



**The thicker the plan
the less it affects
classroom practice!**

Davies, B. and Ellison, L. 1999. *Futures Thinking*.

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

Many schools ask, “What should our revised curriculum documentation look like?” This question might assume that there is one best way, but that certainly is not the case. There will be a range of suitable formats.

This small section of slides provides just one way of looking at curriculum design. It would be a mistake to simply *copy*. Rather, the intention is to provide a “conceptual” framework that attempts to address some of the important considerations for designing the school’s curriculum.

Every school will already have curricular material that is working very well, and need not be “deconstructed”. More important is that the school critically review its curriculum to ensure that it is consistent with the scope and intentions of the revised New Zealand Curriculum. Above all, it needs to be appreciated that the school is given considerable “permission” to design its curriculum in ways that meet the needs and circumstances of the students, and the opportunities offered by the school’s particular situation. The school is entitled to take *ownership*.

The “CONNECTED CURRICULUM”

1. Begins with a focal length vision for the school’s students.
2. Subscribes to the four-point “directions” of the revised NZC (2007): *rationalisation; pedagogy; ownership; engagement*.
3. Connects the revised NZC with the school’s curriculum.
4. Synchronises *learning for knowledge and skills* with *learning for learning and living*.
5. Interweaves the values, key competencies and learning areas in planning, teaching practice and learning experiences.
6. Recognises that not everything in the NZC can be meaningfully covered.
7. Focuses on “big picture” learning goals rather than atomised fragmentations, and sets these as the prime focus for school-wide planning, teaching, learning, and assessment .
8. Gives teachers/students the say over choice of contexts.
9. Accepts both discipline based *and* integrated approaches as valid depending on their conceptualisation and implementation.
10. Sets “big picture” criteria for assessment for reporting, and for self-review.
11. Places emphasis on “learning” rather than “outcomes”.
12. Promotes evidence in practice over evidence on paper, curriculum as practice rather than curriculum as document.
13. Resists jargonistic ritualism and fashion (*WALTs, Next Steps, Novice-Expert, etc.*).
14. Strengthens professional thought and practice through “cognitive portability”.
15. Exercises critical discernment over whose research and theories should be valued and taken notice of.

NB: Each of these commitments has been addressed in previous chapters of this resource.

Know the requirements!

New Zealand Curriculum, page 44

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.

Note 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.

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.

Follow the direction

NZC “Direction”

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

Each of these goals gives the direction that schools should also follow in the design and implementation of their own curriculum.

Rationalise!

Planning for Curriculum Coverage: Considerations and Conundrums

8 Learning Areas: 27 Strands +

Arts (Dance, Drama, Sound Arts, Visual Arts)	Understanding processes	Developing practical knowledge	Developing ideas	Communicating and collaborating
English	Learning reading, writing	Speaking, writing, presenting		
Health & Physical Education	Personal, social and physical development	Personal, citizenship, moral skills	Physical fitness, well-being, posture	Health, communication & relationships
Learning Languages	Communicating	Reading	Culture	
Math & Statistics	Number & algebra	Geometry & measurement	Statistics	
Science	Earth and space	Plant and animal systems	Physical world	Natural world
Social Sciences	History, culture and social structures	Environment	Geography & Change	Human-made world
Technology	Technological design	Technological challenge	History of technology	

VALUES
KEY COMPETENCIES

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
T1										
T2										
T3										
T4										

Doing a "science" unit in term 1 on the life cycle of a butterfly, a "health" unit in term 2 on keeping ourselves safe, etc. etc. will not allow rich coverage of the curriculum, let alone the area strands.

Y1
Y2
Y3
Y4
Y5
Y6
Y7
Y8

While the revised New Zealand Curriculum might *appear* to be considerably slimmed down compared to the documents it replaces, the fact is that it contains a lot more. Analyses show that it simply is not possible to do everything that is set out in the national curriculum, *and do it well*. This curriculum gives the opportunity to step away from surface coverage and the ticking off of little picture objectives. It allows schools to step into curricular approaches that enable greater depth and richness of learning. This will require thinking again about how learning topics, units, or themes can be designed so that they connect learning experiences across strands. This involves having "big picture" focus goals as the drivers of teaching and learning, rather than "little picture" objectives.

