



Teachers and Teacher Aides Working Together

Understanding the New Zealand Curriculum

Module 7 Workbook



**Nāku to rourou
nāu te rourou
ka ora ai te ākonga.**

**With my basket and
your basket the
learner will thrive.**

Published by the New Zealand Ministry of Education.
www.education.govt.nz

All text and images copyright © Crown 2017 except for the image on page 4 copyright
© Michael F. Giangreco 2002.

All rights reserved. Enquiries should be made to the publisher.



Contents

About this resource.....	1
1 Get started	3
2 Watch the presentation.....	5
3 Choose an activity	8
4 Plan for practice.....	10
5 Give it a go	11
6 Talk about how it went.....	12
Activity options	13



About this resource

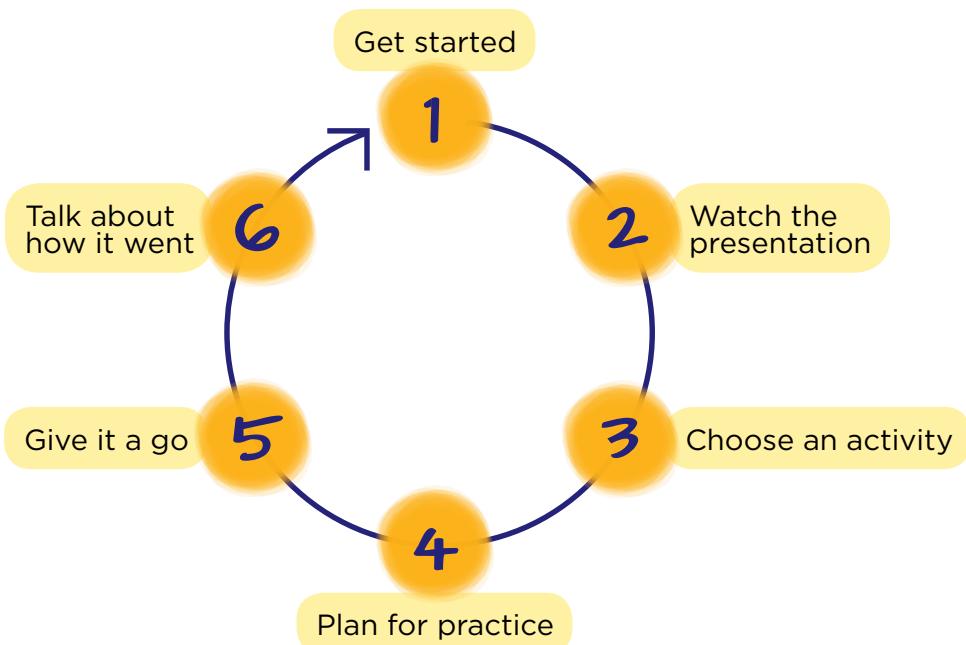
Background

Teachers and Teacher Aides Working Together is a set of modules that teachers and teacher aides complete together.

Each module in this series is a 'ready-to-use' pack with a presentation, workbook and activities so learning can be put into practice. Some modules include self-paced e-learning. The module materials come in different formats to allow choice about how you learn.

Find out more at [Teachers and Teacher Aides Working Together](#).

The modules follow an inquiry cycle. The workbook has a section for each step in the cycle.



If you are leading the learning, refer to the [Facilitator Quick Guide](#) and gather any additional materials needed to complete the activities.

Download the learning materials from the [Module 7 page](#) of the Teachers and Teacher Aides Working Together site.

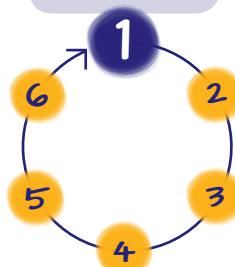
Note that you have some choices about how you access the module materials. This is the PDF workbook format. It includes links to required resources and printable worksheets for the activities. If you are working with hard copy, you will need to access the online version to activate the links.

For an enhanced online reading experience, access the [e-workbook for Module 7](#). In the e-workbook, activity sheets are Google Docs that you can print, download as Word documents or copy to your own Google Drive for working online.

You also have the option to download a PowerPoint or view a narrated presentation.

Next step

Get started





1. Get started

Start by watching the short video. Then read the cartoon and key principles. They introduce the main ideas covered in this module. Discuss these as a group. The learning outcomes describe what you'll achieve once you've completed the six steps.

