



The first and most basic step towards curriculum “fluency” or “literacy” is to be able to **carry in the head** (have “cognitive portability”) knowledge of three essential constructs.

## 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

The first and most basic step towards curriculum “fluency” or “literacy” for school leaders is to be able to ***carry in the head*** (have “cognitive portability”) knowledge of three essential constructs:

- **The four point direction of the curriculum**
- **The school’s teaching obligations for each curriculum dimension**
- **The major aspects of each curriculum dimension.**

Having “cognitive portability” empowers thinking, discussion with colleagues, and consideration of school practice. It can help inform and strengthen your thinking wherever you are. Being dependent on others’ knowledge of these three essential constructs, or having to go and “look them up”, seriously limits capacity for professional leadership.

If there is too much to commit to headspace, cognitive portability is diminished. So begin by committing to know the big picture stuff!

# **CURRICULUM FLUENCY**

## **Four point direction of the curriculum**

- 1. Rationalisation of learning outcomes**  
*What are the learning priorities for our students in a balanced curriculum?*
- 2. Quality teaching (pedagogy)**  
*What are the characteristics of effective teaching that we choose to uphold in our school?*
- 3. School ownership (localisation)**  
*How will we interpret the national curriculum in ways suited to our school and its students?*
- 4. Community engagement (team up)**  
*What strategies will we use to give every encouragement and opportunity to parents and whānau to engage with their children's school learning?*

# ***CURRICULUM FLUENCY***

**The school's teaching obligations for each curriculum dimension: can you “say” what they are without having to look them up?**

The school is required to develop and implement a curriculum for students

- that is **underpinned by and consistent** with the **principles** set out on page nine
- 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
- that provides students 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.

# ***CURRICULUM FLUENCY***

**The major  
aspects of each  
curriculum  
dimension**

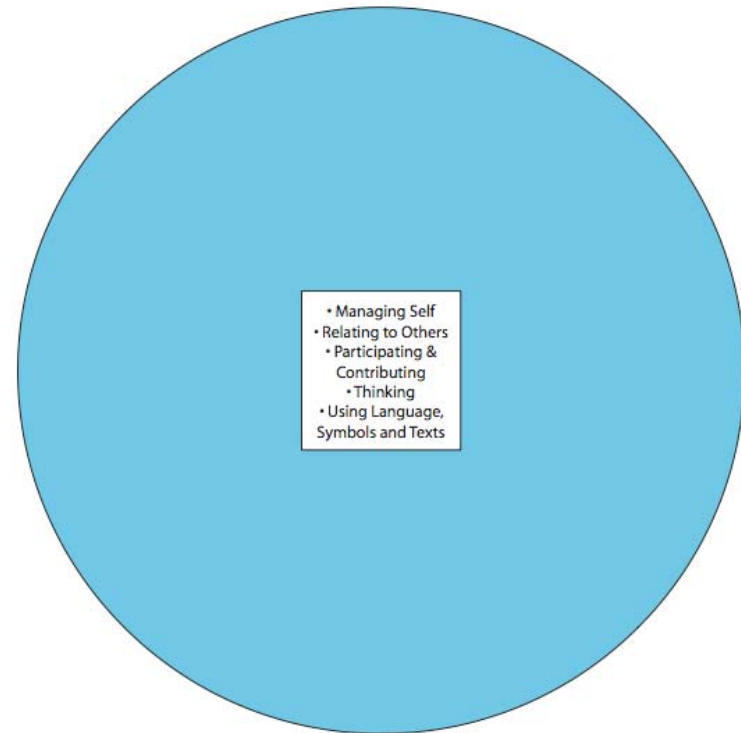
A diagrammatic overview of the national curriculum can provide a useful “mind picture”.

The following slides build up this mind picture. Before you look at each part, test your “cognitive portability”. If you haven’t already got it – you might want to work on it!