Planning for Curriculum Coverage: Considerations and Conundrums

8 Learning Areas: 27 Strands +

Arts (Dance, Drama, Sound Arts, Visual Arts)	Understanding	Developing practical knowledge	Developing skills	Communicating and interacting
English	Listening, reading, viewing	Speaking, writing, presenting		
Health & Physical Education	Personal, social and physical development	Knowledge, concepts and motor skills	Physical fitness, well-being, posture	Health, communication & relationships
Learning Languages	Communicative	Language	Culture	
Math & Statistics	Number & Algebra	Geometry & Measurement	Statistics	
Science	Living world	Physical and Earth	Physical world	Natural world
Social Sciences	History, culture and social organisation	Peace and Environment	Geography & Change	Human-made World
Technology	Technological practice	Technological knowledge	Means of representing	

VALUES
KEY COMPETENCIES

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
T1										
T2										
T3										
T4										

Y1
Y2
Y3
Y4
Y5
Y6
Y7
Y8

1. Surface coverage or depth? Learning "outcomes" or learning "experiences"? What do you want your students to be learning! What matters most?
2. Big Picture Objectives (Learning Area Statements) or Little Picture Objectives (Achievement Objectives)?
3. Learning Coherence (Learning Area Statements) or Learning Fragmentation (Achievement Objectives)?
4. Integrated (blending and mixing) or Connected (weaving and infusing)?
5. Partitions (Literacy/English – Numeracy/Mathematics – Arts – Physical Education – Science - Social Sciences – Health - Technology)?
6. Year Level Discrete or Year Level Spiralling?
7. Single Strand or Cross Strands?
8. Local Priorities or National Priorities?
9. School-wide detailed prescription of curriculum coverage (content/topics), or school wide big picture prescription of curriculum coverage (concepts/processes)?
10. Learning or Achievement? What counts as learning? How will learning be judged. How will judgements be justified? How will learning be recorded? How will learning be reported?
11. New teacher induction?
12. Sustainability?

**See and make
connections!**

The next two slides show that on examination of the national curriculum it can be seen that Values and Key Competencies are threaded throughout the learning areas. It is not sufficient, however, to *assume* that the values and competencies will receive the attention they deserve without making explicit how the connections are to be made in teaching and learning.

Social Sciences (p.30)

Using a social inquiry approach, students:

- Ask questions, gather information and background ideas, and examine relevant current issues.
- Explore and analyse people's values and attitudes.
- Consider ways in which people negotiate and participate in social action;
- Reflect on and evaluate the understanding developed and the responses that have been developed.

Science (p.28)

- Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe.
- It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating findings – in order to develop scientific explanations.
- It involves systematic work and from creative thinking to test for evidence.

The Arts (p.20)

- Learning in, through, and about the arts is a creative action and response by expressing ideas and connecting thinking, imagination, and feelings. By participating in the arts, personal well-being is enhanced.
- Students express and interpret ideas within aesthetic, and technological frameworks.
- Confidence to take risks is increased.
- In the arts students learn to work independently and collaboratively, to create meanings, produce works, and respond to others' contributions. They learn to listen and engage with unexpected outcomes and explore multiple solutions.

Text-based activities, students become more confident and sophisticated speakers and readers, presenters and viewers. World literature contributes to students' sense of identity, awareness of NZ's bicultural heritage and understanding of the world.



Mathematics (p. 32)

Skills result from thinking and practices that are logical, critical, and creative. Mathematics equips students to develop a broad literacy that will equip them to participate in society as informed citizens and give them access to a range of career options.

Health and Physical Education (p.24)

- Concepts at the heart of this learning area are personal and social values – a positive, responsible attitude towards one's own well-being; respect, care, and responsibility for others, the environment; and a sense of social responsibility.
- Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments) and of the wider society.

Mathematics (p26)

- Both mathematics and statistics equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.
- Mathematics and statistics use symbols, graphs, and diagrams to help find and communicate patterns and relationships.
- By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically.

Social Sciences (p.30)

Using a social inquiry approach, students:

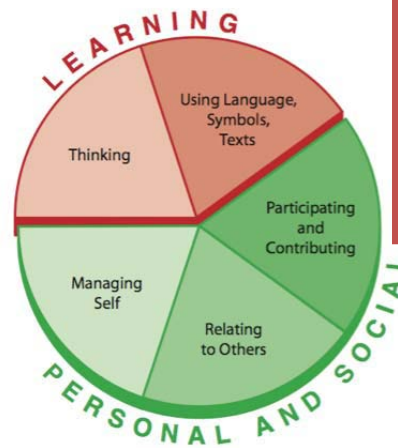
- Ask questions, gather information and background ideas, and examine relevant current issues.
- Explore and analyse people's values and perspectives;
- Consider ways in which people make decisions and participate in social action;
- Reflect on and evaluate the understandings they have developed and the responses that may be required.

Science (p.28)

- Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe.
- It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations.
- Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence.