Support staff/teacher's aides

Using modelling to support consistent teaching approaches

Success for All
every school • every child

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Watch the video about using modelling to support consistent teaching approaches at the Ministry of Education's teacher aide Vimeo album.

“

The New Zealand Curriculum applies to all English-medium state schools (including integrated schools) and to all students in those schools, irrespective of their gender, sexuality, ethnicity, belief, ability or disability, social or cultural background, or geographical location.

”

The New Zealand Curriculum, 2007, p. 6



Key principles

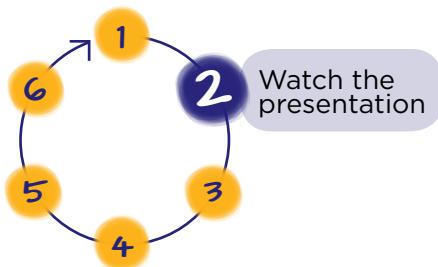
- The New Zealand Curriculum is for all English-medium New Zealand schools and all students.
- The New Zealand Curriculum provides guidance for schools as they design, implement and review their school curriculum.
- The New Zealand Curriculum has a vision, values, principles, key competencies and eight learning areas.
- Inclusion is one of the principles of the New Zealand Curriculum.
- The teacher is responsible for curriculum and learning decision-making for all their students. The teacher aide supports the teacher in this work.
- Ideally, the school and classroom curriculum will be accessible and relevant to all students from the outset. Teachers build flexible learning supports into their programmes. These supports enable each student to learn and participate in their own unique way.
- Sometimes teachers need to make specific adaptations and adjustments to the classroom programme to ensure each student is included.

Learning outcomes

This module is intended to support teachers and teacher aides to achieve four aims:

1. Explore the New Zealand Curriculum and understand its components (vision, values, principles, learning areas and key competencies).
2. Identify how the New Zealand Curriculum encourages inclusion.
3. Relate the New Zealand Curriculum to the school and classroom curriculum and students they work with.
4. Reflect on and evaluate how they relate the New Zealand Curriculum to their work with all students.

Next step





2. Watch the presentation

Watch the presentation about the New Zealand Curriculum. Read the discussion on the next pages for further information.

Visit the [Module 7 e-workbook](#) to download or watch the presentation.

The image shows two side-by-side screenshots of a presentation slide. The left screenshot displays a video player interface with a thumbnail showing children in a classroom, the title 'Teachers and Teacher Aides Working Together Understanding the New Zealand Curriculum Module 7 Presentation', and playback controls. The right screenshot shows a slide with a video thumbnail, a portrait of a woman named Natalie, and text about the module. Both slides have a series of five horizontal lines for notes on the right side.

Further information

Why this module?

This module supports teachers and teacher aides to develop a shared understanding of the New Zealand Curriculum. The New Zealand Curriculum sets the direction for teaching and learning in English-medium schools. It sets a vision for all young people to be capable, active, lifelong learners.

How the New Zealand Curriculum relates to the classroom

Schools use the New Zealand Curriculum as a framework for developing their own curricula, which are shaped to address the strengths and needs of their students and communities. Teachers use the school curriculum to shape their classroom curricula to the particular needs, interests, and strengths of students in their classes.

The New Zealand Curriculum – overview

The curriculum includes a **vision**, values, principles, key competencies and learning areas.

- The curriculum presents a vision of all young people as “confident, connected, actively involved, lifelong learners.” (p. 7) The vision drives all curriculum practice.
- The **principles** detail what is important and desirable in a school’s curriculum. The principles explain the educational experience students are entitled to. Inclusion is one of the principles.
- The New Zealand Curriculum **values** have widespread community support. Communities that hold and act on these values are likely to be supportive and strong.
- The **key competencies** are ongoing capabilities for living and lifelong learning. People use these competencies to live, learn, work and contribute as active members of their communities.
- The eight **learning areas** describe what students will come to know and do. There are eight learning areas: the arts, English, health and physical education, learning languages, mathematics and statistics, science, social sciences and technology.

The New Zealand Curriculum – for every student

“All New Zealand students ... should experience a rich and balanced education that embraces the intent of the national curriculum.” (page 37) All students can learn within the New Zealand Curriculum. Learning linked to the eight learning areas is an important part of accessing a broad, general education.

