Readiness
to Implement
The New Zealand
Curriculum

August 2009

EDUCATION REVIEW OFFICE
TE TARI AROTAKE MATAURANGA

Contents

Overview

Schools are expected to be preparing for the implementation of *The New Zealand Curriculum* by February 2010. As part of its regular reviews from Term 3, 2008 until the end of 2009, ERO is evaluating and reporting on schools' readiness to implement this curriculum. This is the second of two reports intended to inform the Ministry of Education about schools' progress. The previous report was published in January 2009.

This report is based on a study carried out in 31 secondary schools and 265 primary schools, reviewed in Terms 1 and 2, 2009. ERO evaluated the extent to which each school considered vision, values, key competencies, learning areas and principles as part of its own curriculum review and design. It also reports on schools' immediate priorities for curriculum review and design, and the extent to which they were working towards offering opportunities for learning a second or subsequent language.

ERO found that most schools were progressing well in their preparations for implementing *The New Zealand Curriculum*. As expected, overall they were more advanced in their progress towards implementation than those reviewed in Terms 3 and 4, 2008.

Ninety-eight percent of both secondary and primary schools reviewed during this period had begun preparing for implementation. Sixty-three percent of secondary and 56 percent of primary schools were either well under way or ready, compared with 44 percent and 39 percent respectively at the time of the previous evaluation.

Developing a shared, school-wide understanding of the key competencies, aligning these to their school vision and values, and integrating them into the planning of teaching and learning programmes were important priorities for most schools. Many schools were well down the track with these processes, and some were focusing on modifying their assessment and reporting practices to align with the key competencies.

Consultation with the school community is still a high priority for primary schools, while for many secondary schools curriculum-related professional development is an important next step in their implementation strategy. All secondary schools in this study offered students opportunities for learning a second or subsequent language. A significantly higher proportion of primary schools offered their Years 7 and 8 students a second or subsequent language learning than was the case at the time of the previous report.

In both primary and secondary sectors, many schools were now focusing on reviewing their curriculum frameworks and developing documentation and practices to support teaching in each of the learning areas. This is very timely because reviewing, developing and/or refining organizational systems and teaching practices will give reality to the curriculum. This report includes a set of questions that school leaders could usefully ask about the extent of their progress in these areas.

A critical driver in successful curriculum design, implementation and delivery is the effectiveness of the school's self review or inquiry processes. These processes

operate from board to classroom level but essentially focus on evidence about what needs to change to help students learn.

Schools that were well advanced with design and implementation were basing their decisions on evidence gathered as part of various internal review processes. In the context of the national curriculum, they were using this information to help them tailor their school curriculum to what was already working well for them, to what they saw as priorities for their learners, and to the local resources and opportunities available to them.

The other critical factor in schools' readiness for, or lack of progress towards implementation is the impetus school leaders give to the process. In schools progressing well towards implementation, either the principal or another delegated school leader had taken responsibility for managing the change process. They were providing direction and coherence for activities involving trustees, teachers, parents and community members by keeping all parties in the communication loop, facilitating opportunities that gave expression to opinions and ideas, and monitoring agreed actions against the expected timeline.

Although February 2010 is designated as the date by which schools should be implementing *The New Zealand Curriculum,* it is important that curriculum design and review is seen as a cyclic process. Students' needs change over time and, in response, so too should each school's curriculum change. Curriculum design and implementation is informed by ongoing inquiry into what is working well for each school community, and how well it is working for diverse students.

Background

The New Zealand Curriculum is a statement of official policy related to teaching and learning in English medium New Zealand schools.[1] It is based on a vision of young New Zealanders as lifelong learners who are confident and creative, connected, and actively involved. It includes a set of principles on which schools should base curriculum decision-making, and it sets out values that are to be encouraged, modelled, and explored. The curriculum statement defines five key competencies deemed important to sustained learning and effective participation in society.

Each of the eight learning area statements describes the essential nature of the learning and its structure. The learning areas have associated achievement objectives that help ensure currency, relevance and focused outcomes for students. When designing and reviewing their curriculum, schools choose achievement objectives from each area to fit the learning needs of their students. A new learning area, *Learning Languages*, has been added to encourage students to participate more actively in New Zealand's diverse multicultural society and in the global community.

While *The New Zealand Curriculum* sets the direction and framework for teaching and learning, schools have considerable flexibility when designing the detail of their own curriculum.