The Arts (p.20)

- Learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in the arts, students' personal well-being is enhanced. As students express and interpret ideas within creative, aesthetic, and technological frameworks, their confidence to take risks is increased.
- In the arts students learn to work both independently and collaboratively to construct meanings, produce works, and respond to and value others' contributions. They learn to use imagination and engage with unexpected outcomes and to explore multiple solutions.



English (p.18)

- By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.
- The study of NZ and world literature contributes to students developing sense of identity, awareness of NZ's bicultural heritage, and their understanding of the world.

Technology (p. 32)

- Quality outcomes result from thinking and practices that are informed, critical, and creative.
- The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to technology related careers.

Health and Physical Education (p.22)

- Concepts at the heart of this learning area (includes): Attitudes and values – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice
- Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments) and of the wider society.

Mathematics & Statistics (p26)

- Both mathematics and statistics equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.
- Mathematics and statistics use symbols, graphs, and diagrams to help find and communicate patterns and relationships.
- By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically.

Map out the overall design of your school curriculum

Newtime School has mapped out a design for its curriculum (see next slide) following some decisions.

The school's curriculum has two major sections: base learning, and rich learning.

The school's curriculum has six major strands: literacy, numeracy (the base learning), knowledge, learning competency, values, personal and social competencies (the rich strand). Conceptually, all strands interrelate.

The learning strand includes competencies that are cross curricular (inquiry, reasoning, problem solving, etc. – all of which involve “thinking”, and the use of language, symbols and texts).

The knowledge strand includes “big picture” goals for learning areas other than English and Mathematics/ Statistics. These goals are derived from the learning area statement in the National Curriculum.

Develop “big picture” goals

BIG PICTURE GOALS FOR RICH LEARNING

- 1. Identify the most important learning priorities for students.** Fewer rather than more! Big pictures rather than small pictures. They need to be manageable if they are to give a clear and direct focus for teaching, learning, assessment and reporting.
- 2. Are common across all levels of the whole school.**
- 3. Are written in terms of what students are expected to learn.** They are learning intentions – not programme intentions. There is an important distinction. Programme intentions are often the means to the ends – the experiences students will have in order to develop the learning.
- 4. Are the reference for formally recorded classroom and school-wide assessments.**
- 5. Are the basis for reporting to the board, community and individual parents.**
- 6. Can be shown to relate to the intent of the National Curriculum—**generally but not necessarily specifically. The school has permission to make valid interpretations.

ABC School
Curriculum Area Big Picture Objectives

SCIENCE

Children learn to

1. Develop knowledge, understandings and skills in the areas of living world, physical world, planet Earth and beyond.
Yes – this is specifically science – yet very broad.
2. Develop attitudes of inquiry and curiosity about the world around them.
Could apply to any learning area!
3. Develop skills of questioning, predicting, observation, information gathering, interpretation, recording and reporting.
These skills are cross-curricula – not just science.
4. Locate and use information about scientific (*social science?*) ideas and events.
5. Use scientific (*art making?*) tools and apparatus safely and appropriately.

The notes (blue) show that these “science” big picture objectives can apply to many learning areas. The challenge is to set big picture goals that are specific to the area.

Review Questions

1. What is the specifically SCIENCE knowledge/skill in the NZC Statement? Focus on big pictures. List the “big picture” knowledge/skills.
2. What objectives in our plan **connect** with (1) above?
3. Which would we want to add because they are relevant to our students?
4. Which, if any, of our SCIENCE objectives are generic LEARNING COMPETENCIES? Should we remove them from “here” knowing that they are “there” (the cross curricula **learning competency**).
5. Are our objectives stated in ways that make them a suitable whole-school basis for programme planning and assessment for learning and reporting?

**Develop a school
curriculum document that
shows**

- (a) alignment with the
national curriculum,**
- (b) the school's priority
learning goals for its
students.**

Newtime School has developed its curriculum document in a way that identifies major learning goals for each dimension of the national curriculum.

In turn, these goals have to be transferred into classroom programming and teaching practice. They allow teachers to make decisions about learning contexts and experiences that are directed towards those goals.

The school shows that it knows the terrain of the national curriculum. In turn it has made its decisions on goals in ways that are consistent with the intent of the national curriculum and in consideration of students' needs.

Newtime School Curriculum Plan

February 2009 version

Exploratory Example



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1. Principles
2. Vision
3. Values
4. Key Competencies
5. Learning Areas
6. Learning Progressions (L & N)
7. Quality Teaching
8. Assessment, Reporting

This is the *school's* "curriculum plan". The school's curriculum is seen in the interpretation of this plan within individual classrooms. The plan allows teachers to make interpretations in recognition of their students' interests and needs. It is expected that teachers' interpretations will be consistent with this plan.

Curriculum Principles

The school's curriculum is underpinned by and consistent with the principles on page 9, NZC

Principles are the qualities and beliefs that underpin curriculum design and action.

example

NZC	OUR SCHOOL
<p>Our curriculum is consistent with the NZC.</p>	<p>Our curriculum practice is underpinned by and consistent with the NZC through performing the following actions:</p>
<p>HIGH EXPECTATIONS The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</p>	<p>HIGH EXPECTATIONS Teachers help every child to achieve their personal best according to their individual needs. These expectations are clearly communicated.</p>
<p>LEARNING TO LEARN The curriculum encourages students to take responsibility for their own learning process and to learn to learn.</p>	<p>...self-monitor and assess their learning and understand how to move forward.</p>
<p>TREATY OF WAITANGI The curriculum acknowledges the significance of the Treaty of Waitangi and the opportunity to acquire knowledge of tikanga.</p>	<p>...to children to develop respect for the Treaty partners of Aotearoa.</p>
<p>CULTURAL DIVERSITY The curriculum reflects diversity and values the contributions of its people.</p>	<p>...respect each other's backgrounds in the ways they learn.</p>
<p>INCLUSION The curriculum is non-discriminatory.</p>	<p>...abilities and talents are addressed, and they are free from discrimination.</p>
<p>COHERENCE The curriculum offers a range of learning pathways that makes links within and between subjects and provides for coherent transition pathways for further learning.</p>	<p>...in ways that interrelate and learning areas.</p>
<p>FUTURE FOCUS The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p>	<p>...relevant to the changing world.</p>
<p>COMMUNITY ENGAGEMENT The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.</p>	<p>COMMUNITY ENGAGEMENT Learning experiences connect with children's wider lives, and engage the support of their families/whānau and the community.</p>

This page of a school's curriculum plan shows what the principles mean for practice in this school.

Key Competencies

Students are supported to develop the key competencies on pages 12-13, NZC.

Competencies are integrated, holistic and complex. They include the knowledge, skills, attitudes and values needed for living, learning, working and contributing to the life of the community. Key competencies are those competencies needed by everyone across many life contexts. School is only one of those contexts, and the matter of transfer or generalization from school to life needs to be considered.

example

<p style="text-align: center;">NZC</p> <p style="text-align: center;">Five Major Competencies which we support students to develop</p>	<p style="text-align: center;">Our School</p> <p style="text-align: center;">In our school we emphasise students' development of the following:</p>
<p>Thinking</p> <ul style="list-style-type: none"> Use creative, critical, metacognitive and reflective processes to make sense of information, ideas, experiences Actively seek, use and create knowledge Reflect on own learning, draw on personal knowledge and into the basis of assumptions <p>Using language, symbols and media</p> <ul style="list-style-type: none"> Interpret and use words, movement, metaphors of situations Recognise how choices affect people's and they respond to choices Use ICT confidently and ethically <p>Managing self</p> <ul style="list-style-type: none"> Self-motivation 'Can do' attitude Set personal goals and personal standards Be enterprising, resilient Have strategies for managing stress Know when and how to make own well-informed choices <p>Relating to others</p> <ul style="list-style-type: none"> Interact effectively in a variety of contexts Listen actively, respect, negotiate and share Open to new learning Take different roles Know when it is appropriate to lead <p>Participating and contributing</p> <ul style="list-style-type: none"> Participating actively in communities Respond appropriately to others Make connections Create opportunities for others 	<p>Learning Competencies (thinking)</p> <p>Critical Analytic Thinking Actions</p> <ul style="list-style-type: none"> Asking questions Problem solving and testing Investigating Classifying Evaluating Judging Conclusions <p>Actions</p> <ul style="list-style-type: none"> Presenting, discovering Possibilities The square <p>g Actions</p> <ul style="list-style-type: none"> Thinking Evaluating Acts Is and thinking For opinions

This page of a school's curriculum plan shows its school-wide "big picture" goals for the "learning" (thinking, etc.) competency. The plan also lists national curriculum information, but it is the school's interpretation that gives the focus for teaching and learning.

Avoid overload!

Strategies for coping with an overloaded curriculum

- **Decide which learning intentions in a long list are most relevant to your students' needs and entitlement to a rich curriculum.**
- **Capitalise on cross-curricular learning.**
- **Create a whole-school rationale to show that your priority is to achieve maximum learning rather than maximum coverage.**