Universal Design for Learning (UDL) is a framework that helps teachers create an inclusive classroom curriculum. It's an approach that recognises that each student learns and expresses themselves in a unique way. Applying UDL means designing curricula that embraces and addresses this diversity from the outset. When teachers apply a UDL framework to the classroom curriculum, they build in multiple means for:

- information and content to be *represented* to the students
- students to engage in the learning
- students to act and *express* themselves.

UDL prompts teachers to design rich learning experiences. For example, a teacher planning a unit on a local environmental issue might:

- represent content through data tables, written reports, interviews with activists and scientists, and stories
- engage the students in the learning through online research, experimentation, site visits where they collect and analyse data, and active participation in a restoration project
- provide opportunities for students to take action and express themselves through debate, writing scientific reports, making an oral presentation to the local council and drama.

The school and classroom curriculum can also be made more accessible to students through changes to the:

- content
- teaching and learning materials
- responses expected for and from students.

These sorts of changes are sometimes called ‘adaptations and differentiations’.

- **adaptations:** changes to the **supports** – the school environment, the classroom, teaching strategies, and teaching and learning materials (the ‘how’)
- **differentiations:** changes to the **classroom programme** – the content of the school and class curriculum and expected responses to it (the ‘what’).

Inclusive Practice and the School Curriculum has examples of teachers creating rich learning experiences that are accessible to all students. It also has examples of how teachers and teacher

aides have collaborated to design adaptations and differentiations to enable all students to access the curriculum. These include a teacher who differentiated and adapted a Figure It Out task to support the learning of all her students in number and measurement. In another example, a teacher designed a multi-level unit for students working on oral presentations at NCEA levels 1 and 2, along with another student who was working towards a curriculum level 1 goal in visual arts.

Curriculum: teachers and teacher aides –who does what?

Teachers are responsible for planning, developing and reviewing the classroom curriculum, ensuring that it is accessible for all. With help from others, they are also responsible for any strategies, adaptations or content changes intended to support a particular student's learning. As a member of the classroom team, the teacher aide uses teaching strategies discussed with the teacher to support and implement the classroom programme.

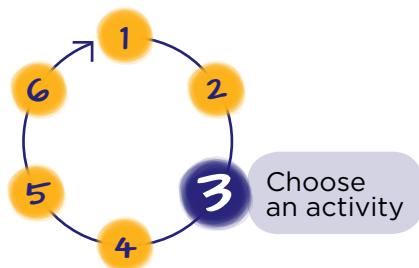
References and further reading

Inclusive Education Guides for Schools: [Universal Design for Learning](http://inclusive.tki.org.nz/guides/universal-design-for-learning/) <http://inclusive.tki.org.nz/guides/universal-design-for-learning/>

Inclusive Practice and the School Curriculum (NZC Online):

[Effective pedagogy for all students](http://nzcurriculum.tki.org.nz/Inclusive-Practice-and-the-School-Curriculum/Implementing-an-inclusive-curriculum/Effective-pedagogy-for-all-students) <http://nzcurriculum.tki.org.nz/Inclusive-Practice-and-the-School-Curriculum/Implementing-an-inclusive-curriculum/Effective-pedagogy-for-all-students>

Next step





3. Choose an activity

Choose one or two activities to do in pairs or small groups. Go to the back of the workbook for each activity's instructions, worksheets and resources.

Activity 1

Talking about the key competencies

In this activity, you will talk about the key competencies. Key competencies are the capabilities people have or need to develop in order to live and learn today and in the future. They are as important for adults as they are for students. You will relate the key competencies to your own work and experience.

Each participant needs a copy of *The New Zealand Curriculum* and access to a laptop or tablet with Internet access and speakers.

Activity 2

Recognising learning

In this activity, you will use Ben's mindmap to see how the key competencies provide a framework for recognising learning. You will relate this to a student you work with.

This activity works best when it is done by teachers and teacher aides who regularly work together. It is useful to complete Activity 1 before doing Activity 2.



Activity 3

The New Zealand Curriculum – overview

In this activity, you will look at the overview of the New Zealand Curriculum and talk about each component. Why is each component important and how does it relate to the others?

Each participant needs a copy of *The New Zealand Curriculum*.

Activity 4

The New Zealand Curriculum – vision in practice

In this activity, you will talk about the vision of the New Zealand Curriculum and how it works in practice for a student you work with.