ERO's approach to this evaluation

As with the earlier evaluation (January 2009), ERO was interested in the progress each school had made towards implementing *The New Zealand Curriculum*. Review officers talked to school leaders and staff about their planning, their use of the information and materials provided by the Ministry of Education, the professional development they were undertaking, and the priorities they had set for their own curriculum review and design. In doing this, ERO recognised that schools would be on a continuum of readiness. Appendix 1 includes a description of the methodology used.

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[1] Learning Media Ltd for Ministry of Education, 2007 *The New Zealand Curriculum.* P6

Findings

A   *How well are secondary schools progressing?*

Progress with preparation

Nineteen of the 31 secondary schools reviewed in Terms 1 and 2, 2009 were well under way with their preparations for implementation of *The New Zealand Curriculum.* Eleven had done some preparation, and one was not yet preparing for implementation. As in the January 2009 report, one secondary school was considered well prepared and ready to implement the curriculum at the point of the ERO review.

Figure 1 indicates the level of preparedness of the secondary schools covered in this report, compared with those in the previous report.[2]

Figure 1: Secondary schools' overall progress with preparation
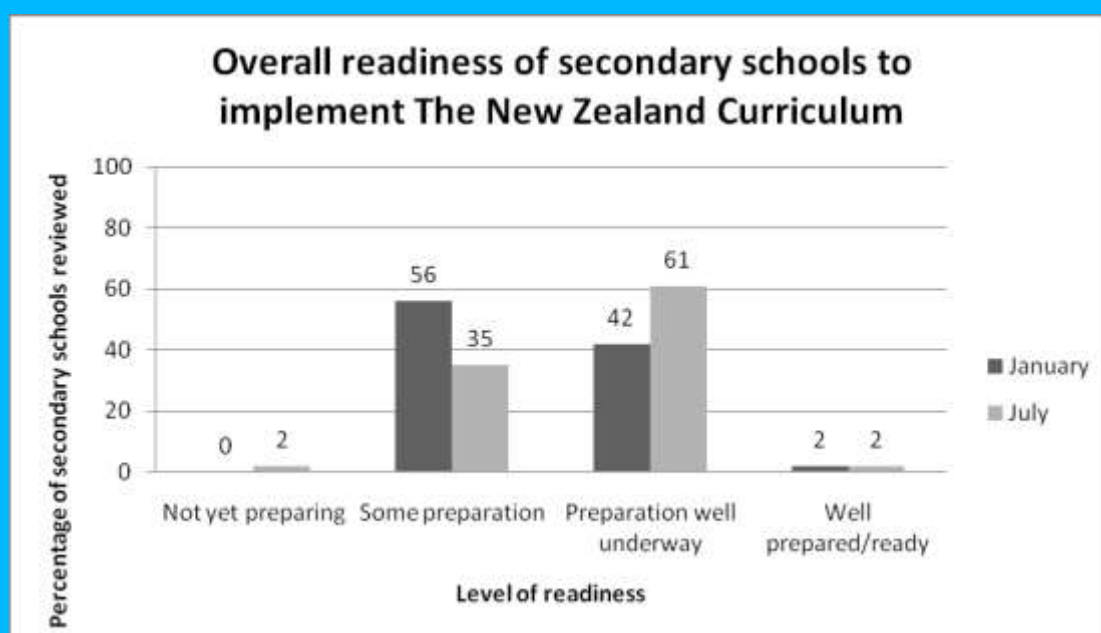
Where did secondary schools see their immediate priorities for curriculum review and design?

All of the 31 secondary schools had identified what they needed to do next to prepare for implementation of *The New Zealand Curriculum.* For over two thirds, priority was given to the key competencies: developing a school-wide understanding of these; sharing them with parents and the community; and incorporating them into school planning.

Over a third identified their immediate priority as reviewing or auditing their existing curriculum frameworks. This involved modifying learning area statements to align with the school's vision and values, key competencies, and curriculum principles.

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[2] Note that these are two different groups of schools, so the graph does not compare the progress of the earlier sample of schools.

Some schools were in the process of developing assessment processes and reporting formats to reflect the principles and to align with the learning statements of *The New Zealand Curriculum*. Almost half the schools planned further professional development about these aspects as a necessary next step.

Providing learning opportunities in a second or subsequent language
All 31 secondary schools were offering students the opportunity to learn second or subsequent languages. Of these, four were offering only te reo Māori. [3] Two counted English as a second language. Two of the schools were offering an additional language at Year 9 only.

Te reo Māori was being offered in 16 schools. French and Japanese were the next most frequently offered (14 and 12 respectively), followed by Spanish and German. Two schools offered Latin, and two Chinese.

