taupo Christian School 37; Sacred Heart Girls' School 38; PPTA 83)
- Mismatch between the level of logic and communication and the levels of students' English in statistics. (NZAMT 58)

## **Name change to Mathematics and Statistics**

### **Concerns**

- Why name it Mathematics and Statistics? Does it imply that statistics should be given equal time/weight as maths? Or it should be given 1/3 of the time? (Mt Pleasant School 10; Silverdale Normal School 11; PPTA 83; Newlands Primary School 144)
- The name change separates one area as being more important than the others. This makes it harder for the students to see statistics as an integrated part of mathematics. Other strands would have similar reasons to be added to the title. (Raroa Intermediate School 151)
- The change of name loses holistic nature of the course and adds unnecessary complexity to the name. (Raroa Intermediate School 151)
- The learning area could be easily named “*Mathematics, Geometry, Measurement, and Statistics*”. (Raroa Intermediate School 151)
- It is worrying that the change of name puts emphasis on statistics, which suggests an emphasis on an economy-driven approach. (Raroa Intermediate School 151)

## **Mathematics**

### **Positive aspects**

- Recognises that maths is spiral and that learning and concepts are built on each other. (Lytton High School 35)
- Excellent mathematics framework for teachers. (NZ Federation of Graduate Women 111)

### **Concerns**

- Maths processes are not explicit. (Teacher Educator 20; Northcote College 141)
- There are many “imprecise” areas in other parts of mathematics. (Raroa Intermediate School 151)
- Mathematics focuses on exploration rather than learning. (Riwaka Primary School 147)
- Need to be aware of the Key Competencies within mathematics because they need to be addressed across the whole day. (Silverdale Normal School 11)
- No maths process. (Victory Primary School 7)
- Teachers could omit mathematics parts that they feel are difficult to teach. (NZ Federation of Graduate Women 111)

## Strands

### Positive aspects

- A logic development throughout all strands maps out a progression in learning of knowing, doing, and thinking. (Menzies College 149)
- Joining together of strands is pleasing and helps make the connections between different areas of mathematics clear. (NZCER 78)
- Three strands are good. (Riwaka Primary School 147)
- Good to move from five strands to group strands. (Karori West Normal School 74)
- Integration of strands is good for Number and Algebra link. (Raroa Intermediate School 151)
- Integration of strands and processes are natural. (Raroa Intermediate School 151)
- Strands are linked in a logical way. (Riwaka Primary School 147)
- Integrating the previous mathematical processes strand into the three new strands provides a context for skills and processes to be applied. (Palmerston North Boys' High 165)
- Discusses well the interrelationships between the strands and provides a useful overview. (Teacher Educator 120)
- Combining Number and Algebra makes sense as the two strands are interdependent. (St Bede's College 143)
- Pleased that Number and Algebra strand uses the NUMPA language, recognising the major role of this programme in schools. (St Mary's School 23)

### Concerns

- Need to provide further information regarding the interconnectedness of mathematics strands in Tier 2. (NZCER 78)
- The grouping of the strands adds nothing. (Sacred Heart Girls' School 38)
- Needs a specific breakdown of expectations within each strand. This needs to be with schools as soon as possible. (well before implementation). (Unknown School 161)
- There are too many strands. (Canterbury University 57)
- Number and Algebra would work well as a single strand. (Mt Pleasant School 10)



## Thinking skills

### Positive aspects

- A positive response to thinking skills. (NZEI 34)
- Essence statement links maths to other thinking skills. (Matairangi Clyde School 109)
- Pleased to see that thinking is one of the five competencies. (Statistics New Zealand & Other Organisations 53)

### Concerns

- There is not a great difference between the two disciplines in terms of thinking and skills. So why differentiate just these two? (Raroa Intermediate School 151)
- Abstract thinking has been omitted from Algebra. (Private Individual 59)

## Technology

### Concerns

- ICT as a key competency needs to play an important role in statistics as a major tool to explore and understand statistical data. (NZCER 78)
- No mention of new technologies. (Private Individual 59)
- Need unambiguous guidance of Ministry of Education expectations of ICT use in maths. (Northcote College 141)

## School level flexibility

- With the schools designing their own curriculum there is the danger that students will arrive at high school with some essential skills not done. (Raroa Intermediate School 151)
- Freedom for schools to design their own curriculum could result in teaching with a lack of coherence and connectedness. (NZ Federation of Graduate Women 111)

## Money skill

- Money as an important life skill is no longer specifically mentioned. Is it taught under decimals? It should still be included in the curriculum. (St Mary's School 23; Riwaka Primary School 147)
- Money, symmetry, and estimation seem to be missing. (Silverdale Normal School 11)

## Other comments

### Positive aspects

- Greater emphasis on:
  - statistical thinking and statistical reasoning
  - probabilistic thinking
  - statistical literacy
  - the role of the statistical enquiry cycle across the three threads
  - the use of graphics
  - intuitive and common sense ideas. (Statistics New Zealand & Other Education Organisations 53)
- Agree with the distinctions made between mathematical and statistical thinking. (NZCER 78)
- Promotes cross-curricular teaching. (Teacher Educator 20)
- Good grouping of focus area. (Teacher Educator 20; Raumati Beach School 46)
- Recognises the unit plans. (Victory Primary School 7)
- Broad range of practice allocation in everyday life. (Karori West Normal School 74)
- Interesting to see the movement of learning into everyday situations. (Karori West Normal School 74)
- Brings back the logical thinking skills, basic facts, diagrams. (Lytton High School 35)
- Support the intuitive and commonsense ideas. (Statistics New Zealand & Other Organisation 53)
- Includes the knowledge students need to know. (Baverstock Oaks School 139)
- Recognises the importance of the teacher being able to address and cater for all different levels of ability in classes. (Lytton High School 35)
- It is good to see that Number and Algebra, and Geometry and Measurement have been merged. (Teacher Educator 20; Lake Taupo Christian School 37)
- New curriculum offers a broad range and scope for future studying. (Menziess College 149)

### Concerns

- Geometry would have equal reason to be added to the title. (Raroa Intermediate School 151)

- Should recognise that students are coming through numeracy projects with more verbal reasoning and awareness. (Raroa Intermediate School 151)
- Number is the cornerstone of all maths – should the importance of it be mentioned? (Riwaka Primary School 147)
- Should ensure that number framework levels and the curriculum levels are the same. (NZCER 78)
- Is asking questions still a part of being a mathematician? Can this be included somewhere? (Teacher Educator 20)
- Interested in why the separation. (Ponsonby Primary School 2)
- Not future focussed. (Northcote College 141)
- There is no exploration of sequential patterning with materials. It goes straight into abstract numbers. (Silverdale Normal School 11)
- Important to emphasise the complex and conceptual skills of maths but it should not be at the expense of a basic understanding of numeracy. (Maxim Institute 59)
- Number and Algebra should be bigger, with more time. (Sacred Heart Girls' School 38)
- No reference to Treaty of Waitangi or cultural elements. (Sacred Heart Girls' School 38)

## LEARNING AREA – SCIENCE

Thirty nine submissions commented on the Science Learning Area. Key themes were the strands about which both positive aspects and concerns and recommendations were identified. The perceived lack of inclusion of practical investigations and technology was also identified.

Table 21: the number of long submissions that commented on Science in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	1
	Private Individual	1
	Professional teaching organisation	3
	School Staff other	4
	School Staff primary	14
	School Staff secondary	8
	Teacher educator	1
	Teacher Secondary	2
<b>Education total</b>		<b>34</b>
Other	Government agency	1
	Organisation other	1
	Private Individual	3
<b>Other total</b>		<b>5</b>
<b>Grand total</b>		<b>39</b>

## Themes

### Strands

- Easier to see how the nature of science strand can be incorporated into the remaining four strands. (Riwaka Primary School 147)
- New strand ties everything up. (Belfast School 145)
- Like the strands being specified in order. (Ponsonby Primary School 2)
- Good to join the integrating strands together. (Karori West Normal School 74)
- Good explanation of strands and gives added meaning by relating to New Zealand. (Riwaka Primary School 147)
- Good to have specific detail with sub-headings for each strand. (Newlands Primary School 144)

## Concerns

- There is a mismatch between the aims of the different strands of science. Physical World is divided into inquiry, concepts and application, whereas the other subjects focus on themes within the concepts.<sup>23</sup>(Teacher Secondary 47)
- The four science strands on page 20 are inferior to physics, chemistry and their subsets. (Private Individual 41)
- Still five strands in the learning areas. (Karori West Normal School 74)
- It seems that each strand has slightly different philosophies. (Teacher Secondary 47)
- Strands should be renamed:
  - Biology
  - Geology/Astronomy
  - Physics
  - Chemistry. (St Mary’s School 23)

## Technology

- Technology strand dropped. (Northcote College 141)
- Need more emphasis on technological developments. (Queen’s High School 95)
- The word “technology” has been removed. (Karori West Normal School 74)

## Practical investigations

- Should use practical investigations to develop an understanding of science knowledge. (Queen’s High School 95)
- Practical investigation using scientific equipment is missing. (Queen’s High School 95)
- No science lab/environment for practical exercises/experiments. It is unsafe to do these experiments in an ordinary classroom. (Raumati Beach School 46)

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<sup>23</sup> See P. 1 of submission 47 for more details.

