# Transcript, Module 7: Understanding the *New Zealand Curriculum*

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| **Audio** | **Visual** |
| **Narrator:** Understanding the *New Zealand Curriculum*. | Slide 1:  *Teacher and teacher aides working together*  *Understanding the* New Zealand Curriculum*.*  *Module 7 Presentation*  *Photo: group of primary students in the classroom* |
| **Natalie:** Hi, my name’s Natalie, and I’m the teacher of a year 5 and 6 class in a primary school.  I was also a teacher aide for nearly ten years before finishing study and becoming a classroom teacher.  Teacher aides are crucial to the smooth running of my classroom helping all students to experience success in all areas of the curriculum. | Slide 2  *Introducing Natalie.*  *Our narrator Natalie is a former teacher aide who is now a classroom teacher.*  *Photo: headshot of Natalie* |
| **Natalie:** This module provides an opportunity to for you to explore the *New Zealand Curriculum*. It stresses the curriculum principle of inclusion.  The module is for both teachers and teacher aides.  You can work through it yourself, but it’s best if people who are working together, learn together.  There are questions for you to consider as you work through the presentation.  If you’re working with another person, please take the time to talk them over. | Slide 3  *Introducing the module*  *This module is about the* New Zealand Curriculum*.*  *It is for both teachers and teacher aides.*  Appears on the bottom right of slide 3  *Please take your time to think and reflect.* |
| **Natalie:** Inclusion is very important in my classroom as I strive for everyone to achieve within the curriculum at the appropriate level.  An example of this is when we were working on Science Fair Projects recently. I thought very carefully about groups for this project, so that there were a range of strengths and abilities in each. I wanted to push every student to achieve to the best of their ability and to enjoy what they were doing.  So, this involved differentiating the task and the level of support they were given.  Every student then was able to follow the scientific method, conduct the experiment, and record their results. They were all very proud to display and share their learning with the rest of the school at the Science Fair.  What do you think about my story? Does it bring up memories for you?  Can you think of an experience when you were at school when the curriculum learning truly included all students?  How did that happen and what did it feel like? | Slide 4  *Natalie’s story*  *Three thumbnail photos of Natalie, from left to right: seated on the floor, Natalie and a student working together; Natalie, seated in a chair, instructs the class; Natalie, seated on the floor, discusses a diagram with the whole class.*  Appears on the bottom right of slide 4  *Can you recall an experience when you were at school when the curriculum learning truly included all students?*  *How did that happen and what did it feel like?* |
| **Natalie:** This module is intended to help you get a shared understanding of the *New Zealand Curriculum*.  You will think about what it takes to make sure all students are included within the same curriculum. | Slide 5  *Why this module?*  *Teachers and teacher aides develop a shared understanding of the* New Zealand Curriculum *and think about how to include students.*  *Photo: teacher and student looking at a book* |
| **Natalie:** The *New Zealand Curriculum* provides a framework within which each school develops its own curriculum.  Teachers use the school curriculum and their knowledge of their students to design the curriculum students experience in the classroom.  Students should experience a curriculum that is based upon the *New Zealand Curriculum* but that has been shaped to benefit and reflect them and their communities. | Slide 6 *How the New* Zealand Curriculum *links to the classroom.*  *The* New Zealand Curriculum (NZC) *provides a framework within which each school plans its own curriculum.*  *Teachers interpret the school curriculum to shape the curriculum in their classrooms.*  *Students experience a curriculum that reflects and is responsive to them and their communities.*  Appears on the bottom right of slide 6  *“The New Zealand Curriculum sets direction for teaching and learning in English-medium schools.” (MoE, 2007, p. 37)* |
| **Natalie:** The National Curriculum has five key components: a vision, a set of principles, some values, five key competencies, and eight learning areas. | Slide 7  New Zealand Curriculum *– and overview*  *The curriculum includes:*   * *a vision* * *principles* * *values* * *key competencies.*   *Photo: foreground – smiling child rides a bike; two children ride behind her.* |
| **Natalie:** The vision of the curriculum is for all young people to be confident, connected, actively involved, life-long learners.  What do these terms mean? Why are they so important?  For example, who or what should young people be connected to?  What do they need to know or do to achieve that? | Slide 8  *NZC – vision*  *The vision is “for young people to be confident, connected, actively involved, life-long learners.”*  *(Ministry of Education, 2007, p.8)*  Appears on the bottom right of slide 8  *What does it mean to be a “confident, connected, actively involved, life-long learner”?*  *Why is it important for young people to develop these attributes?*  *What do they need to know or be able to do to achieve them?* |
| **Natalie:** The principles set out basic beliefs about what is important in the curriculum and the kind of education every student should experience.  Inclusion is one of eight principles that also include high expectations, Treaty of Waitangi, cultural diversity, learning to learn, community engagement, coherence, and future focus. | Slide 9  *NZC – principles*  *What is important and desirable in a school’s curriculum.*  *The educational experience students are entitled to.*  Appears on the bottom right of slide 9  *Inclusion is one of eight principles in the* New Zealand Curriculum*.*  *The others are:*   * *high expectations* * *Treaty of Waitangi* * *cultural diversity* * *learning to learn* * *community engagement* * *coherence* * *future focus.* |
| **Natalie:**  The values describe how we expect people to think and act. The values include excellence, diversity, and respect.  Communities that live by these sorts of values are likely to be strong and supportive. | Slide 10  *NZC – values*  *The values inspire communities to be supportive and strong.*  *Photo on the right: three teenage school students support classmate as he floats in a swimming pool.* |