As in the previous evaluation, languages offered tended to depend on suitable and available staffing, a limiting factor identified particularly in rural and smaller urban settings.

A secondary school that is making good progress
This is a single-sex decile 10 urban school with over 1200 students. Coordinated by a deputy principal, curriculum leaders are in the process of:
- surveying staff to gauge their developing understanding of *The New Zealand Curriculum* and their confidence in creating opportunities to embed new contexts into their classroom practice;
- supporting staff with any anxiety about the curriculum implementation project;
- guiding teachers as they make decisions about appropriate assessment activities for their students; and
- continuing to build an understanding of the key competencies and how they can be implemented in academic, co-curricular and pastoral contexts.

The college is planning for systemic change to support staff and students as they learn in a 21st century environment and adopt new ways of working. The board funds professional development, giving teachers opportunities for teachers to improve their teaching skills. This reinforces the college's strategic direction, with a professional development focus on improving pedagogy and curriculum design rather than content knowledge. The college values holistic achievement and excellence in teaching and learning.

Effective use of Ministry of Education implementation materials means teachers are familiar with the principles, values and key competencies of *The New Zealand Curriculum* Decisions are based on a vision of learners who are confident, creative, connected and actively involved.

Priority has been given to reviewing documents and considering how the key competencies of *The New Zealand Curriculum* can be integrated into frameworks to guide teaching practice. There is awareness that review and design need to be

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[3] Although te reo Māori is an official language, it may be studied as an additional language. The same applies to English and sign language.

ongoing activities. Curriculum implementation and learning groups provide opportunities for cross-curricular discussion and sharing of ideas that assist staff to modify and enhance their teaching practice. In learning groups, teachers engage in professional dialogue that focuses on teaching and learning practices that successfully enhance student engagement and achievement. Teachers demonstrate sound subject knowledge, and are willing to trial new teaching strategies in their classrooms.

Programme planning is appropriately linked to national curriculum objectives. The mathematics department proactively adapted their junior programmes. This was started prior to considering the draft curriculum document.

Staff are at the early stages of considering how contexts and opportunities in and beyond the classroom will allow students to develop the key competencies. The Year 9 *Managing Your Money* course, introduced in 2009, is thematic in nature. Facilitated by the teacher, students work at their own pace through a range of opportunities to develop key competencies in real life contexts. Students enjoy the activities and can see relevance in them. They, as well as the teacher, are tracking their progress against criteria linked to the key competencies.

B   How well are primary schools progressing?

Progress with preparation
Most primary schools reviewed in Term 1 or 2, 2009 had either begun or were well under way with preparations to implement *The New Zealand Curriculum - more* than at the time of ERO's January 2009 report.

ERO found that two primary schools were unlikely to be ready for implementation in February 2010, and at least five schools needed more external support.

Figure 3 indicates the level of preparedness of the 265 primary schools reviewed during Terms 1 and 2, 2009.

Figure 3: Primary schools' overall progress with preparation
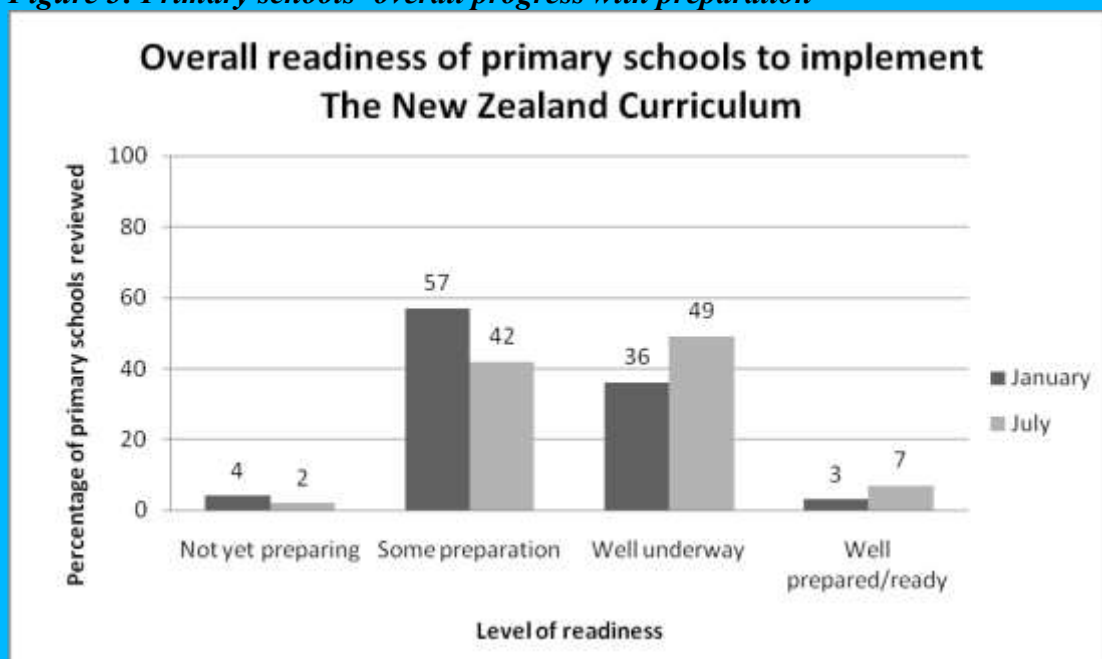
Where did primary schools see their immediate priorities for curriculum review and design?

