



- **Design and Review**
- **Opportunities and Obligations**
- **Roles and Responsibilities**
- **Informing, Consulting, Engaging**

## Introduction

### 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



# Design and Review

Schools are typically progressing through three major phases in the design and review of their curriculum:

- understanding the intentions, direction and obligations required of the revised national curriculum,
- clarifying and exploring meanings for practice,
- and re-shaping the structure of their written and practised curriculum.

While the revised national curriculum becomes the official New Zealand Curriculum from the beginning of 2010, it would be unrealistic and foolhardy to expect schools to have design, review and implementation processes completed by that time. If the intended direction and worth of this new curriculum is to be realised, it will require some time. But every school should be demonstrating that it *is* on a steady journey towards deep change.

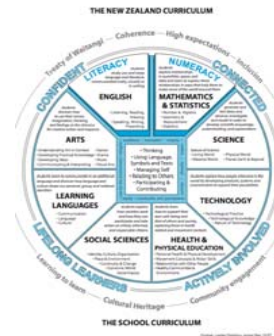
# Phaseology of The New Zealand Curriculum (2007)

**Whole**



**Intentions  
Directions  
Obligations**

**Parts**



**Clarifications  
Explorations**

**Whole**



**Rationalisation  
Alignment  
Design  
Implementation**

Designing and reviewing the school's curriculum so that it is both consistent with the New Zealand Curriculum, **and** suited to the needs and aspirations of the school, its students and community, requires a sound process. That process comprises **clarifications, explorations, and decisions** – all of which are regularly informed by **self-review**.

The design and review process has dual points of focus – curriculum “direction” (rationalisation of learning goals, quality teaching, school ownership, engagement), and the major sections of the curriculum (vision, principles, values, key competencies, learning areas).

It is widely recognised that the quality and effect of the design and review process is very substantially dependent on the school's leadership, and a professional ethos of “learning” in the school.

Senge provides a rich description of that learning ethos.

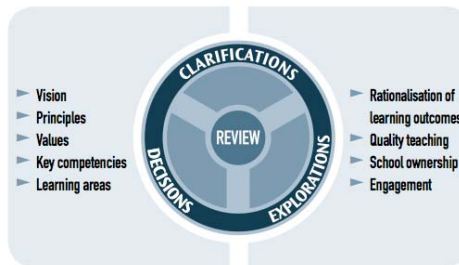
# **A learning organisation is an organisation**

- where people continually expand their capacity to create the results they truly desire
- where new and expansive patterns of thinking are nurtured
- where collective aspiration is set free
- where people are continually learning how to learn together.

Senge, 1990  
The Fifth Discipline

## Curriculum Design and Review Process



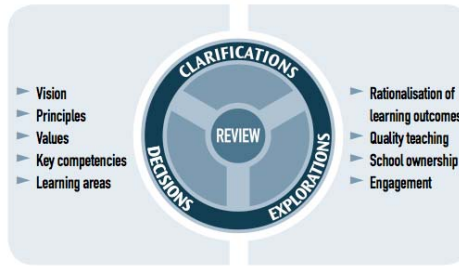


## Clarifications

Clarifications involve understanding what *The New Zealand Curriculum* intends, identifying how you are connecting with those intentions and deciding how to get a good fit between your school's curriculum and *The New Zealand Curriculum* in the areas that need development.

### QUESTIONS THAT TRIGGER CLARIFICATIONS MIGHT INCLUDE:

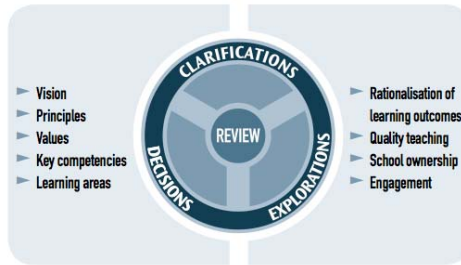
- ▶ What does each section of *The New Zealand Curriculum* mean for practice in our school?
- ▶ To what extent does our practice already align with the requirements of *The New Zealand Curriculum*? How do we know that, and how can we show that?
- ▶ What are the particular needs of our students and expectations of the community?
- ▶ How will we localise the national curriculum so that it meets our needs and circumstances as well as the requirements of *The New Zealand Curriculum*?



## Explorations

Explorations lead to professional learning, and can take many forms and use different approaches. Essentially they involve generating and considering a range of ideas and possibilities, evidence-based or otherwise, trying out those ideas in practice and evaluating the strength of their effect.

Worthwhile explorations take time and involve taking risks and making changes. Sometimes a small group of teachers is enough to undertake and lead an exploration. They then feed back their ideas, experiences and insights to the full team, which responds, contributes and shares commitment.