## ***KEY COMPETENCIES DIMENSION***

**Can you *name* the  
five Key  
Competencies  
without having to  
“look them up?”**

**NEW ZEALAND CURRICULUM**



Format : Lester Flockton, James Rae 1/07

**THE SCHOOL CURRICULUM**

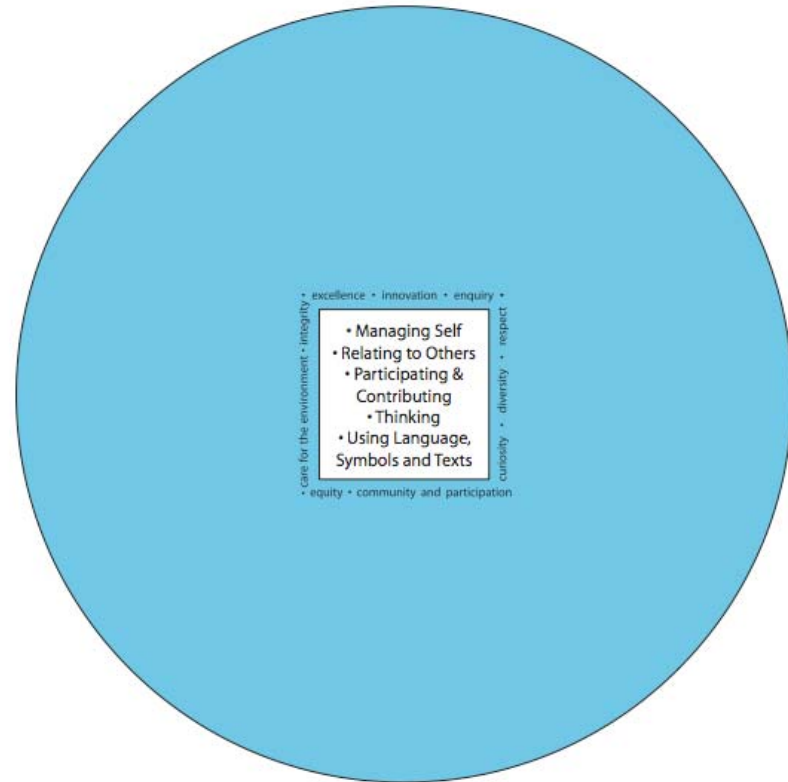
## VALUES DIMENSION

There are seven values in the national curriculum.

Not too many people could name these without “looking them up”.

Can you name any?

