



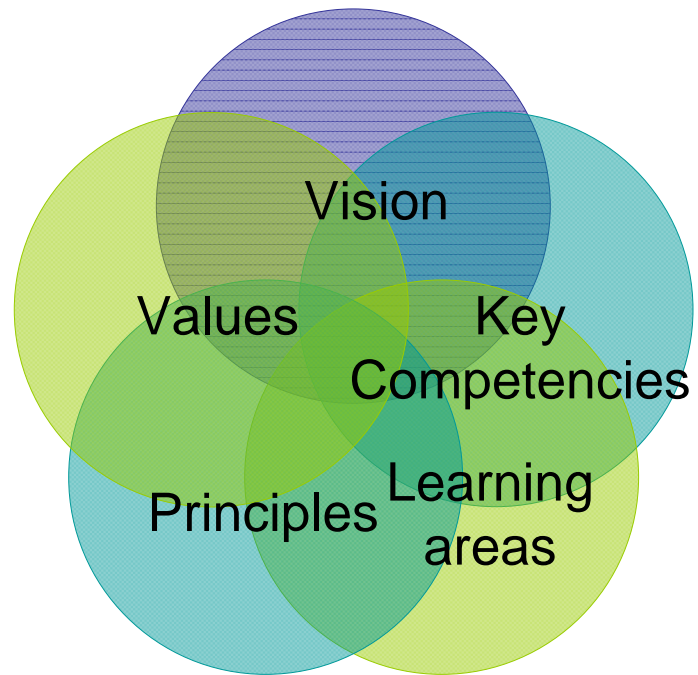
# *The New Zealand Curriculum*

*for English-medium teaching and learning in years 1 – 13*

## Key Competencies

Capabilities for living & lifelong learning

# *The New Zealand Curriculum*



## Vision

What we want for our young people



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

*The New Zealand Curriculum, page 8*



## *Key competencies*

'We are already doing that!'

'We haven't got time to do that'

'What types of knowledge?'

'If they're not assessed, we'll just ignore them'

or ...

## 5 'early adopter' schools



### Exploration

complexity (>essential skills)

'being ready, willing & able to *use* knowledge'

deep changes – purposes of education,  
devising own approaches

## *5 'early adopter' schools*



### Developing approaches

diversity/commonality

shared vision for student learning

synthesis of ideal graduate

school identity

focus for school leadership, professional  
development

visibility of school vision in daily school

life (> formal curriculum)

## *5 'early adopter' schools*



Implications for curriculum, teaching & learning

- mandate to design school curriculum
- balancing learner needs with content coverage
- systematic teaching of key competencies
- moving beyond the NZC
- coordinating learning from different learning areas (unique & varied contributions)

## *5 'early adopter' schools*



### Personalising learning

more active student involvement

more varied teaching

student encouraged to be curious & try out  
new ideas

greater opportunity to work on real life  
problems, self selected topics

## 5 'early adopter' schools



### Assessment

greater student involvement

a range of ideas & approaches to provide  
evidence of progress

(including non-linear progressions, greater  
use of resources, newer/wider  
contexts)

NCEA (formal qualifications) approach might  
need to change



# Mulberry Grove School – Great Barrier Island

<http://www.mulberrygrove.school.nz/>





Key Competencies as the framework:

- School Vision
- Charter & Strategic Plan
- Annual Plan

Key Competencies:

- defined & described (for MGS)
- assessment rubrics
- assessment evidence matrix



## Mulberry Grove School

### Education Review Office

- **2005 MoE intervention** to support the board and the principal to ...**improve curriculum management, work positively with the community and meet MoE strategic and annual planning requirements.**
- **November 2005** ...acting principal...considerable measure of **stability** for the school and a **clear focus on student well-being and learning.**
- **2006**... provision of a **more broadly based curriculum**...focus on meeting **special learning needs**...setting **achievement targets** designed to raise performance levels. ...students are **enthusiastic** about their school, **supportive** of each other and **willing to engage** in their learning tasks.
- [the principal] has begun to strengthen the **documentation and practices** ... [and] establish a **well conceived action plan** for the year.

## Vision

What we want for our young people



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

*The New Zealand Curriculum, page 8*





<http://nzcurriculum.tki.org.nz/>

<http://www.ero.govt.nz/ero/>

<http://www.mulberrygrove.school.nz/index.html>

[Chris.arcus@minedu.govt.nz](mailto:Chris.arcus@minedu.govt.nz)

Project Manager *New Zealand Curriculum* Project