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| **Natalie:** The key competencies are five capabilities that we use to live, learn, work, and contribute as active members of [our] communities.  What are some ways the students you work with are encouraged to develop these competencies? | Slide 11 *NZC – key competencies*  *The key competencies enable student to live, learn, and work, and contribute to their communities.*  *The five key competencies:*   * *thinking* * *using language, symbols, and texts* * *managing self* * *relating to others* * *participating and contributing.*   Appears on the bottom right of slide 11  *How are the students you work with encouraged to develop these competencies?* |
| **Natalie:** The National Curriculum describe eight learning areas. Every student should have the chance to learn within each of those learning areas. | Slide 12 *NCZ – learning areas*  *There are eight learning areas:*   * *the arts* * *English* * *health and physical education* * *learning languages* * *mathematics and statistics* * *science* * *socials studies* * *technology.*   Appears on the bottom right of slide 12  *Access to learning in each learning area is important for all students.* |

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| **Natalie:** The National Curriculum is for all New Zealand students. All students have the right to learn and make progress within all of the eight learning areas. | Slide 13 *The NCZ – for every student*  *“All New Zealand students … should experience a rich and balanced education that embraces the intent of the national curriculum.”*  *(Ministry of Education, 2007, p.37)*  *Photo on the right: teacher and student working together* |
| **Natalie:** It’s best that teachers design the classroom curriculum so that is accessible for all students from the start.  Universal Design for Learning is a model that teachers can use to plan inclusive programs of learning. It recognises that we are all unique, so it builds in flexibility.  This means all students can take part without special adaptations. | Slide 14 *Making the curriculum accessible*  *Ideally curriculum is designed to be accessible to all students.*  *Universal Design for Learning is a model teachers can use to plan an inclusive curriculum.*  *It recognises that we are all unique, so it builds in flexibility.*  *Photo on the right:  Student and teacher working together in a workbook* |
| **Natalie:** Another way of making the curriculum accessible to all student is by making changes to the content, teaching and learning materials, and responses expected from students.  Adaptations involve changes to the environment, learning materials, and teaching strategies.  Differentiations involve changes to the content of the curriculum and in how students are expected to respond to it. | Slide 14  *Making the curriculum accessible*  *To make making the curriculum accessible, changes can be made to:*   * *Content* * *teaching and learning materials* * *the responses expected from students.*   *Adaptations = changes to environments, materials, and strategies.*  *Differentiations = changes to content and expected responses to the curriculum.*  *Photo on the right: two students and a teacher completing a puzzle* |
| **Natalie:** Teachers are responsible for planning, developing, and reviewing the classroom curriculum and for making the decision about changes.  Teacher aides are responsible for helping the teacher to implement the curriculum.  What are some great ways you’ve seen or experienced where teachers and teacher aides have worked together to include all students in the classroom curriculum? | Slide 15  *Curriculum – who does what?*  ***Teachers*** *plan, develop, review the curriculum, and make changes.*  ***Teacher aides*** *help implement the classroom programme.*  Appears on the bottom right of slide 15  *What are some great ways you’ve seen or experienced where teachers and teacher aides have worked together to include all students in the classroom curriculum?* |
| **Natalie:** Ngā mihi!  Thank you for taking the time to view this presentation.  Now you’re ready to choose an activity to help you understand your role in bringing the curriculum to life for the students with whom you work.  All of the materials are available on the *Teachers and Teacher Aides Working Together* website.  We hope you enjoy the learning and that it helps you create a partnership that benefits both you and your students. | Slide 16 *Next step*  [*Download /the workbook for this module at:  https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-work-together/Module-7*](https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-work-together/Module-7)  *To find out more about* Teachers and Teacher Aides Working Together *and to access the other modules, go to:* [*www.teachersandteacheraides.tki.org.nz*](http://www.teachersandteacheraides.tki.org.nz)  We wish you well in your learning! |