This activity is best done by teachers and teacher aides who regularly work together.

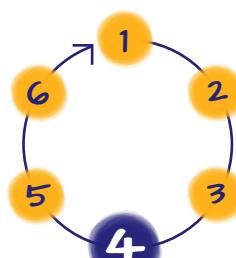
Activity 5

The New Zealand Curriculum – inclusion in practice

In this activity, you will read about an example of inclusive practice from the online resource, *Inclusive Practice and the School Curriculum*. In Example 14, a teacher designs a unit of learning that enables a diverse group of students to achieve success. You will identify the features of the task that demonstrate the principles of UDL, ensuring inclusion from the outset, and other examples where the teacher has made differentiations and adaptions to ensure all students can participate and learn.

It would be best to include a teacher in the group for this activity. You will need to download and print copies of the example.

Next step



Plan for practice



4. Plan for practice

It's time to plan how you will put your learning into practice. Try one of these suggestions in your work together over the next few weeks.

Talk about the vision, principles, values, key competencies and learning areas of the New Zealand Curriculum. How are these reflected in your school's curriculum?

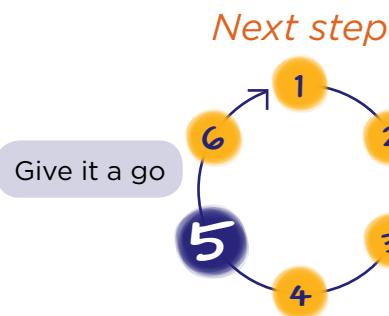
Talk about how the principles of Universal Design for Learning were demonstrated in the design of a particular learning experience. How did the teacher design the classroom curriculum to involve all the students in the learning? How did the students respond to having multiple ways of accessing the content, engaging in the learning and expressing themselves? For more information and examples of UDL in practice, visit the [UDL Guide](#) on the Inclusive Education website.

Talk about how the classroom curriculum is *adapted* or *differentiated* for a student you work with. For further information and examples of how the school or classroom curriculum can be shaped to fit the student, visit the page about [differentiation and adaptation](#) in the online resource *Inclusive Practice and the School Curriculum*.

If you completed activities 1 and 2, observe the key competencies in your work with students. Take a blank copy of the mindmap from Activity 2. Select a student and observe them across a range of settings over a few weeks. Record how you see the key competencies in the student's learning.



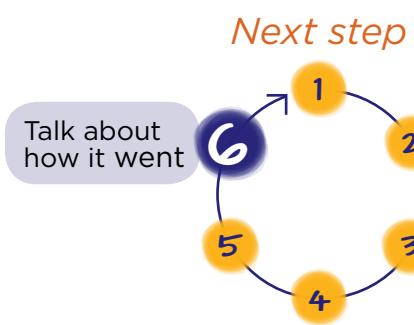
Talk about the information sheet [What does an inclusive school look like?](#) Refer to the 'learning and achievement' section on page 3. Talk about each bullet point in relation to your classroom practice.





5. Give it a go

Implement the strategy you decided on in Step 4. Use the space below to make notes about what you did and how it went.





6. Talk about how it went

Meet to talk about how the strategy from Step 4 went. Discuss and plan how you might adapt or modify your practice. Use the questions below to guide your reflection.

- What did we try?
- What happened when we did this? How did the students respond to the strategy? How did the adults experience and respond to the strategy?
- How might we change our practice next time?
- What have we learned about the New Zealand Curriculum and how it supports teaching and learning for all students?
- What are we going to do next to embed the New Zealand Curriculum in our work?

Possible next steps

When thinking about what you might do next, consider the other topics in this series:

- Teachers and Teacher Aides: Who Does What?
- Keeping Our Work Confidential, Professional and Safe
- Supporting Students with Complex Needs
- What Do We Think about Disability and Diversity?
- Identifying Students' Strengths
- Students Participating in their Individual Education Plans (IEP)
- Fostering Peer Relationships
- Creating Inclusive Classrooms
- Supporting Student Learning in the Whole Class
- Teacher Aide Interaction that Supports Student Learning

Visit [Teachers and Teacher Aides Working Together](#) to access these modules.