As in the January 2009 report, the priority for most primary schools was working on developments around the key competencies. Many were aiming to complete the process of aligning the competencies to the school vision and values, and integrating them into plans for teaching and learning. Like the secondary schools, many had started to review and design their current curriculum frameworks, and some had reached the stage of trialling newly-developed teaching and learning plans in their classrooms.

Another high priority for most schools was further consultation with different groups involved in the school such as parents, teachers, students, and in the wider community.

Since ERO's January 2009 report progress was evident overall, with some schools now wanting to place a focus on the organisational detail of school systems, having worked through the broad curriculum principles. Examples of this momentum included developing an assessment plan that reflected the key competencies and learning areas, and building in monitoring and evaluation processes to enable the school to measure its own progress. In schools with good self-review processes, decisions were based on evidence, and modifications were being made to accommodate school-wide changes to curriculum statements and policies and to classroom teaching.

Providing learning opportunities in a second or subsequent language

Seventy-two percent of schools with Years 7 and 8 students offered opportunities to learn a second or subsequent language. This was an increase of over 25 percent since the previous report. A quarter of intermediate and full primary schools offered te reo Māori.

Fourteen percent of schools with Years 7 and 8 students offered second language instruction in a limited way (such as after school only), or were working towards offering second or subsequent language programmes.

A further 14 percent had not started thinking about this aspect of *The New Zealand Curriculum.*

Primary schools that are making good progress

School A
This decile 3 urban contributing primary school has 350 students, a third of whom are Māori.

The school has been working on redesigning its curriculum for five years and is well advanced in its preparations for implementation. Curriculum leaders facilitated a review of the school's vision and values that centred on enriching learning experiences for all children. They then focused on gaining a shared understanding of the key competencies and how these would look in the school's curriculum framework. They initiated changes in curriculum documentation to reflect the learning areas and principles in *The New Zealand Curriculum.*

As the school moves towards implementing its school curriculum, it now wants to:
- have all teachers familiar with the development history of their unique curriculum model;
- complete consultation with the school community to reinforce the links between their vision, values and key competencies;
- create a common language for aspects of curriculum, and bring about school-wide consistency and cohesiveness;
- maintain a focus on the sustainability of changes made; and
- dovetail these developments alongside other school-wide strategic priorities: information and communication technologies; thinking skills and tools; programmes for children with special abilities; and formative teaching practices.

Although the school does not have Years 7 and 8 students, it offers Spanish and French tuition after school.

School B

This decile 5 rural school has 90 students, approximately a third of whom are Māori.

The school has been involved with other schools in a cluster initiative to explore effective ways to prepare for and implement *The New Zealand Curriculum* in 2010. The school has worked to an implementation plan, developed in consultation with teaching staff. As part of its preparation, an overview to guide teachers in their planning and assessment practices has been developed.

Having considered the values in *The New Zealand Curriculum* the school has reviewed its own values, and is now aligning its vision and key competencies to reflect these. Staff have designed a framework firmly based on the learning areas and principles of *The New Zealand Curriculum*.

School sees immediate priorities are to:
- investigate ways in which the key competencies can be effectively embedded in the school's curriculum, to replace the essential skills and processes of the current curriculum; and
- integrate inquiry learning into the school's charter and curriculum framework.

Although this is a contributing primary school, the board of trustees is keen to offer te reo Māori to all students. It is already doing this to a limited extent (half an hour a week), but would like to increase opportunities for learning te reo.

Discussion

Factors contributing to schools' ongoing progress towards implementation of The New Zealand Curriculum by 2010

Leading the implementation

Informed and committed leadership continues to be a significant factor in schools that have made good progress towards implementation. School leaders give impetus to the process.

