



The Connected Curriculum
A resource for schools

INTRODUCTION

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1. Curriculum Direction
2. Managing Implementation
3. Curriculum Fluency
4. Dimension 1: Vision
5. Dimension 2: Principles
6. Dimension 3: Values
7. Dimension 4: Key Competencies
8. Dimension 5: Learning Areas
9. Teaching/Pedagogy
10. Assessment
11. Putting it all together

THIS RESOURCE IS A CONTRIBUTION TO SUPPORTING SCHOOLS

This resource is a contribution to the school's learning, development, design and review of its curricular practice. It is a comprehensive collection of eleven chapters with over 300 slides and recorded comments. The resource should not be expected to address the finer details of the matters it covers. Nonetheless, we are offering a level of support that will help principals and teachers as they work to make *The New Zealand Curriculum* their own.

The slides in this resource are some of those used by Lester Flockton during his curriculum seminars for principals, senior leaders, and teachers. They have been packaged in a way that allows contemplation, dipping, selecting, and revisiting. This resource is copyright to NZEI Te Riu Roa and Lester Flockton.

A “CO-CONSTRUCTED” CURRICULUM

The New Zealand Curriculum (2007) officially replaces the current curriculum documents from February 2010. Unlike the documents it replaces, this revised curriculum was developed together by the Ministry of Education *with* the education profession, and given full endorsement by Government.

PARTNERSHIP DOCUMENTS

In keeping with the spirit and intent of the Treaty of Waitangi and New Zealand's bi-cultural nationhood, we have two statements of national curriculum: ***The New Zealand Curriculum***, and ***Te Marautanga o Aotearoa***. Schools may choose to explore and work across both statements. To do this well will require much time and thought.

CURRICULUM SHIFT

The thousands of responses from throughout New Zealand to the draft revised curriculum gave unprecedented and overwhelming support. It is a curriculum that simultaneously emphasises learning for knowledge and skills, and learning for learning and living. It shifts the preoccupation with lists of achievement objectives to a bigger view of learning where students *and* teachers, focus on values, key competencies, and the learning areas, in ways that are underpinned by a set of core principles. For teachers who have only ever known lists of achievement objectives, substantial new thinking, learning and practice will be necessary.

THE NEW CURRICULUM REQUIRES SOME NEW WAYS OF THINKING AND DOING

If many of the methods, systems and approaches that were knitted together to conform to the structure of current curriculum documents (1995 – 2009) are simply carried across to the revision of ***The New Zealand Curriculum***, then arguably the revision is a waste of time, money and effort. This new document provides an opportunity for new directions and new thinking. To achieve these there are four necessary conditions: enlightened leadership, ongoing professional learning, regular review, and time! While the NZC becomes the official curriculum from February 2010, it needs to be understood that deep and worthwhile development will need to go on well beyond that date.

DEFINING CURRICULUM

While various definitions of curriculum are available, arguably the truest definition of all is “everything that happens in the school and classrooms”. Documentation is one thing. What happens is another!

THERE IS NO ONE BEST WAY

There is no one best or proven approach to teaching, learning and school curriculum, regardless of a plethora and ever increasing pool of research studies, advocacies for particular methodologies, and “packages”.

The strength of school practice will be most assured when the school itself develops the capacities to openly and critically examine and evaluate the worth of what is put before them. At the end of the day, sensibility, experience and balance are the greatest advisers of good practice.

SCHOOL OWNERSHIP

The direction for the development of the revised national curriculum set out to uphold four major goals: rationalisation of learning outcomes, quality teaching, school ownership, and community engagement. Importantly, it gives schools permission to shape their curriculum in ways that are relevant to the needs and circumstances of their students. It is not a highly prescriptive curriculum, yet it sets out the State's expectations of schools. Consistent with a self-managing system, those expectations are made in ways that allow schools to make interpretations, and to set priority learning goals for their students. When doing this, schools need to be mindful that their interpretations are consistent with the general intent and direction of the national curriculum.

THE CONNECTED CURRICULUM

Connecting *The New Zealand Curriculum* With *The School's Curriculum*

Requires:

1. Knowing and understanding the true meaning and purpose of curriculum
2. Knowing and understanding the factors that impact on curriculum
3. Knowledge and understanding of the direction of the revised NZC
4. Knowledge and appropriate interpretation of the school's and teachers' mandatory NZC obligations AND how these can be interpreted in ways that fit with the school's own beliefs and priorities
5. Knowledge and understanding of the intentions and scope of the different dimensions of the NZC
6. A conceptual framework for the school's curriculum that takes form in a sound curriculum structure for the school
7. **INSPIRED LEADERSHIP – LEARNING – TIME.**