## Decisions

The quality and sustainability of decisions are likely to be greater where there is fluid, interrogative and self-informing development. School-based clarifications and explorations that are informed by regular review strengthen decisions about the direction and approach of the school's curriculum.



## Review

Review literally means looking again. It is reflective and evaluative, and involves examining approaches and results, then deciding whether to confirm, modify or extend practice.

The usefulness of review depends on:

- ▶ the quality of your questions
- ▶ your criteria for making judgements and decisions
- ▶ active participation by interested parties
- ▶ leadership.

Review may lead to an initial focus on curriculum principles, or perhaps the values, learning areas or key competencies. You may choose to explore curriculum components separately or work towards interconnection from the outset.

.....  
*The New Zealand Curriculum's requirements... give you the flexibility you need to make decisions and own your curriculum.*  
.....

## Your obligations REQUIREMENTS

*The New Zealand Curriculum's* requirements are consistent with principles of self-management and the goals of the curriculum review. They give you the flexibility you need to make decisions and own your curriculum. They allow you to design a curriculum that addresses the needs of your students and community.

There are two essential references to requirements: the *National Administration Guidelines* and 'Requirements for Boards of Trustees', *The New Zealand Curriculum*, ► (p44) (see also centre spread of this book). You can also refer to the notice of implementation requirements in the *Education Gazette*, 4 February 2008.



# Opportunities Obligations



The New Zealand Curriculum offers new opportunities for schools. It also sets out obligations or requirements. It is important to understand that the ***obligations*** are stated in a manner that allows schools sufficient ***opportunities*** to interpret the national curriculum in ways that are meaningful to the school and its local setting. This is deliberate. It is consistent with fundamental principles of school self-management and recognition of the diverse circumstances of schools and their students.

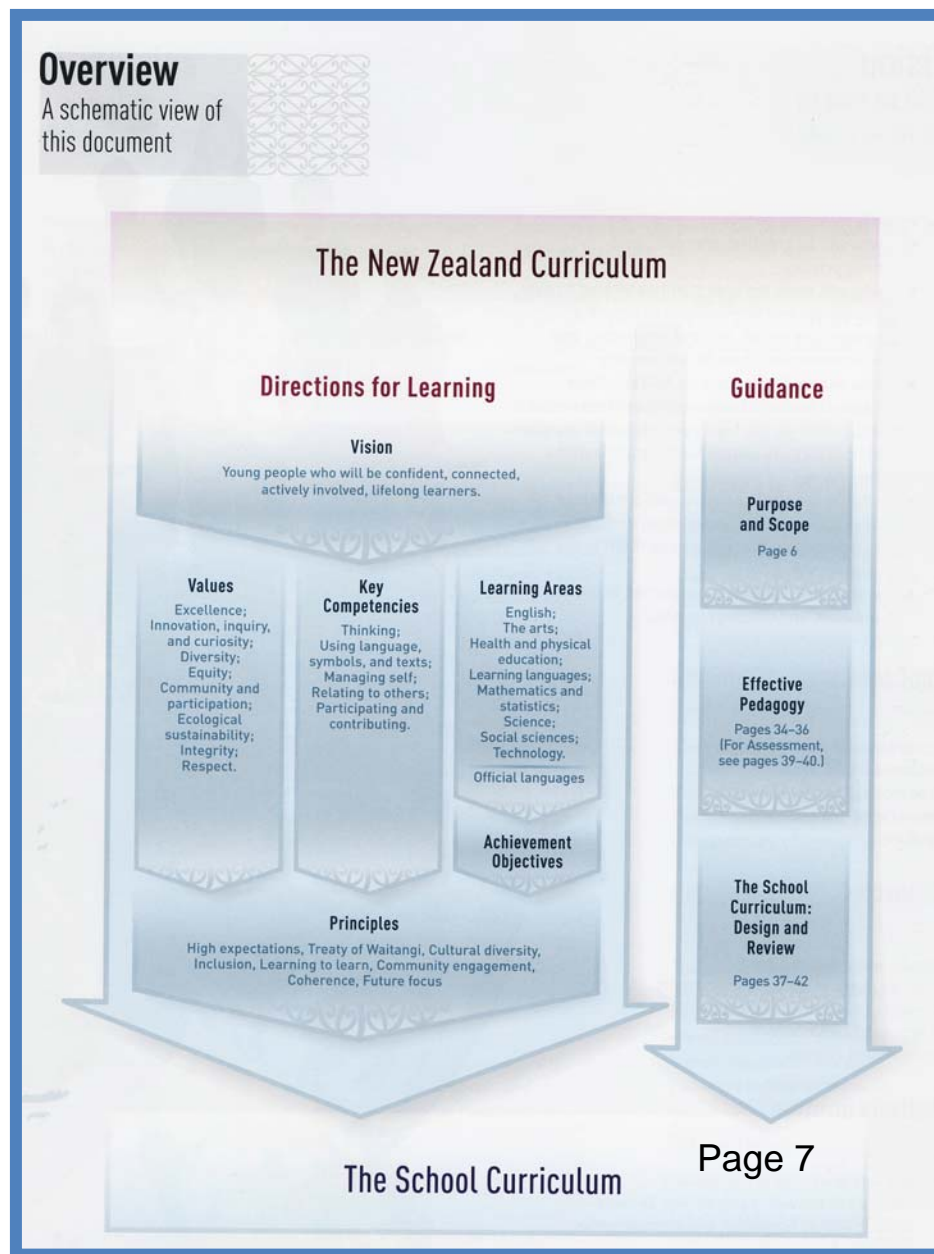
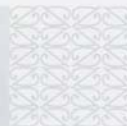
The relationship between ***opportunities*** and ***obligations*** can be likened to yin and yang. Opportunities should be in harmony with obligations, and vice versa.