The principal was not always the curriculum project leader in schools that were progressing well. Often, the responsibility for the preparatory work was delegated to another senior leader or a designated curriculum team but the drive for change came from the top.

As well as leading the learning involved in designing a school-based curriculum, school leaders provided direction and coherence for activities involving trustees, teachers, parents and community members by keeping all parties in the communication loop, facilitating opportunities that gave expression to opinions and ideas, and monitoring agreed actions against the expected timeline.

At least nine of the schools in this evaluation had new principals, and in over half of these schools the change of leadership was seen as positive, because the new principals had picked up the implementation process energetically and purposefully, adding momentum to preparations that were often behind schedule.

Planning for implementation

Good progress was evident in schools that had an implementation plan with timelines, specific actions and allocated responsibilities. In some secondary schools, different departments were at different stages of curriculum review and design, but when the school had an overall vision and strategic plan, this variability was seen as a temporary phase that did not impede progress.

Engaging and involving different parties

School leaders who actively sought opinions and ideas from teachers, parents, students and other community groups at an early stage gave the participants a sense of ownership that provided a firm foundation for subsequent planning.

Discussions about the school's vision and values were particularly important, because these were the elements that characterised what the school was about and what it wanted for its learners. Members of the school community understood these and supported their inclusion in the curriculum statements. Schools that demonstrated an inclusive approach were able to use their energies to move the implementation process on rather than spending time and energy trying to convince people of its worth.

Regular communication was vital in keeping participants and interested parties informed about progress and encouraging them to contribute. Schools used a range of strategies to keep communication channels open including regular newsletters or flyers, information evenings and focus groups.

Trialling ways of working and reviewing progress

Schools that had established formats and systems for planning, delivering and assessing their curriculum were beginning to trial these and evaluate their effectiveness. The principle of a learning community was translated into practice, with the result that teachers were confident about trying out new ideas and finding what worked best for their students and for them.

As an integral part of finding out what worked and what did not, successful schools were regularly collecting evidence to inform decisions about changes to their practice. This focus on review and inquiry helped school leaders establish where they needed to put their resources and what steps they needed to take to improve systems and their practice. They understood the cyclic nature of curriculum design rather than seeing 2010 as the finishing line.

Networking with other schools

In two communities, schools were working together to ensure continuity for students moving between schools. This was happening between primary, intermediate and secondary schools.

Additional networking involved teachers observing how review and design processes were carried out in other schools. Existing networks such as Ministry of Education contract clusters also provided a basis for the exchange of ideas and resources.

Supporting the implementation process

Most of the schools that were well under way continued to make effective use of available resources such as the Ministry of Education's support materials, school advisory services, teacher-only days, and more professional learning and development sessions.

Schools valued the contribution of facilitators and, and used this support to prioritise and plan their implementation activities. However five schools were overly dependent on the external provider to take them through the implementation process and had not used the learning from the facilitated sessions to develop their own process.

In some schools, internal professional development was led by a senior staff member with the relevant knowledge and skills. Sometimes an external adviser worked in the school with the curriculum leader/s, with small groups or with the whole staff.

Some schools were part of a professional learning group or cluster such as ICT or EHSAS (Extending High Standards Across Schools). This involvement enabled them to use established relationships and collaborative arrangements as they progressed. Often, different school initiatives shared common goals, and a coordinated approach supported progress in all these projects, including preparation for *The New Zealand Curriculum.*

Factors hindering progress

ERO's January curriculum readiness report identified common themes among schools that were not making progress with their preparations. The same factors underlie poor progress in the schools reviewed in Terms 1 and 2 2009.

The critical factors include:

- inadequate leadership to begin or sustain the implementation process
- poor understanding of *The New Zealand Curriculum*;
- ineffective or lack of consultation;
- lack of forward planning;
- perceptions that the preparation processes are unnecessary, difficult and/or too onerous;
- failure to access and use available support resources;
- school priorities that were perceived as more pressing; and
- principal turnover at critical times in the process.

Fulfilling the languages requirement was constrained in some schools, mainly rural and primary, by a lack of suitable teachers.

Conclusion

Almost all of the 296 primary and secondary schools reviewed by ERO in Terms 1 and 2, 2009 had begun preparing to implement *The New Zealand Curriculum* at the beginning of 2010. Most had made good progress and, overall, they were more advanced than the schools reviewed as part of ERO's January report.

The quality of curriculum leadership continues to be a critical factor in schools' readiness for or lack of progress towards implementation. