

Feb 2009

Special points of interest:

- Reflections on implementing the NZC

# Newsletter



## Reflections on the process of implementing the 2007 New Zealand Curriculum

Kia ora tatou, talofa lava, malo e lelei, greetings.

I trust you will find these reflections useful.

### Consensus

The importance of gaining and maintaining staff consensus during the process of school-based curriculum development cannot be gainsaid and should not be underestimated.

For this process of school-based curriculum development to operate not only smoothly, but also reach a successful outcome, several background steps should be taken. This includes ensuring that teachers think more deeply about the notions of curriculum and curriculum development.

To talk about curriculum development necessarily involves talking about *who* is involved, and more importantly, *who is responsible*. This discussion has the effect of reminding teachers, *in their own voice*, that it is *they* who need to be involved and who must take some responsibility for this process.

**Education Review Office Report: Readiness to implement The New Zealand Curriculum** (<http://ero.govt.nz/publications/pubs2009/readiness-nz-curriculum09.pdf>)

This report is the first of two ERO reports on the state of readiness of schools to implement the 2007 NZC.

Some points of interest from this report are reprinted here:

### Four factors underline good progress:

- the transition process is being well led and communicated;
- there is a common understanding of what the curriculum means in the context of each school;
- a planned approach to implementation; and
- good use is made of external development and training and the Ministry of Education implementation materials.

A few schools are finding it difficult to begin the implementation process because they typically lack someone to initiate and lead the process and are less likely to have forward or focused school planning.

Board members or school managers may lack sufficient knowledge about the curriculum because they have not made use of the implementation materials. A combination of these factors leads to the perception that the process is too difficult.

### What do schools that have begun the process need to do?

- prioritise actions needed to move to the next stage;
- develop and implement an action plan to Feb 2010.

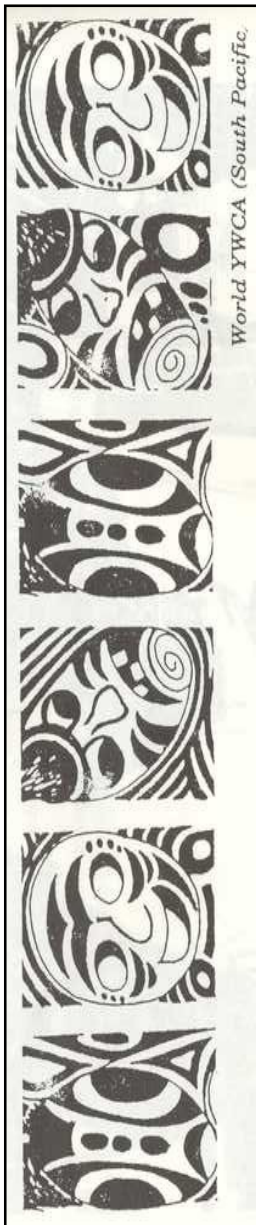
### What's different about the NZC?

This question is borne of a lack of recognition that this change of policy is not only cosmetic. A very significant difference is of course the added influence that schools now have, as each develops their unique approach to the NZC.

Another is the place and purpose of the key competencies. It would be a serious error to assume 'business as usual' with the 'key competencies' appended to planning as a tick box. Rather, the change can be thought of a dedicated effort to make these key competencies the *starting-point* for planning.

Think of them by realising that 'understanding language, symbols and texts' is focussed on the traditional *academic* curriculum, whilst the others (not counting 'Thinking') are much more concerned with what we might call 'emotional intelligence'. To a greater or lesser extent, schools have, of course, attempted to cater to this aspect of each student's education. However, this has tended to happen incidentally, or through the 'hidden curriculum'.

The paradigm shift now expected of teachers is that this 'emotional intelligence' must be *explicitly* catered to in each and every classroom, during each and every lesson, that has, in turn, been shaped by the particular aspects of the key competencies being focused on at any particular point.



World YWCA (South Pacific)



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- Quality
- Professionalism

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- Middle Managers need support and guidance
- Schools have to achieve results

**Therefore, Mockingbird will work closely with you to identify the advice, service or support you require and how best to deliver that to you, your senior managers, staff or school community.**

**Business Activity**

**Term 1**

**Business Activity**

Term 1 has continued to be very busy, with work being undertaken in the following areas:

- Appraisals (Principal level)
- Teacher Only Days on the NZC
- On-going NZC implementation work
- Friend of the School (ERO Review)
- BOT consultation on NZC

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**Term 1**

**Client Schools**

- Kaikohe West School
- Whangarei Intermediate School
- Holy Family School, Porirua
- St Pius X School
- Park Estate School
- St Mary's School, Avondale
- Whau Valley School, Whangarei
- Kaikohe Christian School



**Upcoming Professional Learning**

**BT/PRT Workshops**

**Venues:**

**Option 1: James Cook High School, Dr Pickering Ave, Manurewa**

**Dates:** 23/03/09

04/05/09

08/06/09

**Option 2: St Dominic's College, 29 Rathgar Rd, Henderson**

**Dates:** 24/03/09

05/05/09

09/06/09

**Time:** 9 am - 12.30 pm

**Motel Sierra, 26 Western Hills Dr, Whau Valley Whangarei**

**Dates:** 31/03/09

06/05/09

05/06/09

**Time:** 9 am - 12.30 pm

**Email or 'phone to receive a registration sheet or more info.**