The curriculum chart on the following slide makes an important distinction between ***requirements*** and ***guidance***.

All schools are ***required*** to design a curriculum that addresses the principles, values, key competencies and learning areas. The sections on scope, effective pedagogy, and curriculum design and review are given as ***guidance***. Schools will make decisions about how they choose to use such guidance.

## Overview

A schematic view of this document



The next two slides show the actual requirements that the school is obliged to demonstrate in its curriculum practice. **These are important!** They are not unduly prescriptive, yet they require the school to interpret and develop curricula practice that is consistent with the requirements.

The school needs to be able to **demonstrate with confidence** that these requirements are being upheld in its practice. It is clear that the requirements give considerable scope **and** responsibility to the school for shaping practice in ways suited to its circumstances and priorities for student learning.

# Requirements

## Principles – Values – Key Competencies

### ***New Zealand Curriculum, page 44***

Each Board of Trustees, ***through the principal and staff***, is required to develop and implement a curriculum for students in **years 1 – 13**:

- that is **underpinned by and consistent** with the **principles** set out on page 9
- in which the **values** set out on page 10 are **encouraged and modelled, and are explored** by students
- **that supports students to develop** the **key competencies** set out on pages 12 – 13.

# Requirements

## Learning Areas

### ***New Zealand Curriculum, page 44***

Each Board of Trustees, ***through the principal and staff***, is required to provide all students in **years 1 - 10** with effectively taught programmes of learning in:

**English**, as specified on page 18; **the arts**, as specified on pages 20-21; **health and physical education**, as specified on pages 22-23; **mathematics and statistics**, as specified on page 26; **science** as specified on pages 28-29, **social sciences**, as specified on page 30; and **technology** as specified on pages 32-33.

NB: All schools with students in years 7 – 10 should be working towards offering students opportunities for **learning a second or subsequent language**. Teaching programmes should be based on the Learning Languages statement found on pages 24-25 and the achievement objectives for this learning area.

The obligations for using achievement objectives have a discretionary element. The school may **select** AOs that are suited to the programmes they are developing for students. There is no intention that a school should attempt to systematically (or otherwise) attempt to use all of the AOs.

The Education Gazette statement of 04.02.08 goes beyond the NZC in saying that by drawing on the AOs *“the progress and achievement of student learning throughout schooling is enabled”*. This is a questionable assumption, not a statement of fact. Its validity needs to be considered.

# Requirements

## Achievement Objectives

### *New Zealand Curriculum page 44*

When designing and reviewing their curriculum, schools **select** achievement objectives from each area in response to the identified interests and learning needs of their students.

### *Education Gazette*

<p><b>Printed</b> Gazette 04.02.08</p>	<p>Each Board of Trustees, through the principal and staff <b>must draw on the achievement objectives</b> published in the NZC <b>to ensure that the progress and achievement of students learning throughout schooling is enabled</b>; and tailor programmes to the learning needs and interests of the school's students.</p>
<p><b>On-line</b> Gazette 04.02.08</p>	<p>The <b>Ministry plans to review</b> the wording of requirements for schools under the sections, The School Curriculum: Design and Review and Requirements for Boards of Trustees by 2010.</p>



# Roles and Responsibilities

## **Every school needs to know what the expectations are of**

- *the Principal and Staff*
- *the Board of Trustees*
- *Parents and Community.*

# Roles and Responsibilities

*board of trustees, principal, teachers, students, parents, whānau*

The Board of Trustees, in a regulatory sense, is ultimately responsible to the community and the State for the performance of the school. It needs to be confident that it is serving the best interests of student learning and progress, and that it is meeting its obligations to the State and its community.