Activity options

Activity 1: Talking about the key competencies	14
Activity 2: Recognising learning	15
Activity 3: The New Zealand Curriculum - overview	19
Activity 4: The New Zealand Curriculum – vision in practice	20
Activity 5: The New Zealand Curriculum – inclusion in practice	21

7 Understanding the New Zealand Curriculum

Talking about the key competencies Activity 1

In this activity, you will talk about the key competencies. Key competencies are the capabilities people have or need to develop in order to live and learn today and in the future. They are as important for adults as they are for students. You will relate the key competencies to your own work and experience.

Each participant needs a copy of *The New Zealand Curriculum* and access to a laptop or tablet with Internet access and speakers.

 Work in pairs, small groups or a large group. Go to the [key competencies page](#) on *The New Zealand Curriculum Online*. Watch the video explaining the key competencies and read the factsheet on “Things we need to know about key competencies”.

 Read pages 12–13 of *The New Zealand Curriculum* to learn more about the five key competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

 Working in pairs or small groups, use the prompts below to relate the key competencies to your own work and life.

- *Thinking* – How do you actively seek, use and create knowledge as a teacher or teacher aide? How does this help you in your work?
- *Using language, symbols and texts* – How do you interpret and use words, number, images, movement, metaphor and technology as a teacher or teacher aide? How does this help you in your work?
- *Managing self* – How do you establish personal goals, make plans, manage projects and set high standards as a teacher or teacher aide? How does this help you in your work?
- *Relating to others* – How do you listen actively, recognise different points of view, negotiate and share ideas as a teacher or teacher aide? How does this help you in your work?
- *Participating and contributing* – How are you involved as a community member? How does this help you in your work as a teacher or teacher aide?

7 Understanding the New Zealand Curriculum

Recognising learning

Activity 2

In this activity, you will use Ben's mindmap to see how the key competencies provide a framework for recognising learning. You will relate this to a student you work with.

This activity works best when it is done by teachers and teacher aides who regularly work together. It is useful to complete Activity 1 before doing Activity 2.



Working individually to begin with, read Ben's mindmap (see over). Ben's teacher and teacher aide use the key competencies to recognise Ben's learning.



In pairs or small groups, talk about Ben's mindmap.

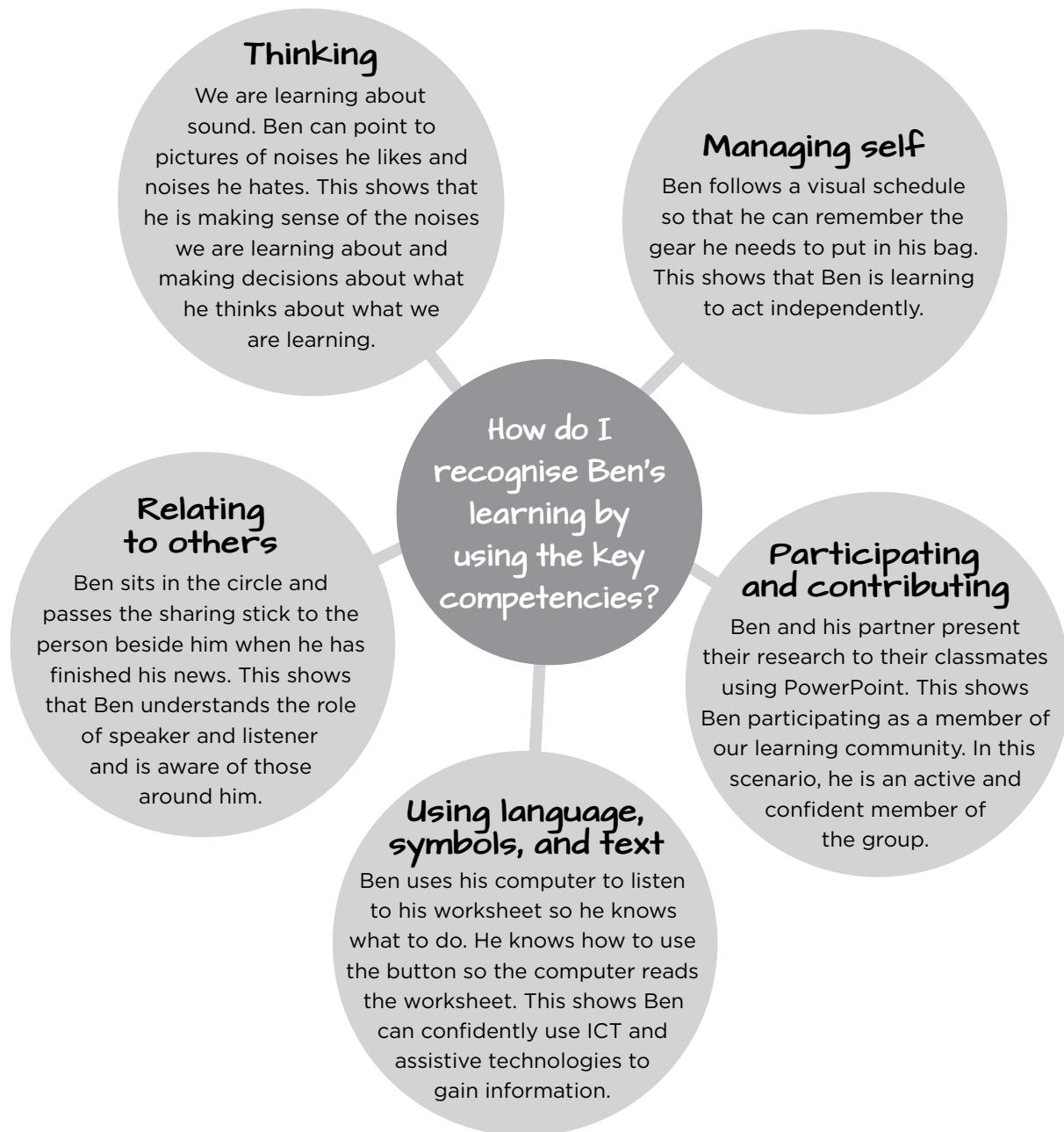
Think about a student you both work with and identify some of the ways that their learning is recognised and supported through developing the key competencies.



Record your ideas on the blank mindmap.

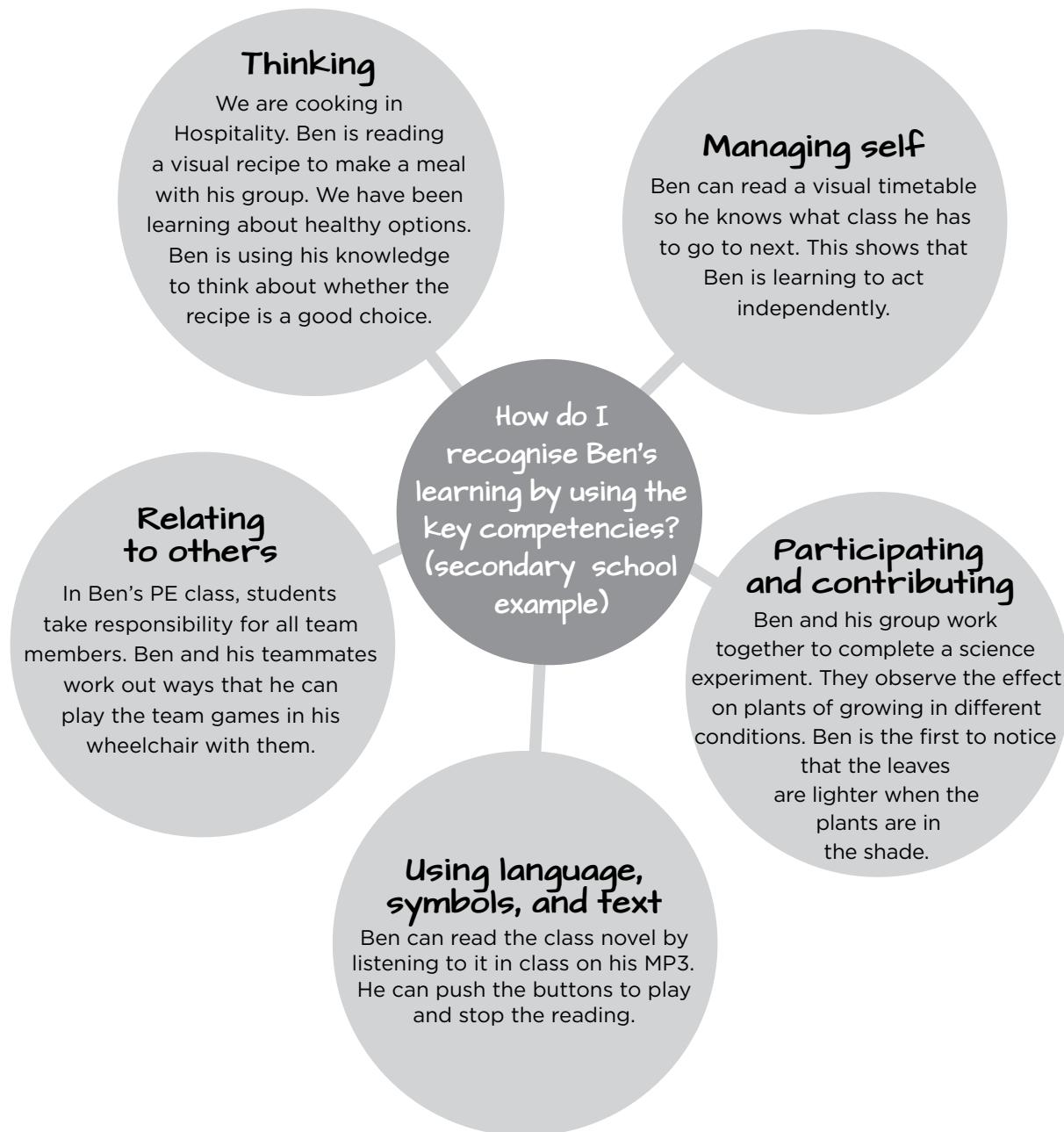
Recognising learning (continued)

