



The New Zealand Curriculum *for English-medium teaching and learning in years 1 – 13*

Setting the direction for teaching & learning

Supporting flexibility – in school curriculum, in teaching & learning



What should be in a school curriculum?

Why? Who decides?

What should our students learn and be able to do?

What aspirations do our children bring to learning? What do they expect from school?

How can we best teach them?



How is your life different from what it was 5/10 years ago?

What will the world be like in 2010/2020/2030?

What elements will stay the same?

Globalisation knowledge economy
diversity virtual communities
relationships resources
environment new technologies
social capital lifelong learning ...



..families, that's important to learn about

..we need to learn how to live a happy life

..we need to know how to aim high and reach our goals



... who exactly should decide the curriculum/what students learn? Whose voices/opinions/knowledge gets included in curriculum design, and whose maybe get excluded?



..I am greatly encouraged by the amazing innovation that exists in many of this country's schools

The knowledge age



‘All skills will become obsolete except one, the skill of being able to make the right response to situations that are outside the scope of what you were taught in school. We need to produce people who ***know how to act when they are faced with situations for which they were not specifically prepared.***’

Seymour Papert, 1998



The knowledge age

The test of successful education is not the amount of knowledge that pupils take away from school, but their appetite to know and their *capacity to learn.*'

Sir Richard Livingstone, 1941

Vision

What we want for our young people



“confident, connected, actively involved,
and lifelong learners”

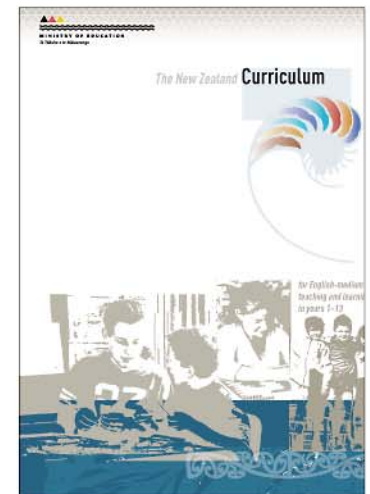
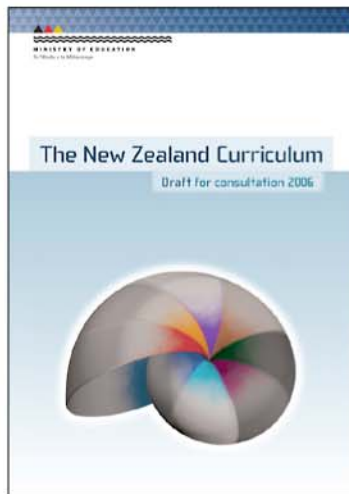
The New Zealand Curriculum, page 8

...creative, energetic, & enterprising
...to secure a sustainable social, cultural, economic,
& environmental future for our country

From draft to final

August 2006–October 2007

- a participatory process, involving thousands of New Zealanders
- over 10,000 questionnaires and submissions
- two international critiques (UK and Australia) and four analysis reports
- ongoing consultation during redrafting



Significant themes for the 21st Century

- sustainability
- citizenship
- enterprise
- globalisation
- studies of Asia and the Pacific Rim
- learning languages
- financial capability



Partnership

The New Zealand Curriculum
Te Marautanga o Aotearoa



Principles

Foundations of curriculum
decision making



high expectations

community engagement

future focus

coherence

Treaty of Waitangi

cultural diversity

inclusion

learning to learn

...all school decision making – planning, prioritising, review





Values

respect for self, others
and human rights

integrity

diversity

community
and participation

ecological
sustainability

excellence

innovation, inquiry,
and curiosity

equity

to be encouraged, modelled, explored

Key Competencies

Capabilities for living and
lifelong learning



- Thinking
- Using language, symbols, and texts
- Managing self
- Relating to others
- Participating and contributing



Thinking

...creative, critical, metacognitive processes
...to make sense of information

Using language, symbols, & texts

...working with & making meaning of the codes

Managing self

...self-motivation, a 'can do' attitude
...enterprising, resourceful, reliable, resilient

Relating to others

...diverse range of people...variety of contexts
...listen actively
...take different roles

Participating & contributing

...actively involved in communities
...belonging, quality & sustainability of ...environments

Managing self



Participating and contributing



Using Language, Symbols, and Texts



Relating to others



Thinking



Knowledge ...



a **resource**, produced and critiqued by people working together in response to **real needs and interests** in real situations; that has a variety of **frameworks, key theories and concepts** providing **complementary views** of the world.

Learning ...



learning from and with a **range of people**
sustained involvement
manageable **choices**
different ways of **thinking**
making sense of things and solving **real**
problems in **real contexts**
using different **codes, symbols and texts**
to express understanding

Effective Pedagogy

Teacher actions promoting
student learning



“everyone, including the teacher,
is a learner”

The New Zealand Curriculum, page 34

...learning environment ...reflective thought & action...relevance
shared learning...connections to prior learning...opportunities to learn...
teaching as inquiry



Learning Areas

Important for a broad, general education



In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In **the arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

In **learning languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.



School Curriculum Development



Schools have the **scope, flexibility, authority** [& **responsibility**] to:

Make '**decisions** about how to **best address** the **particular needs, interests, and circumstances** of the school's students and community'

Set **priorities** for learning

Choose the **ways** those will be addressed

Maximise the use of **local resources & opportunities**

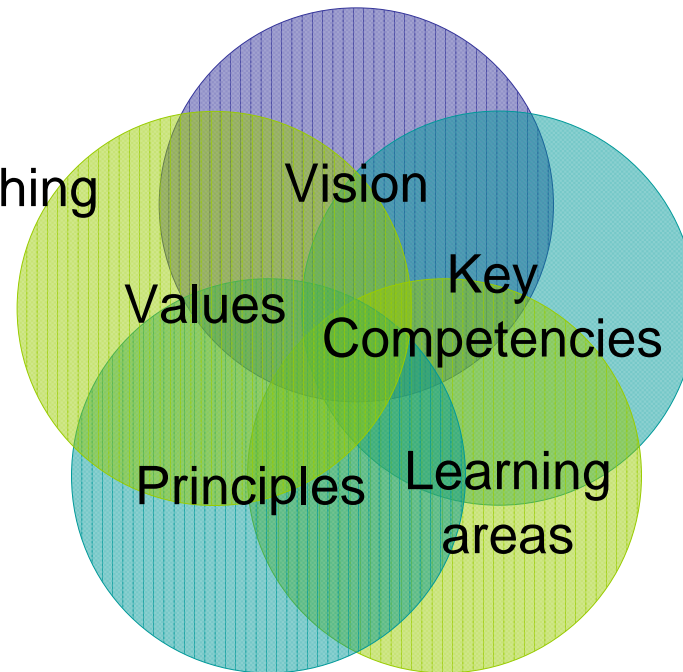
The New Zealand Curriculum

The whole curriculum – what is intended, taught, learnt



Ways of learning/teaching

Views of knowledge



Formal (& all) learning

Outcomes of education

School curriculum development

School management

central direction – local curriculum development & review

Vision

What we want for our young people



“confident, connected, actively involved,
and lifelong learners”

The New Zealand Curriculum, page 8