The regulatory framework makes clear that ***the requirement for the board to develop and implement curriculum is conducted by the principal and staff.***

In recognition of the board's overall responsibility, the principal is obliged to assure the Board that curriculum design, development and implementation are consistent with the requirements of *The New Zealand Curriculum* and the needs of the students and community. The implication is that the principal will be knowledgeable about *The New Zealand Curriculum*, and lead processes that engage others in its development.

Active engagement by those who share interest in student learning and achievement can help to strengthen the validity, ownership, and impact of a school's curriculum. Parents and whānau might be given opportunities to engage in clarifying values to be emphasised at home and school. Students might be engaged in developing criteria for their self-management competency.

## The School's Curriculum

### ***What can a Board expect of the Principal and Staff***

1. An open, collaborative and trusting working partnership.
2. An overarching focus on students' learning and progress.
3. Regular progress reports on steps being taken towards implementation of the revised *New Zealand Curriculum*, which becomes the official national curriculum from 2010.
4. Information flow on the design of the school's curriculum.
5. Opportunities to comment on and contribute to curriculum directions and decisions where appropriate.
6. Big picture focus - absence of jargon – “reamless” paper.
7. Commitment to ongoing teacher professional learning.

## The School's Curriculum

### ***What can the Principal and Staff expect of the Board***

1. An open, collaborative and trusting working partnership.
2. An overarching focus on students' learning and progress.
3. Response to regular progress reports on steps being taken towards implementation of the revised *New Zealand Curriculum*, which comes into effect in 2010.
4. Comment on and contribution towards curriculum directions and decisions where appropriate.
5. Big picture focus - absence of jargon – “reamless” paper.
6. Commitment to supporting ongoing teacher professional learning.

# The design of the school's curriculum: questions of interest to the Board

- How does it relate to the **school's charter** (vision, values, etc.)?
- How is it “*underpinned by and consistent with*” NZC **principles**?
- How are **values** to be “*encouraged and modelled, and explored*” by students - and which values are to be emphasised?
- How will students be “*supported to develop*” the **key competencies**?
- How are the **learning areas** to be covered, and what learning goals are to be emphasised?
- How will **student progress and achievement** be decided and reported in relation to the school's curriculum; what kind of evidence that will be used to justify judgments, and what use will be made of the information?
- How will the relevance and impact of the curriculum be **evaluated and reviewed** over time?



# **Informing Consulting Engaging**

# Curriculum and Community

*Inform? Consult? Engage?*

## What is the school's role?

- People need **information** if they are to develop understandings about the school's curriculum intentions.
- There are three areas where **consultation** is legally required: changing the charter; health education; setting targets for Maori students.
- One of the main goals that set the direction of the New Zealand Curriculum is community **engagement**. Engagement is a higher order level of interaction than information or consultation.

Schools and their principals have been heard to say, “We will need to consult with our community on this new curriculum”. Why? There is no legal obligation to do this, so the intent can only be justified for reasons of school-community partnership. Consultation can be a curious and somewhat spurious business when it comes to the development of curricula goals and practices. It is important to keep parents *informed*, but this need not be *consultation*.

If curriculum is about *learning*, then arguably the most powerful relationship that can occur between the school and its parents and whānua is *engagement*.

The distinctions between informing, consulting and engaging are far more than semantic. The following slides differentiate these approaches, and recognises that there can always be a degree of overlap.

