



**In a curriculum context, principles are beliefs about how practice should be conducted.**

## Introduction

1. Curriculum Direction
2. Managing Implementation
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- 5. Dimension 2: Principles**
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# PRINCIPLES

## *The Requirement*

The school's curriculum must be **underpinned by and consistent with** the principles. NZC p. 44

The school needs to be able to *demonstrate* that it is meeting this requirement.

Think demonstration "*in practice*", rather than demonstration "*on paper*"!

Observation of practice gives the truest measure and best evidence of what is actually going on – not what is written on paper. Observing and reflecting on our practice individually and collegially is something we can all do for ourselves. It is not something that has to be done *to us*!



# PRINCIPLES

## *The Requirement*

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**What does the requirement mean for practice?**

- **Are the principles to be seen in school and classroom *programmes*?**
- OR
- **Are they to be seen in school and teaching *practice*?**



# PRINCIPLES

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To understand this requirement requires a valid understanding of what is meant by “curriculum” in the context of this requirement.

Curriculum is sometimes thought of as the specific *programmes* operating in a school; for example a kapa haka group, or taha Māori activities. But are these sufficient evidence of the Treaty of Waitangi principle at work throughout the school's curriculum? Perhaps not.



# PRINCIPLES

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The requirement says the curriculum must be *underpinned* by the principles. If curriculum is understood to be all of the learning activities that ***actually go on in the school and the classrooms*** – whether mathematics or health education, science or the arts, then all of those learning activities should be underpinned by the principles – not only those curricular activities that relate to particular programme activities (e.g. in social sciences).

The principles should be at work in *all* learning activities – not merely in selected programmes.



Teachers may, or may not, be able to make easy sense of the descriptions of principles as they are written in The New Zealand Curriculum. Some schools have found it helpful to **clarify** the expectations, by stating them in ways that give ease of common meaning across the school; in ways that assist ongoing review of how well the principles are being carried into practice.

### High expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

### Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

### Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

### Inclusion

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

### Learning to learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

### Community engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

### Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

### Future focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

At Newtime School, the principal and teachers together went through each NZC principle, and asked themselves, “What does this mean, in easily understandable terms, for practice in our school?”

As a result, the school has expressed each principle in a way that is *consistent* with the intentions of the NZC, yet in a way that has meaning for its teachers and community.

### *Example*

Coherence: Learning is experienced in ways that interrelate values, key competencies and learning areas.

<b>High expectations</b> The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.	<b>Learning to learn</b> The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.
<b>Treaty of Waitangi</b> The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.	<b>Community engagement</b> The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.
<b>Cultural diversity</b> The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.	<b>Coherence</b> The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.
<b>Inclusion</b> The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.	<b>Future focus</b> The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.



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Your school should be able to demonstrate how the principles are **seen** in practice. This need not involve documenting 'evidence on paper', although you should be able to explain how you satisfy yourself and others that the principles are at work in the curriculum. It is a case of '**evidence in practice**', rather than '**evidence on paper**'.

# Evidence in Practice

## *Curriculum Principles*

### **Requires**

1. An understanding that the true curriculum is what actually happens in the day to day activities and life in and around the school and in classrooms.
2. A belief that the truest and most meaningful evidence of the *curriculum being underpinned by principles* is best seen in the curriculum in action - not what is written on paper.
3. Broadly stated success criteria for each principle.
4. Shared/common understandings and interpretations of what the criteria look or feel like in practice in school and classroom contexts.
5. Appreciation of the scope of the criteria and what counts as evidence in practice.
6. Both formal and informal\* professional review when (a) examples of evidence are described and discussed, and (b) the quality of practice is evaluated, with good practice affirmed, and any aspects for improvement decided - then regularly reviewed for progress.  
\* The more frequent the spontaneous review, the less frequent the necessity for planned review.
8. A willingness to desist from unnecessary and time-wasting documentation. The evidence is to be seen and felt.

# CURRICULUM PRINCIPLES

## *Review Questions*

Are the New Zealand Curriculum principles evident in all aspects of the interpretation and implementation of our school's curriculum?

How will we demonstrate our commitment to the principles and our success in giving them effect in teaching and learning?