### NEW ZEALAND CURRICULUM



Format : Lester Flockton, James Rae 1/07

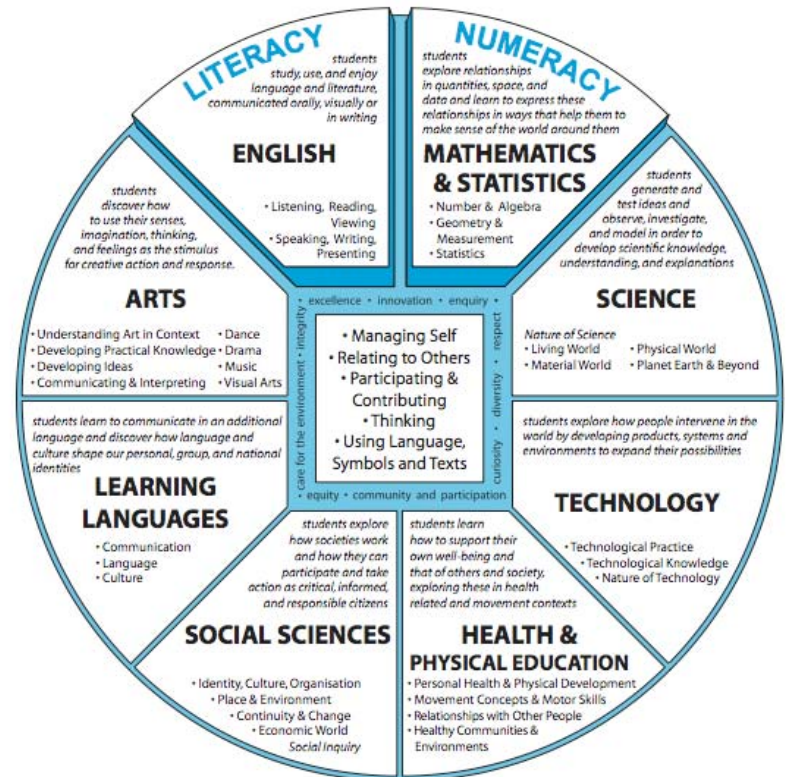
### THE SCHOOL CURRICULUM

# LEARNING AREAS DIMENSION

There are seven plus learning areas (the “plus” is *Learning Languages* – not strictly required from Year 1 to Year 6).

Most of us have no problems stating all of the learning areas. But – can you describe the “essence” of each learning area, *and* name the strands?

## NEW ZEALAND CURRICULUM



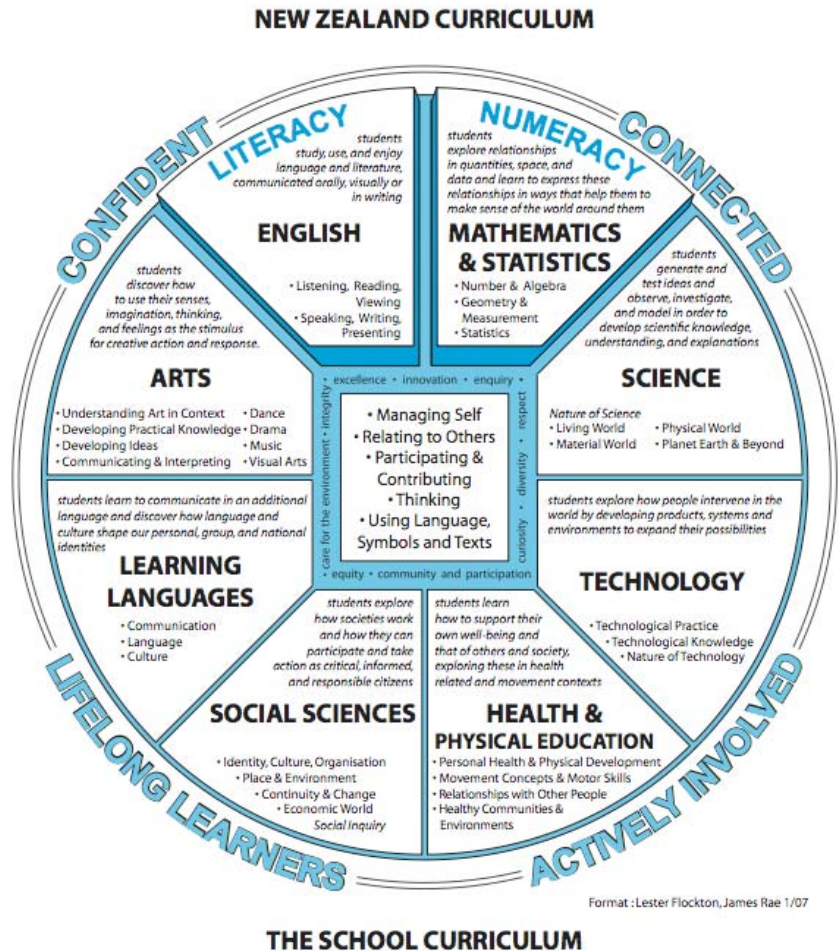
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## THE SCHOOL CURRICULUM

## VISION DIMENSION

The national curriculum provides a four-point vision for our young people.