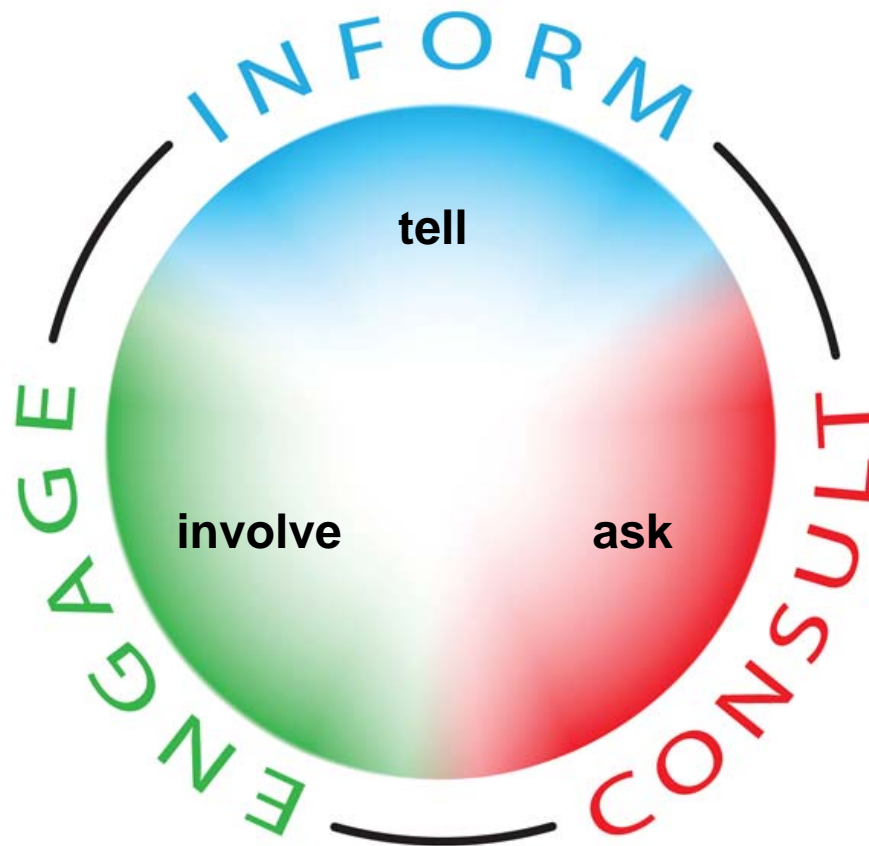
Over a third of primary schools in this evaluation (of readiness to implement the NZC) viewed consulting the community as an immediate priority.  
*Education Review Office Report, Jan. 2009*



# School, Community and the NZC

Three levels of interaction:

- **Information**      **To tell**
- **Consultation**      **To ask**
- **Engagement**      **To involve**



To some extent these three forms of interaction may overlap.

# Information *to tell*

Information is essentially a process of “telling”.  
It seeks to “inform”.

Through being informed, people are in a better position to know, understand, discuss and form their own position in relation to the information.

Schools typically provide information about the NZC through their

- newsletters
- websites
- meetings.

# Consultation

## *to ask*

'Consultation' does not require that there be agreement, but clearly requires more than notification. The party to be consulted must know what is proposed before they can give their views. **There must be sufficiently precise information** to allow a reasonable opportunity to respond. Consultation is to be **a reality, not a charade**. Consultation does not necessarily involve negotiation, although it often follows as the tendency in consultation is to seek at least **consensus**. **Consulting involves the statement of a proposal not yet finally decided upon, listening to what others have to say, considering their responses, and then deciding what will be done**. The party obliged to consult must keep its mind open and be ready to start afresh. There are no universal requirements as to form or duration of consultation. Consultation cannot be equated with negotiation, in the sense of a process which has, as its object, arriving at agreement.

Employment Court Ruling  
*Communication & Energy Workers Union Inc v Telecom NZ Ltd*  
Wellington, August 1993

# Engagement *to involve*

Engagement is a means to informed discussion and debate, shared understandings, and mutual support among all who share responsibility for the educational and general well-being of the student.

The relative influences on student learning and achievement of the school, the home, the community and the student's personal characteristics are variously estimated, with research showing that these powerful influences are largely inseparable. Students' opportunities to learn and succeed are substantially dependent on schools, families, whānau, communities and iwi working together. **The closer the mutually supportive engagement the better.**

## **Active engagement involves**

- playing a part (partnership)
- sharing and comparing information and ideas
- listening, looking, discussing, debating, thinking, deciding and doing
- being interested and sustaining that interest.



**Engagement shouldn't be confused with consultation.** Engagement, in a curricula sense, means showing interest and taking an active part in supporting the student's learning. Consultation typically involves responding to a proposed position.

# Engagement

is about support, interest and involvement in the learner's learning. Effective engagement for supporting the learner's learning is not an occasional occurrence – it is ongoing and regular. School children benefit greatly when their parents and whānau are actively engaging in their learning. Many parents and whānau already engage in ways that support the work of the school and benefit their children's learning. Many parents are not so confident, and this can be reflected in their children's learning and progress.

The teaching profession is committed to the best possible learning for every student. This commitment is strengthened considerably when school practices are developed that promote, invite, support and sustain parent and whānau engagement in their children's day to day learning. This is one of the major goals in the direction of the revised New Zealand Curriculum. It presents both challenges and opportunities. It requires commitment to exploration and success.