## Other comments

### Positive aspects

- More highlighted areas, flexible and adaptable. (Raumati Beach School 46; Frankton Primary School 93; Raroa Normal Intermediate School 151; Palmerston North Boys' High School 165)
- Focuses on ecology, connecting human activities to ecological systems. (Raroa Normal Intermediate School 151)
- Non-prescriptive and general introduction gives a better coverage of the concepts essential for understanding of applications and effects. (Raroa Normal Intermediate School 151)
- Broad enough to be interpreted in a suitable way. (Raroa Normal Intermediate School 151)
- Like it very much. (Queen's High School 95; Riwaka Primary School 147)
- Explicitly addressed key competencies in science are helpful for teachers. (NZCER 78)
- Application of science to own lives and environment. (Queen's High School 95)
- Overall progressions allow teachers to identify where their students are at, address their learning needs accordingly, and develop programmes to focus on development of the skills and capabilities of the Nature of Science strand. (Dunedin College of Education 120)
- The current science teaching pedagogy of the school supports the approach outlined in the curriculum. (Clyde Quay School 109; Palmerston North Boys' High School 165)
- Captures the important learning areas. (Queen's High School 95)
- Learning areas explained well. (Hampton Hill Primary School 16)
- Statement links well with big picture vision, principles, and values. (Queen's High School 95)
- Support the statement about ethical considerations. (Mt Pleasant School 10)
- Like the problem solving and creating new knowledge aspects of the statement. (Mt Pleasant School 10)
- Very different from the old document. (Victory Primary School 7)
- Good overviews. (Ponsonby Primary School 2)
- More scientific and more choices of learning contexts. (Karori West Normal School 74)
- Strong focus on the environment. (Private Individual 75)

## Concerns

- Focus on less variety but more depth. (Raroa Normal Intermediate School 151)
- Where does applied science fit? (Queen’s High School 95)
- This document lacks science. It frames science as a minor subset of our lives, rather than as central to our existence.<sup>24</sup>. (Private Individual 31)
- By defining science as separate from language and art it creates major barriers.<sup>25</sup>. (Private Individual 31)
- Literacy and numeracy cannot exist without science. “Technical proficiency in literacy and numeracy will be used in ignorance if they are not founded in science with all its requisites”.<sup>26</sup>. (Private Individual 31)
- “Science for science sake” is sacrificed for science that is social engineering. (St Paul’s College 17)
- Different perspectives of science that come with a bicultural/multicultural society are not acknowledged. (Silverdale Normal School 11)
- On page 13 science is described as if students were to develop their own scientific knowledge. This is at least suggesting a type of pedagogy that is lamentably rare in our schools. (Teacher Secondary 47)
- Want to see more emphasis on knowledge and content understanding. Needs to be more prescriptive. (Queen’s High School 95; Palmerston North Boys’ High School 165)
- How does science relate to other disciplines? There is lots of overlap and rich learning opportunities between subjects. These should be flagged up more clearly with various models for delivery.<sup>27</sup> (Teacher Secondary 47)
- Does not mention senior subjects such as: physics, chemistry, biology, agriculture, or horticulture. (PPTA 83)
- Would like to see the achievement aims that are to guide the teachers flagged up more clearly in the curriculum. (Teacher Secondary 47)

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<sup>24</sup> See submission 31 for detailed discussion.

<sup>25</sup> See submission 31 for detailed discussion.

<sup>26</sup> See submission 31 for detailed discussion.

<sup>27</sup> See P. 2 of submission 47 for more explanations.

- New curriculum demands stronger communication skills, therefore literacy skills need a cross-curricula focus. (Palmerston North Boys' High School 165)
- Environmental study relates to ethical and moral aspects. Would like to enquire: what do the major religions have to say about the issues like sustainable earth and climate change? (Amnesty International School 107)



## LEARNING AREA – SOCIAL SCIENCES

Forty six submission commented on the Social Sciences; a similar number to Learning Languages. Four themes emerged. First, the perceived lack of importance given to the Treaty of Waitangi. Concerns about the impact of increased school level flexibility on the topics and settings taught by schools were also expressed. The settings for the teaching of Social Sciences was also a notable concern with varying opinions expressed about the importance of New Zealand settings.

Table 22: the number of long submissions that commented on Social Sciences in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	2
	Private Individual	1
	Professional teaching organisation	4
	School Staff other	3
	School Staff primary	14
	School Staff secondary	9
	Teacher educator	3
	Tertiary education organisation	1
	<b>Education total</b>	<b>37</b>
Other	Organisation other	5
	Private Individual	2
	Spiritual/ religious organisation	2
<b>Other total</b>	<b>9</b>	
<b>Grand total</b>		<b>46</b>

## Themes

### Treaty of Waitangi

#### Concerns

- Treaty not mentioned in essence statement. Include the importance of the Treaty of Waitangi. (Private Individual 1; St Joseph’s School 27; NZEI 34; Lytton High School 35; Raumati Beach School 46; Wellington Social Studies Teachers 62; Karori West Normal School 74; Newtown Central School 108; Clyde Quay School 109; Dunedin College of Education 120)
- The Social Sciences learning area, level 5 is too late for the introduction of Treaty of Waitangi studies, as some students may be considering ending their education or focussing on specialisation. level 4 would be more appropriate and effective as it would

be more part of the general education of all students. Perhaps it should be an overriding clause/an overview objective/requirement. (Silverdale Normal School 11; Auckland Catholic Diocese 96)

- Hunter and Farthing. (2005) queried the rationale behind the ideological shift in policy that plays down the Treaty of Waitangi in the dDraft. Loss of significant ground made in the development to SSNZC in relation to situating historical perspectives in integrated or discrete social, cultural, geographic and economic contexts and settings. The draft's social sciences framing limits understandings about processes of colonisation and decolonisation, and the dynamic nature of the Treaty of Waitangi in shaping cultural relations in Aotearoa New Zealand. (University of Waikato 92)

## **School-level flexibility**

### **Concerns**

- Allowing schools complete autonomy as to the topics/settings studies could lead to a lack of consistency between schools. This could seriously disadvantage students transferring schools as they may not be prepared for what is deemed “appropriate” at a school in another location. (Sacred Heart Girls’ College 38)
- By replacing specific skill sets associated with current syllabus documents with non-specific key competencies, the quality of skill-based learning will vary greatly across New Zealand. Subject specific detail is required. (Sacred Heart Girls’ College 38)
- Very general, plenty of scope. However, may be producing a large variability between schools due to general nature. (Raroa Normal Intermediate 151)
- Concern that the less prescriptive nature of the draft curriculum will allow some students not to be exposed to essential contexts. There needs to be some compulsion on what New Zealand students need to know, in order that they have an appropriate awareness of the world they live in. This is particularly evident from both economic and historical perspectives. (Palmerston North Boys’ High School 165)

## **Settings**

### **Concerns**

- Include the importance of studying countries that are closest to New Zealand today and tomorrow by virtue of relationships in the past and present. Include analysis of global concerns foundational to New Zealand’s well-being today and tomorrow. (Private Individual 1)
- Four strands instead of five. Setting changed, used to have more, now New Zealand based. Integrated strands based on social enquiry. Not much provision for studying

children outside of New Zealand society, unless working from a New Zealand context/perspective. (Victory Primary School 7)

- The “settings” focus is restrictive – it focuses on New Zealand rather than the more open view of “settings” in the 1997 version, where “settings” across the globe were encountered – even at level 1. (Silverdale Normal School 11)
- The emphasis on New Zealand context is at odds with the stated vision of educating for a globalised world. (St Paul’s College 17)
- The “Perspectives” have been taken out – again this narrows scope – all about New Zealand until level 3. (Silverdale Normal School 11)
- Māori/biculturalism is focused in the past – not present/future. (Silverdale Normal School 11; Karori West Normal School 74)
- Specific focus on the Pacific Islands and Asia. (St Joseph’s School 27; NZEI 34)
- Fragmented and inconsistent in its commitments to Māori /Pasifika/Asian. On page 26 of the draft curriculum, are these areas implied for learning or optional? They should be explicit, not optional. (Newtown Central School 108)
- History tied with New Zealand and no other part of the world. New Zealand based only. Difficult to do recent history and ancient history. Where is the place for ancient society, for example, Greece, Rome, Egypt; Skills; General Knowledge; Current Events? (Menzies College 149)
- History much narrower focus – over-emphasis on the link to events of significance to New Zealanders. Different essay focus would be the result of this change. (Raroa Normal Intermediate 151)

## **Suggested additions to Social Sciences**

- *New Zealand’s political and governance systems* – The social sciences area seems a little “soft” and would benefit from inclusion of New Zealand’s political and governance systems. (University of Canterbury 57)
- *Geographic, historic information about New Zealand* – Inclusion of basic geographic, historic information about New Zealand from an early level. At primary level, history, geography, and economics should be integrated into units. (Wellington Social Studies Teachers 62)

- Feedback on what strands should be incorporated into the subject.<sup>28</sup> (Wellington Social Studies Teachers 62)
- *Religions and great civilisations of the world* – Add “an understanding of the great religions of the world and the key ideas from the great civilisations of the world” to the Social Studies curriculum. (NZ Catholic Education Office 64; Assn of Proprietors of Integrated Schools 65)
- *Conflict and its Management* – There should be a strand entitled “*Conflict and its Management*” running through some levels. Modules could include the costs of international conflict to New Zealand’s national development, the nature of religious differences past and present, workers and their bosses – class and industrial conflict in New Zealand; the rule of law and protection of minorities; the historical struggle for universal suffrage; means of settling conflict at home and abroad. (The Peace Foundation 68)
- *Accounting* – Reasons for including Accounting and suggested methods of inclusion.<sup>29</sup> Consult Accounting Teachers regarding any future national curriculum changes to incorporate a separate Business Strand within the Social Science learning area. (Ceta 72)
- The increasing awareness of enterprise and its association with economic and social development suggests that reference to Accounting needs to occur in the context of Social Sciences. (Palmerston North Boys’ High School 165)
- *Sustainability* – Commend this learning area for a strong focus on the environment. Recommend changes to emphasise the importance of sustainability.<sup>30</sup> (Private Individual 75)
- *Civic education* – So New Zealanders have a comprehensive understanding of the way their system of government works and how they can participate in it. Recommend a standard compulsory civic education syllabus; training for teachers to allow participatory modes of teaching; development of standardised teaching resources to allow all students, during the term of their compulsory education, to be exposed to and understand the workings of the structure set out in submission 130 and to have the confidence to participate in it. (TINZ 130)

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<sup>28</sup> On pp. 2 to 4 of submission 62, Wellington Social Studies Teachers have provided feedback on what strands should be incorporated into the subject.

<sup>29</sup> The Appendix of submission 72 provides reasons for including Accounting and suggested methods of inclusion.

<sup>30</sup> Recommended changes to emphasise sustainability are provided on p. 6 of submission 75.

- *Māori content* – should be mentioned in level 1 too. (Newlands Primary School 144)
- *Classical studies* – Finding a place for classical studies in a curriculum document that seems to omit a focus on subject specifics and interdisciplinary content. (Raroa Normal Intermediate 151)

## Other comments

### Positive aspects

- Generally an improved statement to that in NZCF. (Private Individual 1; St Mary’s School 23; Newlands Primary School 144; School Staff 160)
- Pleased to see only four strands. Simplified Social Studies: combined strands and removed the need to look at everything through three perspectives. Integration of social organisation and culture and heritage. (Ponsonby Primary 2; Mt Pleasant School 10; St Mary’s School 23; Dunedin College of Education 120; Riwaka Primary School 147; School Staff 160)
- Social Sciences marries well with Health and Physical Education. (St Mary’s School 23)
- Document is “open” and “broad”, meaning you are able to teach what you want. (Lytton High School 35; Newlands Primary School 144; Raroa Normal Intermediate 151)
- Applaud those elements of the Social Studies curriculum that aim to develop tolerance and reduce racism in our multicultural society and the building of an awareness of the key contemporary historical trend of globalisation and growing world consciousness. (National Spiritual Assembly of Baha’is of New Zealand 42)
- Greater integration of strands in contexts. (Wellington Social Studies Teachers 62)
- More choices; more flexibility; won’t be a big shift – it’s our current practice; the Key Competencies link well to Social Science; from social processes to social enquiry underpins the whole document – we like it. (Karori West Normal School 74)
- The learning area is called Social Sciences. The introductory statement clearly explains what the learning area is about. Both biculturalism and multiculturalism acknowledged. The strand descriptors are clear. Strong reference to society. (Dunedin College of Education 120)
- No real change. Still consistent with current values taught. (Raroa Normal Intermediate 151)
- The Social Sciences learning area is more generalised and the new objectives, despite being broader, are logical and well-developed. They will allow this school to develop suitable teaching and learning programmes. (Palmerston North Boys’ High School 165)

## Concerns

- Changes have resulted in a “dumbing down” of the curriculum; a narrowing of focus, and a removal of the challenge to reason through issues; to evaluate and justify. (Silverdale Normal School 11)
- Social Science is not specific enough – although there are contexts/content but no progression and development stated. (TEAM Solutions 101)
- The draft statement on social sciences has little to say about the ways beliefs and religions have influenced the world’s cultures and civilisations over time. History and the social sciences could be seen as a major focus for developing understanding of religious and cultural diversity. More work is needed on the statement and the related key competencies. (NZ Amnesty International School Group 107)
- Greater focus on conceptual learning required. Make this expectation explicit in the learning area statement. Refer to the importance of including the key aspects of learning within teaching and learning opportunities. (Dunedin College of Education 120)
- Will Social Studies now be an NCEA subject on its own? (Newlands Primary School 144)

## LEARNING AREA – TECHNOLOGY

Thirty one submissions commented on the Technology learning area. Only one theme was identified in the submissions – the perceived lack of emphasis on practical skills.

Table 23: the number of long submissions that commented on Technology in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	2
	Professional teaching organisation	4
	School Staff other	2
	School Staff primary	11
	School Staff secondary	8
	Teacher educator	1
<b>Education Total</b>		<b>28</b>
Other	Organisation other	1
	Parents	1
	Private Individual	1
<b>Other Total</b>		<b>3</b>
<b>Grand Total</b>		<b>31</b>

## Themes

### Lack of emphasis on practical skills

- The practical “doing things” needs to be clearly identified and stressed at each level. (ETITO 125)
- Would like to see the process of “making” followed by “evaluation” stressed, especially for young students operating at the lower levels of the curriculum. (ETITO 125)
- Lack of emphasis on practical skills and over emphasis on theory. (PPTA 83 p. 13; Raumati Beach School 46; Palmerston North Boys’ High School 165)

*Technology is an area where students can use kinesthetic learning – many students who succeed in this area have limited academic. (paperwork) abilities. For them technology needs to be essentially practical – emphasis on the paperwork aspects of the subject sets them up for failure. (Raumati Beach School 46)*

*“It is similar to and probably worse in its direction than the existing curriculum. There is no opportunity to allow students to develop knowledge and skills that will enable them to develop practical solutions to practical problems... The Technology curriculum should be part of a pathway for students to move into skill-based trades.*

*Instead the present draft veer students towards an academic pathway... This is unnecessary, as students moving towards university already have existing and recognised pathways in sciences and mathematics to take them into careers in engineering, architecture, etc. This curriculum will not help with the current lack of people in trades-based careers.” (PPTA 83 p. 13)*

- Does not recognise the nature and teaching needs of primary/intermediate level technology centres. Focus is on innovative thinkers and designers rather than the “doers and the makers”. (Raumati Beach School 46)
- The draft curriculum is not a basis for teaching the trades that underpin the economy. (Raumati Beach School 46; Palmerston North Boys’ High School 165)

## Other comments

### Positive aspects

- Like the clear statement of intent and the reasons students should study Technology. (HETTANZ 83)
- Like that it is now part of Key Competencies, not taught in isolation. (Raumati Beach School 46)
- Like the three main strands. They are clear, flexible, and have a good philosophy. (Lytton High School 35; HETTANZ 83; Greymouth High School 142; Belfast School 145; Riwaka Primary School 147)
- The three strands are interlinked well. (Newlands Primary School 144; Riwaka Primary School 147)
- Like that the curriculum provides outcomes for learners at the higher-end of the practical and academic spectrum. Technology has traditionally been seen as a “over-level” subject. This curriculum sits it alongside more “academic” subjects. (ETITO 125)
- Support the focus on key analytic and management skills which are needed at the leading edge of research and development in the hi-tech industry. (ETITO 125)
- Like that the contexts schools can use are wide ranging and less prescriptive. (Greymouth High School 142)
- Easier to integrate. (Marewa School, Te Awa School, Nelson Park School 5)
- Support the acknowledgement of the influence of environment on technology and the impact of technology on the environment in the essence statement. (Private Individual 75)



## Concerns

- Integration with other learning areas makes a separate Technology document redundant. (St Mary's School 23)
- The idea of modification and reflection are not specifically referred to under Technology practice. (St Mary's School 23)
- Technology should underpin all learning areas. Integration across all curricula areas is missing. (St Mary's School 23)
- Presenting a curriculum without completed objectives only adds to the confusion that already exists about technology education in New Zealand and devalues the entire learning area. (PPTA 83; Palmerston North Boys' High School 165)
- Suggest adding a strand on ethical considerations. (Riwaka Primary School 147)
- Should be included in the Science curriculum as "Technological World". (Marewa School, Te Awa School, Nelson Park School 5)
- No mention of ICT, Computing, or Information Management. (PPTA 83)
- Little mention of Graphics in this curriculum yet it is "an essential communication tool in technological practice". (PPTA 83; Palmerston North Boys' High School 165)

## EFFECTIVE PEDAGOGY

Fifty five submissions commented on Effective Pedagogy. It was not possible to group these into themes. However, review of the positive aspects indicates a level of support for this section of the Draft Curriculum. A wide range of concerns and recommendations were expressed in the submissions.

Table 24: The number of long submissions that commented on Effective Pedagogy in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational consultant	1
	Educational organisation	6
	Professional teaching organisation	8
	School Staff other	6
	School Staff primary	12
	School Staff secondary	8
	Teacher educator	3
	Tertiary education organisation	1
<b>Education total</b>		<b>45</b>
Other	Business employers	2
	Organisation other	4
	Private Individual	2
	Spiritual/ religious organisation	2
<b>Other total</b>		<b>10</b>
<b>Grand total</b>		<b>55</b>

### Positive aspects

- Clearly expressed, research-based, and “reflects the processes that have been long standing in the classroom and are now being supported by published research papers.” (Mt Pleasant School 10; SAATE 18; NZEI 34; Lytton High School 35; Raumati Beach School 46)
- Clarifies “effective” teaching and “accountability”. (Nelson Park School and Others 5)
- Key section for teachers; useful. (Nelson Park School and Others 5; NZCEO 64; APIS 65; Clyde Quay School 109)
- Students need to understand what they are doing and why. (Lytton High School 35)
- Clarifies different strategies for different students; inclusive classroom. (Lytton High School 35)
- Builds on what students know. (Lytton High School 35; Wellington Area Social Studies Teachers 62)

- Acknowledges importance of working with families and communities. (Lytton High School 35)
- Essential as it underpins all teaching practice. (HETTANZ 69)
- Aligns well with the need for sustainability. (University of Canterbury 57)

### Concerns

- What is “customised learning”? (Silverdale Normal School 11)
- Where is the acknowledgement that learning/teaching is not only the teacher’s responsibility? Teachers have to attend to students with high needs and that can hinder teachers’ effectiveness. (Silverdale Normal School 11)
- Pedagogy doesn’t belong in the curriculum. Best left to colleges of education or professional teaching standards. (Private Individual 1; Oamaru North School 138)
- Needs a “sharpened focus” on what teachers do to illustrate their strategic decision-making linked to the specific needs of their learners. Not clear in intent; need for specific teaching strategies. (St Mary’s School 23; Sacred Heart Girls’ College 38; LML 40)
- Potential to limit the way teachers teach. Based on one theory of learning: co-constructivism. (St Mary’s School 23; Totara College of Accelerated Learning 28; Lake Taupo Christian School 37)
- Emphasis on the developmental approach to learning ignores evidence that formal teacher-directed approaches to pedagogy are more effective. (Education Forum 82)
- Good oral communication skills should be given priority. (St Joseph’s School 27)
- Does not relate closely to the findings of the Ministry’s *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. (Alton-Lee, 2003). (PPTA 83<sup>31</sup>)
- Needs to refer to BES and Te Kohitanga for effective teaching profile. (CCE 19)
- Inconsistent messages in relation to the following sections on designing and planning a school curriculum. (NZCER 78<sup>32</sup>)
- NCEA is assessment driven and makes it difficult to “nurture a love of learning.” (St Paul’s College 17)

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<sup>31</sup> See PPTA submission, p. 6, for a detailed discussion of this point.

<sup>32</sup> See NZCER submission, p. 3, for a detailed discussion of this point.

- Provide an explanatory statement/definition of what is meant by Effective Pedagogy. (RSNZ 48; Oamaru North School 138; LML 40; Clyde Quay School 109)
- Mention teaching of critical thought and the need to cater for different learning styles. (Sacred Heart Girls' College 38; Private Individual 158)
- Include reference to multiple intelligences. (St Mary's School 23)
- Consider including the future possibility of flexible school hours. (St Mary's School 23)
- Include reference to students and educators as reflective practitioners and the relationship between reflective practice, pedagogy and student achievement. (HETTANZ 69; DCE 120)
- Add statement about teachers' role in exemplifying human rights. (Peace Foundation 68<sup>33</sup>)
- Suggest inclusion of "experiential learning" as a valid pedagogical approach. (EMA Central 45; RSNZ 48; Business New Zealand 61; Enterprise New Zealand Trust 113)
- Add additional competencies that teachers need, including subject matter competence. Include "teacher learning". (Maxim Institute 59; Queen's High School 95)
- Need to acknowledge the significance of the Māori cultural dimension and the importance of biculturalism and multiculturalism in pedagogy. (RSNZ 48)
- Include the idea of "teaching for enterprise, within an enterprising learning environment." (EMA Central 45; Enterprise New Zealand Trust 113)
- Emphasise the "theory and practice of service to others." (National Assembly of Bah'ais of New Zealand 42)
- Add the expectation of "essening the disparity for the lowest 20% of achievers." (Clyde Quay School 109)
- Need to acknowledge the importance of the student-teacher relationship in quality teaching and learning. (CCE 19)

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<sup>33</sup> See submission 61 for suggested wording.

## DESIGNING A SCHOOL CURRICULUM

Forty two submission commented on the Designing a School Curriculum section.

The themes that emerged were concerns about the implementation of the significant themes listed on p.26. Concerns about the school level flexibility to design their own curriculum was also expressed and the role of the community in curriculum design.

Table 25: The number of long submissions that commented on Designing a School Curriculum in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	6
	Private Individual	1
	Professional teaching organisation	4
	School Staff other	2
	School Staff primary	12
	School Staff secondary	9
	Teacher educator	2
	<b>Education total</b>	<b>36</b>
Other	Business employers	1
	Organisation other	3
	Private Individual	2
<b>Other total</b>	<b>6</b>	
<b>Grand total</b>		<b>42</b>

## Themes

### Significant themes

- Examples of significant themes should be broadened to provide a wider focus to include development of concepts such as equity, social justice and the environment. Themes too limited. Encourage examination of issues from which tensions arise in these significant themes. (Lytton High School 34; Peace Foundation 68; Karori West Normal School 74)
- Provide examples of how the Vision, Principles, Values and Key Competencies inform the development if a school-based curriculum design in relation to the themes. (Private Individual 75)

- Themes do not belong in this section. Suggest already inherent in Vision and Principles. (HETTANZ 69; DCE 120)
- Lack of clarity for curriculum design. Needs more clarity on implementation of the themes. (St Joseph’s School 27; WWF-NZ 9<sup>34</sup>; DCE 120; Unknown School 160)
- Themes appear to be mandatory, rather than suggestions. Schools should have flexibility to choose themes. (NZCEO 64; APIS 65)
- Enterprise and financial literacy should be embedded more centrally in the learning areas and/or achievement objectives. (Business New Zealand 61)

### **School level flexibility**

- Tension between the mandated curriculum and school’s freedom to design and implement their own curriculum. How much flexibility do/should schools have to set priorities? (Mt Pleasant School 10; Hampton Hill Primary School 16; Lytton High School 35; Cashmere High School 44; Karori West Normal School 74; Paraparaumu College 150)
- Disagree with schools being able to design and implement their own curriculum. It is the Ministry’s role to set clear expectations for subjects and levels taught. Schools should not have flexibility to determine what is taught. (Private Individual 41; NZCEO 64; APIS 65; Education Forum 82; NZFGW 111)
- Not clear how schools will enact these requirements. (HETTANZ 69)
- Coherence between secondary schools and contributing schools is important. (Queen’s High School 95)

### **Community involvement**

- Community “buy in” to the curriculum is unlikely. (Lytton High School 35)
- Possibility of undue influence at the school level by lobby groups or teacher preferences in determining the curriculum. (Mt Pleasant School 10; Karori West Normal School 74)
- Lack of clarity about what is expected of the community. (Queen’s High School 95; Clyde Quay School 109; DCE 120)

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<sup>34</sup> See submission 9, p. 16, for detailed discussion of this point.

## Other comments

### Positive aspects

- Positive inclusion of the need to integrate curriculum areas. (Silverdale Normal School 11; Lytton High School 35)
- Tailor made to the school; opportunity to design curriculum for student needs and freedom for schools to choose; flexibility for schools. (Wellington Hindi School 33; Lytton High School 35; NZAMT 58; Teacher Educator 66; UNDESD 67; Private Individual 75; Belfast School 145)
- Useful section. (Lytton High School 34)
- School flexibility may encourage schools to incorporate heritage languages into their teaching and to affirm students' cultural and linguistic heritage. (Wellington Hindi School 33)
- Welcome focus on “real life issues” and “real life contexts”. (Business New Zealand 61)
- Suitable themes. (Maxim Institute 59; Business New Zealand 61)
- Focus on “planning with a focus on outcomes”. (Maxim Institute 59)

### Concerns

- No mention of “building relationships”; lack of emphasis on relationship with students. (St Joseph's School 27, Lytton High School 34)
- Planning and teaching should be focussed on process first and outcomes second. (St Joseph's School 27)
- Strengthen language around integrated teaching to imply it is an expectation, not an option. (WWF-NZ 9)
- Confusing: uses terms not included elsewhere in document. (Raumati Beach School 46)
- Assessment guidelines not specific enough. (Sacred Heart Girls' College 38)
- Include education as a bullet point. (Sacred Heart Girls' College 38)
- Prevalence of developmentalism. (Education Forum 82)
- Too much focus on vocationalism. (St Paul's College 17)
- Provide opportunities for schools to provide students with opportunities for extended inquiries on self-chosen topics. (NZCEO 64; APIS 65)
- Curriculum foundation needs to be based on the foundation that “there is meaning in the world”. Otherwise, “the ideas developed could descend into relativism”. (Maxim Institute 59)

## PLANNING WITH A FOCUS ON OUTCOMES

Table 26: The number of long submissions that commented on Planning With a Focus on Outcomes in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	3
	Professional teaching organisation	4
	School Staff other	2
	School Staff primary	6
	School Staff secondary	7
	Teacher educator	1
<b>Education Total</b>		<b>23</b>
Other	Organisation other	1
	Private Individual	1
<b>Other Total</b>		<b>2</b>
<b>Grand Total</b>		<b>25</b>

### Positive aspects

- Support emphasis on monitoring of children’s learning and clarity of intentions. (Lytton High School 35; Queen’s High School 95; DCE 120)
- Useful section. (NZCEO 64; APIS 65)

### Concerns

- Don’t use the term “outcomes”. Suggest “*earning and Achievement*” as better reflects the individual and complex nature of learning. Too much focus on outcomes. (Silverdale Normal School 11; St Paul’s College 17; SAATE 18; NZEI 34; DCE 120)
- Statement referring to special needs students and gifted and talented students is not comprehensive enough. (St Mary’s School 23; Queen’s High School 95)
- Based on a “developmental” approach to learning. (Education Forum 82<sup>35</sup>)
- Inconsistent messages with other content in this section on Designing a School Curriculum. (NZCER 78)

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<sup>35</sup> See submission 82, pp. 22-23 for detailed discussion of this point.



- Need for greater emphasis on the pedagogy, outcomes and development of learning orientations. (HETTANZ 69)
- Need a debate on extent to which individual schools should set their own goals. Need for national outcomes to overarch local goals. (Sacred Heart Girls' College 38; Paraparaumu College 150)
- If community driven, could end up with narrow goals. (Lytton High School 35)
- Teachers and students need more time for reflective practice. (St Mary's School 23)
- Needs rewriting. Not coherent. (Private Individual 1)

## PLANNING FOR THE DEVELOPMENT OF THE KEY COMPETENCIES

Table 27: The number of long submissions that commented on Planning for the Development of the Key Competencies in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	4
	Professional teaching organisation	2
	School Staff primary	5
	School Staff secondary	7
	Teacher educator	2
<b>Education total</b>		<b>20</b>
Other	Organisation other	2
	Private Individual	1
<b>Other total</b>		<b>3</b>
<b>Grand total</b>		<b>23</b>

### Positive aspects

- Useful section. (Nelson Park School and Others 5; NZCEO 64; APIS 65)
- Recognises that students need ongoing feedback and encouragement. (Lytton High School 35)
- Underpins all learning. (Lytton High School 35)
- Many statements in this section seen as good teaching practice. (NZEI 34)
- Allows for development in incremental stages. (Nelson Park School and Others 5)
- Key competencies fit well into current curriculum. (Greymouth High School 142)

### Concerns

- Messages in this section inconsistent with rest of the Designing a School Curriculum section. (NZCER 78)
- Use the term “*reaching potential*” rather than “success”. (Lytton High School 35)
- Provide a graded scale of key competencies. (Lytton High School 35)
- Scepticism: Key Competencies are perceived as irrelevant and vague unless the most important competency, Using Language, Symbols and Texts was mastered. (St Paul’s College 17)
- What exactly do key competencies mean when woven through achievement objectives by level? (Nelson Park School and Others 5; Clyde Quay School 109)

- No mention of integrated approaches. (Teacher Educator 66; UNDESD 67)
- Include examples in child-friendly and teacher-friendly form. (Nelson Park School and Others 5)
- Lacks coherence. (Private Individual 1)
- Should mention driving as a key competency. Seems grounded in traditional academic approach to learning with less emphasis on practical learning styles and content. (NZAA 63)

## PLANNING FOR PURPOSEFUL ASSESSMENT

Table 28: The number of long submissions that commented on Planning for Purposeful Assessment in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	4
	Professional teaching organisation	4
	School Staff other	1
	School Staff primary	6
	School Staff secondary	7
	Teacher educator	2
<b>Education total</b>		<b>24</b>
Other	Private Individual	2
	Spiritual/ religious organisation	1
<b>Other total</b>		<b>3</b>
<b>Grand total</b>		<b>27</b>

## Themes

### Year 11-13 assessment

#### Concerns

- What does “excessive high stakes assessment” mean? “The credit valued courses built around Achievement Standards appear to dictate a series of inescapable high stakes assessment throughout the school year...” (SAATE 18)
- Concern that senior. (Y11-13) assessment programme is taking a dominant role in all curriculum planning. Moderation process is unworkable and inconsistent and may become more so as each school designs its own curriculum. (St Paul’s College17; NZCEO 64; APIS 65)

## Other comments

#### Positive aspects

- Opening statement widely accepted and reflects current practice. (NZEI 34)
- Section reflects current practice. (Nelson Park School and Others 5; APIS 65; Queen’s High School 95; Clyde Quay School 109; DCE 120)

*“Strength of this section is that it gives a greater sense of coherence to the curriculum as a device for determining, planning, and achieving purposeful and integrated learning for students.” (NZEI 34)*

- Acknowledgement that assessment is an integral part of the teaching/learning process. (Nelson Park School and Others 5; Silverdale Normal School 11)
- Support inclusion of both informal and formal assessment approaches. (Auckland Catholic Diocese Te Kaupapa Tikanga Rua 96; Oamaru North School 138)
- Acknowledges assessment “of the moment”. (Oamaru North School 138)

### Concerns

- No acknowledgement of the use of assessment information by tertiary institutions in the enrolment process. Need to be able to make valid comparisons between students to enable employers and tertiary institutions to “discriminate between students.” (Private Individual 41)
- Too focussed on teaching for assessment. (Lytton High School 35)
- Concern about the amount of assessment teachers have to do. (Oamaru North School 138)
- No distinction between formative and summative assessment. (Silverdale Normal School 11; Lytton High School 35; Education Forum 82)
- Students can choose “easy subjects” for assessment. (Lytton High School 35)
- “Authentic assessment” should be promoted. (St Mary’s School 23)
- Seems to imply that all effective assessment must be planned. (Silverdale Normal School 11)
- What are the implications for electronic student profiles that can be exchanged between schools? (Silverdale Normal School 11)
- Language “too wordy” and unclear in places. (Private Individual 1)
- Concern that any move to mandated testing would undermine the focus on this section. (Clyde Quay School 109)
- Uncritical acceptance of the outcomes-based approach to curriculum and on formative assessment at the expense of regular testing and examinations. (Education Forum 82)
- Insert a heading “*Classroom assessment*” above “School-wide assessment”, followed by a brief statement about its importance. (NZCER 78)
- Should all assessment be based around the individual? What about collaborative or group assessment? (Teacher Educator 66; UNDESD 67)
- No national standards set in the learning areas or for the integrated themes. (Teacher Educator 66; UNDESD 67)

## PLANNING FOR COHERENT PATHWAYS

Table 29: The number of long submissions that commented on Planning for Coherent Pathways in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	1
	Professional teaching organisation	3
	School Staff primary	6
	School Staff secondary	6
	Teacher educator	1
	Tertiary education organisation	1
	<b>Education total</b>	
Other	Business employers	1
	Government agency	1
	Private Individual	1
	<b>Other total</b>	<b>3</b>
	<b>Grand total</b>	<b>21</b>

### Positive aspects

- Good to see links between all sector levels. (St Mary’s School 23; HETTANZ 69; Human Rights Commission 81; Queen’s High School 95; DCE 120)
- Support for recognition of links between Te Whariki and the New Zealand Curriculum. In practice, “this move must be made without compromising the integrity of either statement.”<sup>36</sup>. (Nelson Park School and Others 5; NZEI 34)

### Concerns

- Strong economic focus. (Paraparaumu College 150)
- Concern that seamless progressions are undermined by labelling learning according to years of schooling. (University of Waikato 80)
- Mostly about literacy and numeracy. “It does not address other aspects of learning such as the rich opportunities schools can give students to develop a broad range of interests and competencies such as social and cultural understanding, teamwork, physical, social and leadership skills.” (NZCER 78)

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<sup>36</sup> Submission 34.

- Message is not consistent with other sections of Designing a School Curriculum. (NZCER 78)

*“Seems to imply that dedicated careers guidance and assistance should only begin in Years 11-13. This is at odds with NAG 1. (vi) and with the findings of the ‘Innovative Pathways from School’ final report.”* (Business New Zealand 61)

- Concern about identification of phases of learning from early childhood to tertiary education. “The unusual groupings in this section created confusion for teachers.” (NZEI 34<sup>37</sup>)
- Essence of Learning in the Early Years statement is not supported by the AOs in a number of Learning Areas. (Mt Pleasant School 10)
- Why are diverse abilities only acknowledged in Years 11-13? (Nelson Park School and Others 5)
- Section needs “considerable revision”. Could be based around three stages of learning: early childhood, schooling and tertiary education and training. (Private Individual 1<sup>38</sup>)
- Add “*career pathway*” to second sentence on p. 32. (Greymouth High School 142)
- Suggest Years 1-4 and Years 5-10 groupings would be better as Years 1-6 and Years 7-10 as these better reflect the progressive development of children’s learning and social development. (DCE 120)
- Dot points at Years 1-4 are shown as relevant at every level. (DCE 120)

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<sup>37</sup> See submission 34, p. 29, for detailed discussion of this point.

<sup>38</sup> See submission 1, p. 11, for detailed discussion of suggested revisions.

## ACHIEVEMENT OBJECTIVES BY LEVEL

Twenty one submissions commented on Achievement Objectives by Level. One theme emerged- the appropriateness of using levels and the progressions between different levels.

Table 30: The number of long submissions that commented generally on Achievement Objectives in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational consultant	1
	Educational organisation	2
	Professional teaching organisation	2
	School Staff other	1
	School Staff primary	5
	School Staff secondary	1
	Teacher educator	1
	Teacher Secondary	1
	Tertiary education organisation	1
	<b>Education total</b>	
Māori	Māori organisation	1
<b>Māori total</b>		<b>1</b>
Other	Business employers	2
	Organisation other	2
	Private Individual	1
<b>Other total</b>		<b>5</b>
<b>Grand total</b>		<b>21</b>

## Themes

### Use of levels

#### Concerns

- Use of levels needs to be debated. Progressions tend to “fail to take into account the importance of the effect of context and task complexity in students’ ability to operate at a ‘level’.” Use of eight level structure is “flawed”. (NZCER 78; School of Education, Waikato University 110)
- Needs to be theoretical explanation of the rationale associated with eight levels in the curriculum. May not be a shared understanding between teachers and school communities about why there are eight levels. (University of Waikato 80)
- Little distinction between AOs at different levels. (Hampton Hill Primary School 16; Unknown School 160)



- Concern about levels 3 and 4. Teachers had most difficulty understanding and applying these in the existing document. These levels cover too many years of schooling. (NZATE 55)
- Difficulty with taxonomy. “The difference between ‘show understanding’ and ‘reach understandings’ is indistinct.” levels need to be supported with glossary and exemplars. (NZATE 55)

## Other comments

### Positive aspects

- Fewer AOs. (Nelson Park School and Others 5)
- Carefully graduated progressive AOs bring a logical structure to curriculum levels and provide a good basis for programme development. (ETITO 125)

### Concerns

- Include a clear statement of minimum standards. (especially for literacy and numeracy). (Business New Zealand 61)
- Further detail needed for some AOs if they are to guide teachers and provide a fair and consistent basis for learning and assessment. (Business New Zealand 61; NZFGW 111)
- AOs not useful for students. (Hampton Hill Primary School 16; NZFGW 111)
- Recommendation that explanatory material be developed that interprets the AOs and outlines key expectations about what teaching programmes should cover. (SAATE 18; Business New Zealand 61)
- This draft is sparse compared to the current curriculum document and the AOs do not reflect tangata whenua. (Waihopai Runaka 54)
- Recommendation that a new learning areas called “*Enterprise*” is added to the eight learning areas. However, if too difficult, then Enterprise and Entrepreneurship AOs should be incorporated as a recommended context in as many existing learning areas as possible. (EMA Central 45; Enterprise New Zealand 113)
- Learning area groupings become “ess appropriate” at level 8 due to increased specificity of learning. (Private Individual 41)
- Appears as if each learning area achievement objectives have been written in isolation. Some have proficiency levels, some have AOs written generically across strands, and others have AOs that are specifically identified with strands. Recommend that a more consistent approach to layout and structure of the AOs be developed. (Nelson Park School and Others 5; NZEI 34)

- Fold-outs seem to be “merely” a list of subject content. This reinforces schooling, in some learning areas, as being learning facts. (AUT 24)

## ACHIEVEMENT OBJECTIVES – SOCIAL SCIENCES

Table 31: The number of long submissions that commented on Social Sciences Achievement Objectives in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Professional teaching organisation	1
	School Staff other	3
	School Staff primary	7
	School Staff secondary	8
	Teacher educator	1
<b>Education total</b>		<b>20</b>
Other	Business employers	1
	Government agency	1
	Organisation other	2
	Private Individual	1
<b>Other total</b>		<b>5</b>
<b>Grand total</b>		<b>25</b>

## Themes

### Strands

#### Positive aspects

- Streamlined approach is great. Reducing five strands to four. Allows more time to do a strand well and in depth. Clear structure to strands. (Rangitoto College 22)

#### Concerns

- “How well do you think the Draft Curriculum has created a continuity with a strand over the various levels?” (Rangitoto College 22)
- Four strands broad but clear. Need to be more specific in the Learning Objectives. (Riwaka Primary School 147)
- Recommend the achievement objectives for the four Social Science strands and Social Inquiry heading be amended to give schools, teachers, and parents a better sense of the expected progression in skill, understanding, complexity and cognitive ability that would occur across the eight Social Science levels. (Business New Zealand 61)

### Suggested additions

- Current events* – It’s a significant aspect of Social Studies and needs recognition. (Rangitoto College 22)

- *Human rights* – Disappointed by Human Rights being removed from level 5. Concerns noted – submission 22. Incorporate it into the government unit. (Rangitoto College 22)
- *Human rights/social justice* – Concern over the absence of Human Rights. (HR) /Social Justice. (SJ) explicit AOs for the compulsory curriculum. Other AOs could build in HR and SJ themes but this “twisting” of AOs is counter intuitive to the intended simplification of a new curriculum. (Wellington Social Studies Teachers 62)
- Pleased to see the emphasis on social justice in the social studies curriculum but note the absence of specific mention of the state of the planet and the impact of human behaviour. (DOC 99)

### **Where does it fit?**

- *Technology*. (Rangitoto College 22)
- *Physical environment* – A teacher could teach an entire level 5 course without really covering the physical environment, such an important aspect of New Zealand society. Place and Environment is geographical in nature but lacks this aspect. The term “spatial” is missing. (Rangitoto College 22)
- Having a very broad curriculum has great points but some downfalls. The Treaty of Waitangi or New Zealand Government are mentioned specifically in a level 5 strand – this is where it needs to be taught. More key aspects of Social Studies should be mentioned at different levels such as globalisation, refugees, climate change, etc. (Rangitoto College 22)
- Concern about the over emphasis of New Zealand history. For example, there does not seem to be a place for Tudors as a topic in level 3 history. (Queen’s High School 95)
- *Classical studies* – Statements and achievement objectives are too vague/irrelevant to the subject content of classical studies. (which is a mix of history, geography, social studies, literature, and art). Identity, Culture and Organisation and Continuity and Change give a reasonable basis for designing a suitable programme. (Raroa Normal Intermediate 151)

### **Settings**

- Mention bi and multicultural society in AOs. (St Joseph’s School 27)
- Level 5: History units have New Zealand as their settings. Is there room to branch out? (Rangitoto College 22)

- AOs overall: Concern that social science definition may be too limited in focus. Could be changed to place the primary focus on New Zealand. More emphasis on global required. (Northcote College 141)

## Other comments

### Positive aspects

- Inquiry underpins Social Science – we like it! (School Staff 5)
- Become more manageable because of its simplification. (more integrated nature). (School Staff 5)
- Like the new AOs – broad and simple. Can break down to specific Learning Objectives. (School Staff 5)
- The generic AOs are a plus. (Silverdale Normal School 11)
- The levels flow better from one to another. Excellent recognition of Māori content as AO. (Newlands Primary 144)
- Integrated AOs – not separating strands allows more holistic inquiry. (School Staff 154)

### Concerns

- The AOs are virtually identical from levels 1 to 8 in some strands. Need to expand the content of each area to provide a usable sequence of concepts and skills. (Raumati Beach School 46)
- Concern at the “woolly” nature of the achievement aims in all subjects. They appear as general aims only, which will result in each course being assessment driven, geared towards the NCEA examinations. The achievement standards will effectively become the syllabus. There needs to be specific and clear signalling of examination content. The current draft is far too broad with no practical/real guidance to teachers. (Sacred Heart Girls’ College 38)
- The AOs were too general; gave little direction, particularly at levels 1-2; and could be more useful if set out in the same manner as the Science AOs. (Mt Pleasant School 10)
- The levels have been compacted downwards – work from level 3 is now in level 4 – is this a “dumbing down”? There are not enough clear differences between the objectives at each level. (Silverdale Normal School 11)
- More critical thinking in the curriculum document needed – make it more explicit. (Rangitoto College 22)
- The narrow conception of social studies at levels 6-8 represents a significant structural flaw in the framing of the learning area. This may look tidy in a diagram of the learning

area, but has no relation to the holistic and interrelated nature of Year 11-13 social studies. (University of Waikato 92)

- The Achievement Objectives are not placed together from levels 1-8 in the document. They are placed in levels sets of Achievement Objectives across all learning areas. This may be helpful for ease of programme development but disguises the rejection of two-thirds of the existing Years 1-13 SSNZC's Achievement Objectives and the reorientation of an almost entirely new set of learning outcomes<sup>39</sup>. (University of Waikato 92)

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<sup>39</sup> Pages 5-7 of submission 92 illustrate the extent of changes to the social sciences learning area's Achievement Objectives across Years 1-13 through levels 1-8.

## ACHIEVEMENT OBJECTIVES – HEALTH AND PHYSICAL EDUCATION

Table 32: The number of long submissions that commented on Health and Physical Education Achievement Objectives in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	School Staff other	1
	School Staff primary	5
	School Staff secondary	3
	<b>Education total</b>	<b>9</b>
Other	Organisation other	3
	Private Individual	1
<b>Other total</b>		<b>4</b>
<b>Grand total</b>		<b>13</b>

### Positive aspects

- Includes basic life skills – safety/health/physical/mental. (Unknown School 154)
- More prominent emphasis on physical activity – addresses a need in society. (Unknown School 154)
- General acknowledgement of interconnectedness with people in the community under “Relationships with Other People” and “Healthy Communities and Environments”. (Action for Children & Youth Aotearoa 77)

### Concerns

- Lacks skill-oriented AOs. (Belfast School 145)
- Learning area name changed to health and physical education, but AOs have not changed accordingly. (Raroa Normal Intermediate School 151)
- The key elements should be clearly identified in each of the four levels of the achievement objectives for the Home and Economics learning area. (Canterbury District Health Board 71)

## ACHIEVEMENT OBJECTIVES – ARTS

Table 33: The number of long submissions that commented on Arts Achievement Objectives in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	1
	School Staff other	2
	School Staff primary	2
	School Staff secondary	2
<b>Education total</b>		<b>7</b>
Other	Private Individual	1
<b>Other total</b>		<b>1</b>
<b>Grand total</b>		<b>8</b>

### Positive aspects

- Changes make the Achievement Objectives clearer, simpler, and in line with the NCEA achievement criteria. New technologies are emphasised more realistically. (Northcote College 141)
- Visual Arts Achievement Objectives: Moving Image. (Time-based Art) referred to as a field of the visual arts. (on the same level as Painting, etc). This has exciting implications for art teaching. (Northcote College 141)
- Level 1 and 2 focus on enjoyment to help set positive attitudes. (School Staff 154)

### Concerns

- No examples. Links from learning experiences to strands not included – will they be in supporting documents? Could include learning experience. (Newlands Primary School 144)
- The document doesn't identify the essential AOs. Do they need to be prioritised? (Raumati Beach School 46)
- Level 2: Space to manoeuvre within the AOs but in places not specific so teachers need to define LOs clearly, eg, dance/drama elements and techniques. (Riwaka Primary School 147)
- Drama Achievement Objectives – Submission 60 outlines its concerns and recommendations in the following five paragraphs:

*“Professional drama, generated outside of the classroom, is not mentioned at all. Anywhere children are encouraged to ‘respond to ... drama’ is always immediately preceded with ‘present’ or ‘share drama’ through presentation. The clear inference*



*to teachers is that students are to respond to the dramatic endeavours of one another.*

*Specific to Drama, at Achievement Objective L4, students are asked to ‘use conventions to structure drama’ but what conventions have they seen in practice? There is no requirement or even suggestion. (as within the Music strand) to respond to examples of live professional theatre.*

*Of even more concern, New Zealand Drama is not mentioned until L6. It is very disheartening to see that there is no motivation in the draft curriculum for children in Aotearoa to view original theatre from their own country before the age of 16.*

*At L7, the following statement appears: “UC – Research the purposes of production, performance and technologies of drama in a range of contexts, including New Zealand Drama and how it reflects our growing cultural diversity.” This objective could, with progressive simplicity, flow back through all levels from level one, and be linked to real world examples of quality professional theatre.*

*We believe that it would reflect our values as a society for each New Zealand child to have at least one experience every year of live theatre in an authentic context. The only way this can practically occur is through our education system.” (Capital E 60)*

- Music Achievement Objectives – Submission 3 outlines its concerns and recommendations in the following four paragraphs:

*“level 1: Music Achievement objectives use the word “sound” six times and “music” or “musical” only three times. A literal reading of the level 1 objectives would see students doing a lot of talking about sound and perhaps music, but doing very little appropriate music making, especially singing. The term “Sound Arts” reinforces the concept that teachers can do experiments with sound as a substitute for genuine music education.*

*The level 1 Developing Practical Knowledge listening activity is singularly inappropriate, in that it invites an unmusical approach to teaching at this level. Instead of requiring an environment in which music is to be experienced and enjoyed for its own sake, the “objective” encourages teachers to use music only as a vehicle for exploring how sound is made. What is implicit is that the experience of music only has value if some intellectual concepts can be drawn from it. I do not understand the intent of the phrase “through a variety of processes”.*

*The paragraph continues its confusion. It speaks of the means for exploring how sound is made, as, not of “listening for” musical elements and techniques, but “listening to” them, which appears to me to be an absurdity. Neither do I understand the way in which the discovery of how sound is made can be facilitated through listening to musical elements and techniques.*

*The Music Achievement Objective levels that follow tend to use subtle language add-ons to indicate distinctions, one from another. The language is so general, however, that it tends to offer obscurity rather than clarity. An outsider to the world of education would be at a loss to understand the distinctions between the levels of each strand. This is possibly a generic issue across the different subject areas.”*  
(Private Individual 3)

- Visual Arts Achievement Objectives – Other artists are not introduced to children until level 3. (School Staff 154)

## ACHIEVEMENT OBJECTIVES – TECHNOLOGY

Table 34: The number of long submissions that commented on Technology Achievement Objectives in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Professional teaching organisation	3
	School Staff primary	5
	School Staff secondary	3
<b>Education total</b>		<b>11</b>
Other	Private Individual	1
<b>Other total</b>		<b>1</b>
<b>Grand total</b>		<b>12</b>

### Positive aspects

- More realistic number of AOs. (Raumati Beach School 46; Newlands Primary School 144)
- AOs condensed and specific. (Newlands Primary School 144)
- Like the practice, development, outcomes evaluation progression. (Riwaka Primary School 147)
- Good progression from level to Level.

### Concerns

- More specific AOs required for levels 1-2. They seem quite difficult although it could be the complex terminology used. (Newlands Primary School 144)
- Too focused on technical functionality and needs a re-orientation towards sustainability. (Private Individual 154)

## ACHIEVEMENT OBJECTIVES – SCIENCE

Table 35: The number of long submissions that commented on Science Achievement Objectives in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	1
	School Staff other	2
	School Staff primary	4
	School Staff secondary	5
	Teacher educator	1
<b>Education total</b>		<b>13</b>
Other	Private Individual	1
<b>Other total</b>		<b>1</b>
<b>Grand total</b>		<b>14</b>

### Positive aspects

- Flow of the AOs in the strands. (Newlands Primary School 144)
- Levels grouped together. (Newlands Primary School 144)
- Good to have experience-based learning for levels 1-2. (Newlands Primary School 144)
- Flexibility in content. (Northcote College 141)
- More structured continuum from level to level. (Marewa School, Te Awa School and Nelson Park School 5)
- Focus on thinking. (Marewa School, Te Awa School and Nelson Park School 5)
- Schools have more control over what they want at various levels/strands. (Marewa School, Te Awa School and Nelson Park School 5)
- The nature of science at each AO level reinforces the concept of the overarching nature of it. (Dunedin College of Education 120)
- Match teaching and link closely to key competencies. (Unknown School 160)
- Levels 1 – 2 meet with the general approval. (Dunedin College of Education 120)
- At all levels key competencies are present. (Sacred Heart Girls' College 38)
- Content of levels are acceptable. (Sacred Heart Girls' College 38)
- Current knowledge has its origins in many cultures and periods of history, relating to real life. (Lytton High School 35)
- Pleased to see the realistic approach to AOs developing over two levels at the beginning stages. (Mt Pleasant School 10)

- Clear progression of levels and scaffolding through levels. (St Mary's School 23)
- Delighted to see that exploration and play were credited as meaningful ways to learn at the early levels. (Mt Pleasant School 10)
- Clear understanding of improvement levels. (Ponsonby Primary School 2)
- Including evolution from level 1 gives formal support to the teaching of evolution as the foundation of biology. (Lytton High School 35)

### Concerns

- Should introduce technology as appropriate reference. (Northcote College 141)
- AOs broader, fluffier, and harder to interpret. (Victory Primary School 7)
- Too broad for teaching content. (Queen's High School 95)
- Not enough background for senior sciences. (Queen's High School 95)
- Where is progression for levels? (Marewa School, Te Awa School and Nelson Park School 5)
- Progressions are broad at times. (Queen's High School 95)
- Some mislevelled. (Unknown School 160)
- Levels 1-2 some people see it as a dilemma others see it as a bonus. (Dunedin College of Education 120)
- Overlapping between levels 1-2 and levels 3-4. Should have different AOs for levels 1-2. (Baverstock Oaks School 139)
- Freedom for schools to choose topics may lead to students with no experience in some areas at the end of Year 8. (Unknown School 160)
- Connecting human activities to ecological systems needs to happen at level 1 onwards. (Raroa Normal Intermediate School 151)
- Can we define content by levels? <sup>40</sup>. (Teacher Secondary 47)
- Planet Earth and Beyond at Years 12-13? (Queen's High School 95)
- It seems that the whole subheading of the AOs has been based on an unproven theory. (Totara College 28)

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<sup>40</sup> See pp 2 – 3 submission 47 for more discussions.

- Add a paragraph: “At levels 6-8 students are able to specialise in one or more science disciplines, depending on the choices offered in their schools. The AOs in each of the contexts allow schools to develop programmes addressing these specialisations, but a much greater range of aspects could be studied including, for example, environmental studies, agricultural studies, horticulture, human biology and electronics.” (Dunedin College of Education 120)

## ACHIEVEMENT OBJECTIVES – MATHEMATICS AND STATISTICS

Table 36: The number of long submissions that commented on Mathematics and Statistics Achievement Objectives in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational organisation	1
	School Staff other	3
	School Staff primary	7
	School Staff secondary	6
	Teacher educator	2
<b>Education total</b>		<b>19</b>
Other	Organisation other	1
	Private Individual	1
<b>Other total</b>		<b>2</b>
<b>Grand total</b>		<b>21</b>

### Themes

#### Algebra/graphs

- Level 2 – Is graphing no longer introduced? (Teacher Educator 20)
- Level 4 – Algebra needs to mention algebraic expressions. (Unknown School 157)
- Introduce algebraic graphs earlier than level 4. (NZCER 78)
- Level 5 – Provide a clearer progression of the algebraic aspects of the AOs in “Equations and expressions” and “Patterns and relationships” by defining the AOs, and by providing tier 2 material. (NZCER 78)
- Algebra needs more time. (Sacred Heart Girls’ School 38)
- Algebra, suggested amendments. (Horowhenua College 70, p. 5)

#### Mathematics

##### Concerns

- Maths AOs do not encourage/require interaction across strands. (Northcote College 141)
- Level 1 is not robust enough. Need more emphasis on language of mathematics. (Silverdale Normal School 11)

- *“Maths levels 3, 4, and 5 are ‘dumbed down’ meaning a substantial jump to L6. Why drag our heels until the end of L5 and then impose a substantial jump in a year level that is heavily hit by national assessment requirements?”*. (Northcote College 141)
- Level 7 – mathematics: suggested amendments. (Horowhenua College 70, p. 6)
- Level 8 – mathematics: suggested amendments. (Horowhenua College 70, p. 6)

## **Numeracy project**

### **Positive aspects**

- Level 1 seems to be in line with numeracy project. (Unknown School 157)
- Support the merging of curriculum levels with the numeracy project stages, the use of the NUMPA language, and recognition of the major role of numeracy programme in schools. (Teacher Educator 20; Frankton Primary School 93; St Mary’s School 23; Unknown School 154)

### **Concerns**

- Terms from numeracy project used for levels 1-4 are confusing. Need a glossary or reference to the meaning of these terms. (Teacher Educator 20)
- No reference to numeracy project levels. (Ponsonby Primary School 2)
- Many Year 8 children are not reaching the “advanced multiplicative” stage from the numeracy project. What changes and/or curriculum support can be offered to change this? (Teacher Educator 20)

## **School level flexibility**

### **Concerns**

- AOs appear to be global, non-prescriptive, and unworkable. This will result in schools either tinkering with the current curriculum or using the NCEA level assessment as guidelines. A wider discrepancy will result. (Unknown School 157)
- Should allow freedom in the way teachers teach but not in what the teachers are teaching to ensure the learning will be the same. (Frankton Primary School 93)

## **Technology**

### **Concerns**

- Without technology, statistics cannot be implemented. Strongly recommend that Ministry of Education purchase the Tinkerplots and Fathom software at the national level. (Statistics New Zealand & Other Organisations 53)
- Need accessible, online exemplary activities to demonstrate how to interpret the objectives. (Statistics New Zealand & Other Organisations 53)



## Other comments

### Positive aspects

- Strong links between AOs of maths and statistics and between statistical investigation, statistical literacy and probability. (Statistics New Zealand & Other Organisations 53)
- Realism of teaching number knowledge before progressing further to measurement. (Karori West Normal School 74)
- Level 1 shows an adequate foundation and a progressive trend allowing students to develop skills from level to level. (Statistics New Zealand & Other Education Organisations 53; Menzies College 149)
- More global and more ownership for schools. (Frankton Primary School 93)
- Generally all AOs are at the correct level and very specific. (Menzies College 149; Unknown School 154)

### Concerns

- AOs are too broad in scope. Need further breakdown with support material. (Mt Pleasant School 10; Teacher Educator 20)
- Outcomes not combined in a transparent nature. (NZAMT 58)
- What are the expectations at each level? (Raroa Intermediate School 151)
- Do the average students have the mature language skills and training to be able to express the ideas at levels 4, 5, and 6? (Unknown School 161)
- Levels 5-8 can be made redundant. (Lytton High School 35)
- Where does NCEA fit? Is level 1 excellence likely to be curriculum levels 5, 6, or 7? (Raroa Intermediate School 151)
- Strategy is needed at each level. (Ponsonby Primary School 2)

## ACHIEVEMENT OBJECTIVES – ENGLISH

Table 37: The number of long submissions that commented on English Achievement Objectives in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Professional teaching organisation	2
	School Staff other	2
	School Staff primary	5
	School Staff secondary	3
	Teacher educator	2
<b>Education total</b>		<b>14</b>
<b>Grand total</b>		<b>14</b>

## Themes

### Progressions through curriculum levels

#### Concerns

- Learning objectives at level 3 but not at level 4. Very little difference between level 5 and level 6. (Taieri College 148)
- Spelling only set out at levels 1 and 2. The development of spelling strategies should be mentioned at levels 3 and 4. (St Mary’s School 23)
- Levels could be further broken down in sub-levels such as already shown in Exemplars, that is, level 1i, level 1ii etc). (Newlands Primary School 144)
- Level of difficulty expected from the texts is not clearly defined in the descriptors for levels 1-8.(SAATE 18)

## Other comments

#### Concerns

- The eight level AO structure is flawed. “Our understanding is that the persistence of eight-level ‘competence ladders’ was never negotiable.” (School of Education, Waikato University 110)

- “Implied sequence is flawed and illogical”<sup>41</sup>. (NZATE 55; School of Education, Waikato University 110<sup>42</sup>)
- Recommendation: “Scrap the eight levels and replace them with sets of indicative objectives in four bands”. (School of Education, Waikato University 110)
- Need specific mention of text types, for example, transactional, explanations, report, recount etc. They need to be included to ensure the range of text types is included. (Riwaka Primary School 147)
- Descriptors need to be given for terms like “competency”. (DCE 120)
- Some of the lower level AOs seem harder than the higher level AOs. (for example, level 4 Making Ideas seems harder than level 5 statement). (DCE 120)
- Regrouping of strands into Speaking, Writing, Presenting & Listening, Reading, Viewing is not suitable as it seems very output/input orientated. “The interaction between expressive and receptive is neglected.” (Silverdale Normal School 11)
- Oral language is not well represented. (Silverdale Normal School 11)
- Guidelines for the teaching of grammar are not specific enough. (Silverdale Normal School 11)
- Handwriting is missing. (Silverdale Normal School 11)

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<sup>41</sup> See submission 110, p. 2, for a detailed discussion of this point.

## ACHIEVEMENT OBJECTIVES – LEARNING LANGUAGES

Table 38: The number of long submissions that commented on Learning Languages Achievement Objectives in the Draft Curriculum document

Submission category	Type of submitter	Number of submissions
Education	Educational consultant	1
	Professional teaching organisation	1
	School Staff primary	1
	School Staff secondary	1
	Teacher educator	1
<b>Education total</b>		<b>5</b>
<b>Grand total</b>		<b>5</b>

### Positive aspects

- Appropriate that the achievement objectives follow the Common European Framework. (Teacher Educator 120)

### Concerns

- Too difficult for level 1. Leave out Language and Culture. (School Staff Secondary 147)
- Add a statement that level 1 begins at the year students start learning the language. In most cases, level 1 begins at Year 7, but it can also be at Year 9. (Teacher Educator 120)
- Detailed information about learning content/achievement objectives is required. (Raroa Normal Intermediate School 151)

## APPENDIX ONE

Table 39: List of all submissions, type of submitter and name of submitter

Submission category	Type of submitter	Name of submitter
Education	Education consultant	Johanne McComish
		Mark Treadwell
Education	Educational organisation	Association of Proprietors of Integrated Schools
		Capital E
		David Jacobs, Connected Media Trust
		Education sub-Commission, New Zealand National Commission for UNESCO
		Gamini Settinayake, on behalf of Wellington Sri Lankan School.
		Jo Breese, WWF New Zealand
		Learning Media Ltd
		Lifepaths Trust
		NZ Advisory Committee for the UN Decade of Education for Sustainable Development
		NZ Catholic Education Office
		NZCER New Zealand Council for Educational Research
		Ross Peterson - ETITO
		Wellington Hindi School
Education	Principal other	James Abernethy, Arahunga Special School, Wanganui
Education	Professional teaching organisation	New Zealand Commerce & Economics Teachers Assoc. (CETA) Auckland Branch
		David Wallace, TESOLANZ Executive
		Education Forum. (prepared by Kevin Donnelly)
		Engineers New Zealand. (IPENZ), New Zealand Institute of Food Science & Technology; Technology Education NZ
		Home Economics & Technology Teachers Assoc of New Zealand. (HETTANZ)
		J M Donaldson, Institute of Registered Music Teachers of New Zealand
		NZ Association of Mathematics Teachers. (NZAMT)
		NZ Post Primary Teachers Association. (PPTA)
		NZATE New Zealand Assoc for the Teaching of English
		New Zealand Educational Institute. (NZEI)
		South Auckland Association Teachers of English. (SAATE)
		Teacher Support Services, Christchurch College of Education
		Wellington Area Social Studies Teachers

Education	School Staff other	Lake Taupo Christian School staff
		Parnell Area School
		Totara College of Accelerated Learning
		Unknown school
		Unknown school
		Unknown school
		Unknown school
		Unknown school
		Unknown school
		Unknown school
Education	School Staff primary	Baverstock Oaks School
		Belfast School
		Frankton Primary School
		Hampton Hill Primary School, Tawa. Staff
		Karori West School
		Marewa, Te Awa and Nelson Park Schools
		Matairangi Clyde Quay School, Wellington
		Mt Pleasant School, Christchurch
		Newlands Primary School
		Newton Central School, Auckland staff
		Oamaru North School
		Ponsonby Primary School staff
		Raroa Normal Intermediate School
		Raueka School
		Raumati Beach School staff
		Silverdale Normal School, Hamilton
		St Joseph's School, Otahuhu, staff
		St Mary's School, Gore
		St Mary's School, Northcote
		Sunnybrae Normal School
Tapora Primary School		
Victory Primary School		

Education	School Staff secondary	Cashmere High School, Christchurch, arts department
		Correspondence School, social sciences department
		Deputy Principal, St Paul's College, Ponsonby, Auckland
		Glendowie College
		Greymouth High School
		Henderson High School
		Horowhenua College, mathematics department
		Lytton High School, Gisborne, staff
		Martin Newton, HoD Social sciences, Whangaparoa College
		Menzies College
		Mount Albert Grammar School Commerce Department
		Northcote College
		Orewa College, Business department
		Palmerston North Boys' High School
		Paraparaumu College
		Queens High School
		Rangitoto College, Social Sciences Department staff
		Riwaka Primary School
Sacred Heart Girls College, New Plymouth		
St Bede's College		
St Joseph's Maori Girls College		
Taieri College		
Education	Teacher educator/ Tertiary educator	Barry Law, Coordinator, National Education for Sustainability
		Judy Bailey, School of Education, University of Waikato
		Literacy Team, School of Education, Waikato University
		Michael Drake, College of Education, VUW
		Philippa Hunter, Senior Lecturer, Social Sciences Education, Univ of Waikato
		Team Solutions, Faculty of Education, University of Auckland
Education	Teacher other	Gwen Francis
Education	Teacher Secondary	A teacher, Samuel Marsden Collegiate
		John Adams, HOD Science, St Peters College, Gore
		Kerry Parker, Auckland Girls Grammar School
		Steven Waihi, Freyberg High School
Education	Tertiary education organisation	Dunedin College of Education Pre-service and Advisory staff
		School of Education staff. (and others), University of Waikato
		School of Education, AUT staff
		University of Canterbury
Maori	Maori organisation	Te Runanga o te Rarawa, Kaitaia
		Waihopai Runaka
Other	Business employers	Business New Zealand
		Employers & Manufacturers Assoc. (Central) Inc.
		Enterprise New Zealand Trust

Other	Government agency	Department of Conservation
		Human Rights Commission
		Judith Aitken, Capital & Coast District Health Board
		Office of the Children's Commissioner
		Parliamentary Commissioner for the Environment
Other	Organisation other	Statistics New Zealand and others
		Action for Children & Youth Aotearoa
		AFS Intercultural Programmes
		Canterbury District Health Board
		CCS
		Christine Low, National Council of Women of New Zealand
		Diversity/ multiculturalism New Zealand Foundation
		Enterprise New Zealand Trust
		Federation of Graduate Women, North Shore Branch
		Gerald McGhie, Transparency International
		Maxim Institute
		Members of Waiheke Island community
		New Zealand Automobile Assoc
		Peace Foundation
		Rex Bloomfield, New Zealand Amnesty International Curriculum Curriculum Group
Richard Wallis, Director, Sathya Sai Institute, Auckland		
Royal Society of NZ		
Other	Parents	Chaz Forsyth
		Stuart Young



Other	Private Individual	Alfred James Hemara
		Andrew Alexander
		Anonymous
		Awhina Andrews
		Carey, Coromandel
		Carla Jehle
		Chris Eames, Centre for Science & Technology Research, Univ of Waikato
		Chris Morey
		D R Wood
		Darrin Pivac
		David McArthur, Wellington
		Doug MacMillan
		Gaille Boyd
		Greg Morton
		Guy Donaldson
		Hannabella Jenkin
		Howard Taylor
		Hugo van Stratum
		Illegible
		Jacqueline Carter
		James H
		Jim Chapple, Katikati
		Kate Cassin
		Laurie Loper
		Lesley Tiki Koroheke
		Lorna Dixon, Auckland
		Moira Waite
		Ngarimu R Kara
		Paul Gray and others
		Peri Drysdale, Snowy Peak Ltd
Peter Ora Young		
Puawai Ormsby		
Rose Honey, Atiamuri		
S. Hemara, Waiheke Island		
Susan Sandretto, and others? Faculty of Education, University of Otago		
Other	Spiritual/ religious organisation	Auckland Catholic Diocese Te Kaupapa Tikanga Rua - Bicultural Desk
		National Assembly of Bah'ais of NZ
		NZ Catholic Bishops Conference

## APPENDIX TWO

Table 40: List of unique submission codes and name of submitter

Unique code	Name of submitter
1	D R Wood
2	Ponsonby Primary School staff
3	Guy Donaldson
4	Enterprise New Zealand Trust
5	Marewa, Te Awa and Nelson Park Schools
6	Stuart Young
7	Victory Primary School
8	Gwen Francis
9	Jo Breese, WWF New Zealand
10	Mt Pleasant School, Christchurch
11	Silverdale Normal School, Hamilton
12	NZ Catholic Bishops Conference
13	Jim Chapple, Katikati
14	Michael Drake, College of Education, VUW
15	Richard Wallis, Director, Sathya Sai Institute, Auckland
16	Hampton Hill Primary School, Tawa. Staff
17	Deputy Principal, St Paul's College, Ponsonby, Auckland
18	South Auckland Association Teachers of English. (SAATE)
19	Teacher Support Services, Christchurch College of Education
20	Judy Bailey, School of Education, University of Waikato
21	James Abernethy, Arahunga Special School, Wanganui
22	Rangitoto College, Social Sciences Department staff
23	St Mary's School, Northcote
24	School of Education, AUT staff
25	Chaz Forsyth
26	A teacher, Samuel Marsden Collegiate
27	St Joseph's School, Otahuhu, staff
28	Totara College of Accelerated Learning
29	Carey, Coromandel
30	Susan Sandretto, and others? Faculty of Education, University of Otago
31	David McArthur, Wellington
32	David Wallace, TESOLANZ Executive
33	Wellington Hindi School
34	New Zealand Educational Institute
35	Lytton High School, Gisborne, staff
36	Chris Morey
37	Lake Taupo Christian School staff
38	Sacred Heart Girls College, New Plymouth
39	John Adams, HOD Science, St Peters College, Gore
40	Learning Media Ltd
41	Doug MacMillan
42	National Assembly of Bah'ais of NZ

<b>Unique code</b>	<b>Name of submitter</b>
44	Cashmere High School, Christchurch, arts department
45	Employers & Manufacturers Assoc. (Central) Inc.
46	Raumati Beach School staff
47	Kerry Parker, Auckland Girls Grammar School
48	Royal Society of NZ
49	Lesley Tiki Koroheke
50	Hugo van Stratum
51	David Jacobs, Connected Media Trust
52	Gamini Settinayake, on behalf of Wellington Sri Lankan School.
53	Statistics New Zealand and other organisations
54	Waihopai Runaka
55	NZATE New Zealand Assoc for the Teaching of English
56	Office of the Children's Commissioner
57	University of Canterbury
58	NZ Association of Mathematics Teachers. (NZAMT)
59	Maxim Institute
60	Capital E
61	Business New Zealand
62	Wellington Area Social Studies Teachers
63	New Zealand Automobile Assoc
64	NZ Catholic Education Office
65	Association of Proprietors of Integrated Schools
66	Barry Law, Coordinator, National Education for Sustainability
67	NZ Advisory Committee for the UN Decade of Education for Sustainable Development
68	Peace Foundation
69	Home Economics & Technology Teachers Assoc of New Zealand. (HETTANZ)
70	Horowhenua College, mathematics department
71	Canterbury District Health Board
72	New Zealand Commerce & Economics Teachers Assoc. (CETA) Auckland Branch
73	Members of Waiheke Island community
74	Karori West School
75	Chris Eames, Centre for Science & Technology Research, Univ of Waikato
76	Education sub-Commission, New Zealand National Commission for UNESCO
77	Action for Children & Youth Aotearoa
78	NZCER New Zealand Council for Educational Research
79	Lifepaths Trust
80	School of Education staff. (and others), University of Waikato
81	Human Rights Commission
82	Education Forum. (prepared by Kevin Donnelly)
83	NZ Post Primary Teachers Association. (PPTA)
84	Mark Treadwell
85	Illegible

<b>Unique code</b>	<b>Name of submitter</b>
86	Lorna Dixon, Auckland
87	S. Hemara, Waiheke Island
88	Awhina Andrews
89	Darrin Pivac
90	Gaille Boyd
91	St Joseph's Maori Girls College
92	Philippa Hunter, Senior Lecturer, Social Sciences Education, Univ of Waikato
93	Frankton Primary School
94	CCS
95	Queens High School
96	Auckland Catholic Diocese Te Kaupapa Tikanga Rua - Bicultural Desk
97	Orewa College, Business department
99	Department of Conservation
100	Correspondence School, social sciences department
101	Team Solutions, Faculty of Education, University of Auckland
102	Martin Newton, HoD Social sciences, Whangaparoa College
103	Parliamentary Commissioner for the Environment
107	Rex Bloomfield, New Zealand Amnesty International Curriculum Curriculum Group
108	Newton Central School, Auckland staff
109	Matairangi Clyde Quay School, Wellington
110	Literacy Team, School of Education, Waikato University
111	Federation of Graduate Women, North Shore Branch
113	Enterprise New Zealand Trust
114	Diversity/ multiculturalism New Zealand Foundation
115	Engineers New Zealand. (IPENZ), New Zealand Institute of Food Science & Technology; Technology Education NZ
116	Johanne McComish
117	Te Runanga o te Rarawa, Kaitaia
118	AFS Intercultural Programmes
119	Rose Honey, Atiamuri
120	Dunedin College of Education Pre-service and Advisory staff
121	Moira Waite
122	Greg Morton
123	Kate Cassin
125	Ross Peterson - ETITO
126	Peri Drysdale, Snowy Peak Ltd
127	Tapora Primary School
128	Paul Gray and others
130	Gerald McGhie, Transparency International
131	Steven Waihi, Freyberg High School
132	Christine Low, National Council of Women of New Zealand
133	Howard Taylor
134	Hannabella Jenkin
135	J M Donaldson, Institute of Registered Music Teachers of New Zealand

<b>Unique code</b>	<b>Name of submitter</b>
136	Judith Aitken, Capital & Coast District Health Board
137	Glendowie College
138	Oamaru North School
139	Baverstock Oaks School
140	Parnell Area School
141	Northcote College
142	Greymouth High School
143	St Bede's College
144	Newlands Primary School
145	Belfast School
146	Synnybrae Normal School
147	Riwaka Primary School
148	Taieri College
149	Menzies College
150	Paraparaumu College
151	Raroa Normal Intermediate School
152	Henderson High School
153	Unknown school
154	Unknown school
155	Unknown school
156	Unknown school
157	Unknown school
158	James H
159	anonymous
160	unknown school
161	unknown school
162	Alfred James Hemara
163	Mount Albert Grammar School Commerce Department
164	St Mary's School, Gore
165	Palmerston North Boys' High School
166	Raueka School
174	Laurie Loper
176	Jacqueline Carter
177	Andrew Alexander
178	Puawai Ormsby
179	Peter Ora Young
180	Ngarimu R Kara
181	Carla Jehle