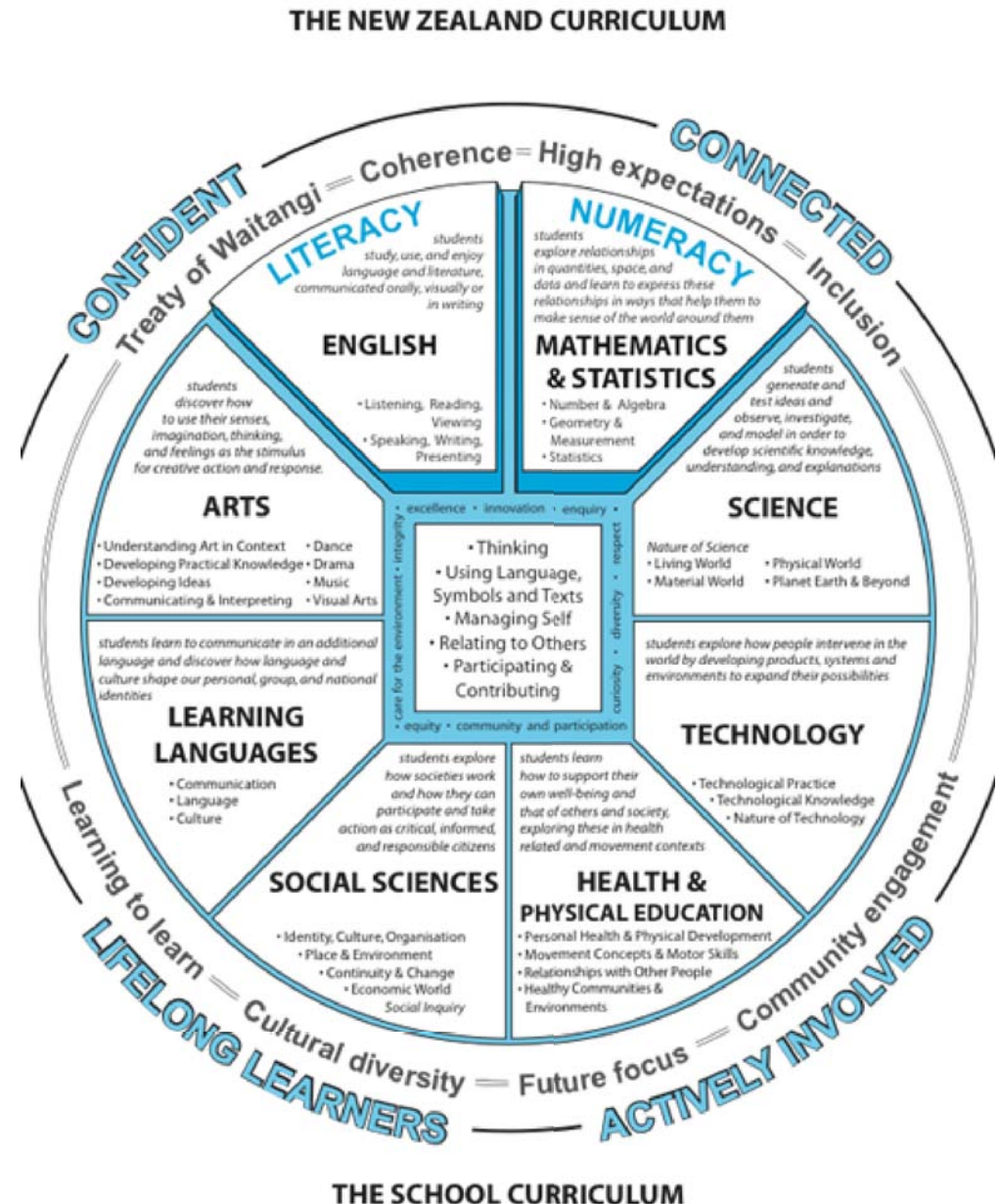
Can you give the key words for the four-point vision?