Activity 2



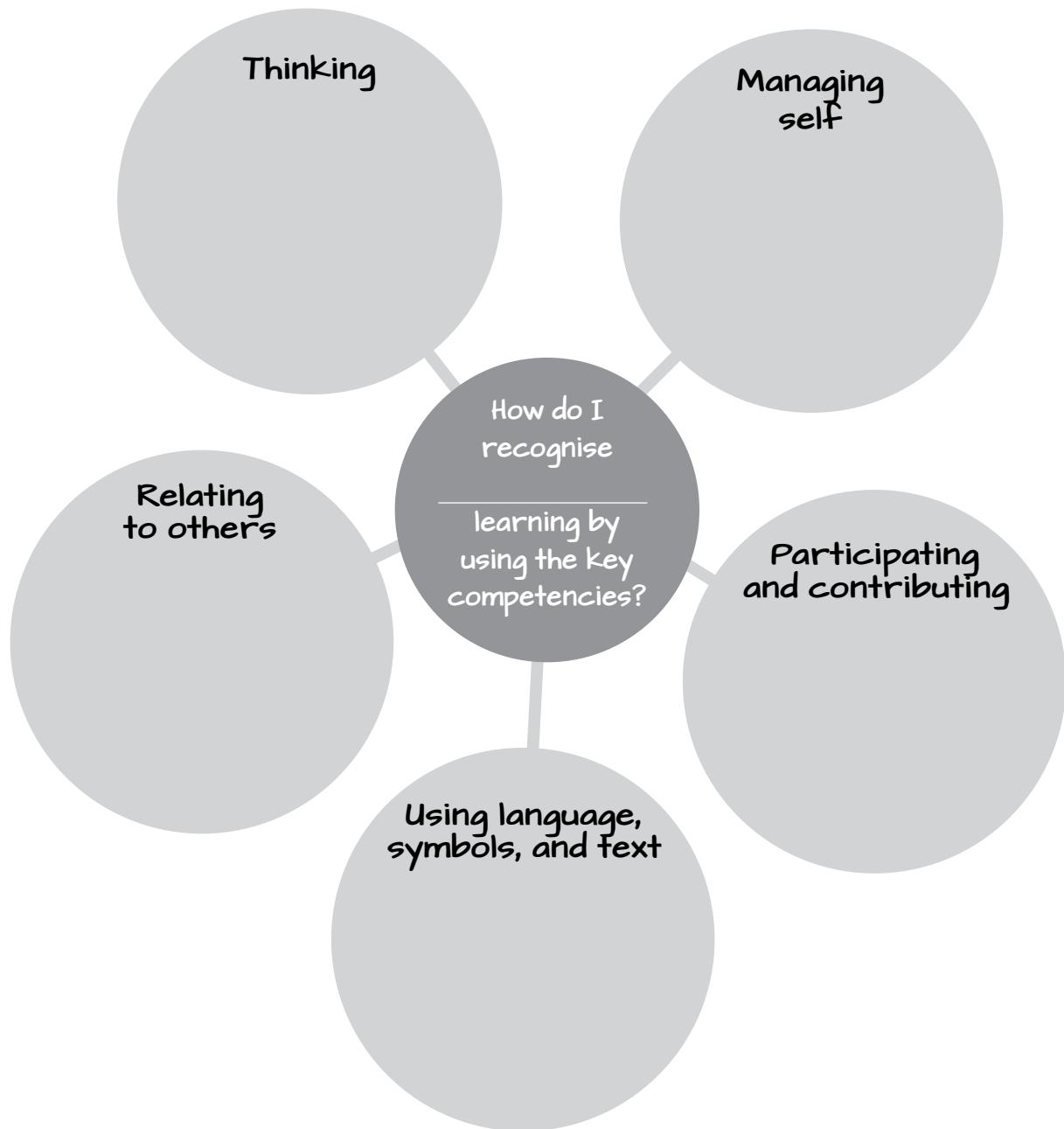
Recognising learning (continued)

Activity 2



Recognising learning (continued)

Activity 2



7 Understanding the New Zealand Curriculum

The New Zealand Curriculum - overview

Activity 3

In this activity, you will look at the overview of the New Zealand Curriculum. You will talk about each component, why each component is important, and how they relate to each other. Each participant needs a copy of *The New Zealand Curriculum*.



Work in pairs or small groups, ensuring there is a teacher in each pair or group. Refer to page 7 of *The New Zealand Curriculum* for an overview of how the various components of the curriculum relate to each other.



Prompt the teacher/s in each group to talk about the overview.

Use the following approaches to guide discussion:

- Explore each part of the curriculum (vision, principles, values, key competencies, learning areas and effective pedagogy).?
- Talk about how each part is reflected in the school's curriculum.
- Discuss how each component 'comes to life' in the classroom.
- Give examples of the vision, principles and values in action in the classroom.
- Explain how each learning area is covered in the classroom curriculum.
- Explain how links are made across the learning areas.

7 Understanding the New Zealand Curriculum

The New Zealand Curriculum - vision in practice

Activity 4

In this activity, you will talk about the vision of the New Zealand Curriculum and how it works in practice for a student you work with. This activity is best done by teachers and teacher aides who regularly work together. Each participant needs a copy of *The New Zealand Curriculum*.



Read about the curriculum vision on page 8 of *The New Zealand Curriculum*. The vision describes what we as a nation want for all young people.



Work in pairs or small groups. Think of a student you both (or all) work with. Talk about how you see the vision in practice in your student's day.

Use the following ideas to guide your discussion:

- Refer to the lists on page 8 that set out what it means to be 'confident', 'connected', 'actively involved' and 'lifelong learners'. How does your work and your school help your student become each of these things?
- Could you be doing more to support this student (or other students) to be a confident, connected, actively involved, lifelong learner?

7 Understanding the New Zealand Curriculum

The New Zealand Curriculum - inclusion in practice

Activity 5

In this activity, you will read about an example of inclusive practice from the online resource, *Inclusive Practice and the School Curriculum*. In Example 14, a teacher designs a unit of learning that enables a diverse group of students to achieve success. You will identify the features of the task that demonstrate the principles of UDL, ensuring inclusion from the outset, and other examples where the teacher has made differentiations and adaptations to ensure all students can participate and learn.

It would be best to include a teacher in the group for this activity. You will need to download and print copies of the example and have coloured highlighters for participants to use.



Read **Example 14: Physical Education, Level 5 – Invasion games** from *Inclusive Practice and the School Curriculum*.



Working in pairs or small groups, go through the example with three highlighters, using them to identify:

- how the teacher ensured that the design of the lesson sequence was immediately inclusive for all students
- how the teacher differentiated the lesson sequence to ensure inclusion for all
- how the teacher adapted the task to ensure inclusion for all.

Example 14 includes prompts for discussion. On a second reading, use those prompts to deepen your response to the case study.

Consider a recent lesson where you feel diverse students were successfully included in the learning. Discuss the lesson, using these questions:

- How was inclusion achieved?
- Was the lesson made inclusive through its design (e.g., drawing on the UDL framework)?
- Were differentiations and adaptations used to enable all students to access the learning?
- Were elements of both these approaches used (e.g., UDL and differentiation/adaptation)?