# PRINCIPLES DIMENSION

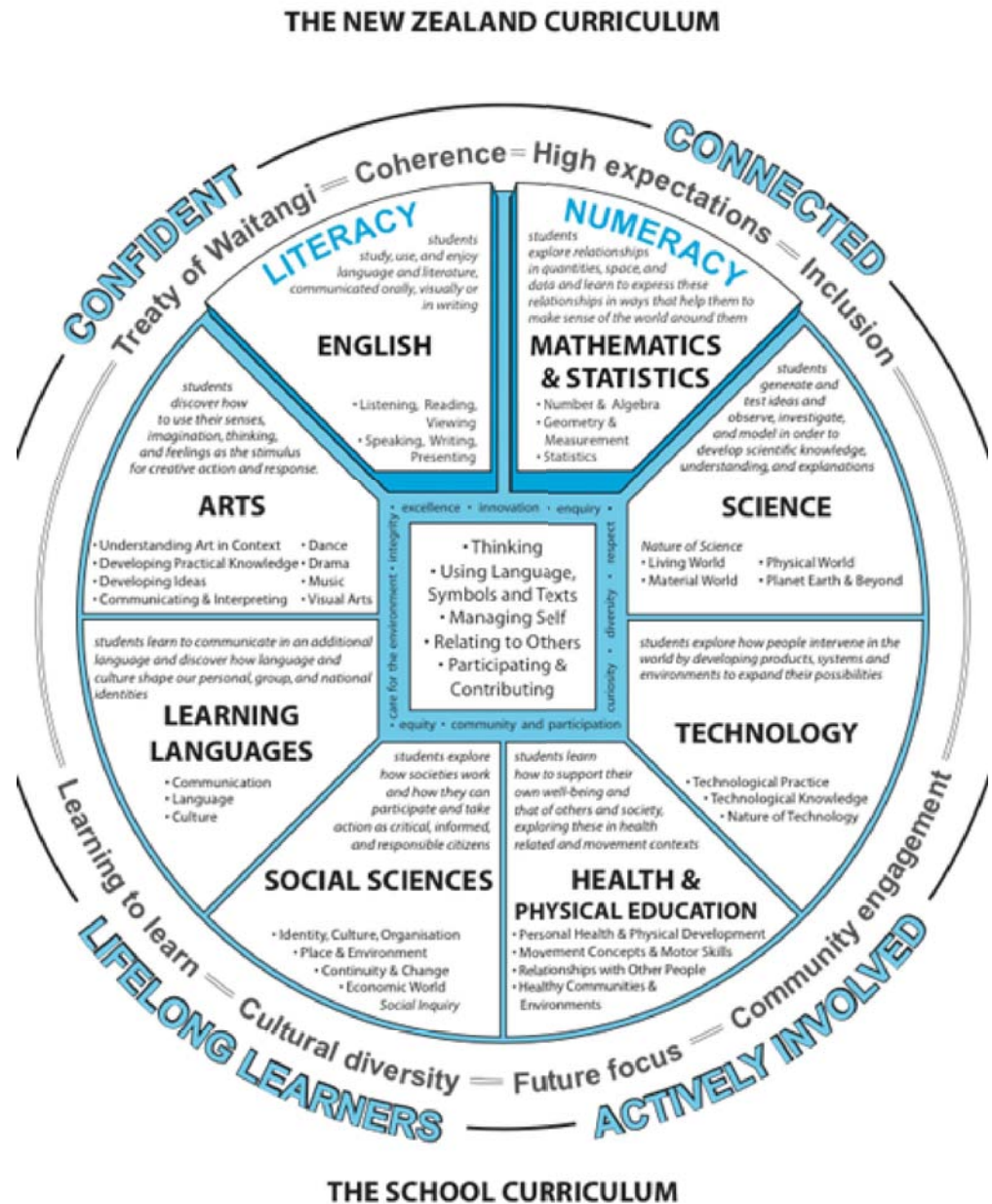
The New Zealand Curriculum is underpinned by eight principles.

How many of these can you name without having to “look them up”?



The simple arithmetic shows that even at the “big picture” level, there is quite a lot to remember – but it is possible!

- 4 Vision statements
  - 8 Principles
  - 7 Values
  - 5 Key Competencies
  - 7+ Learning Areas
- = 31+ Big pictures**



# CURRICULUM LITERACY & FLUENCY

## REVIEW

Fluency comes about through regular use, particularly in discussion.

How many of the key dimensions and key words are you carrying around in your head (*cognitive portability*)?

Are there some that you are specially committed to because they are likely to strengthen your thinking and dialogue?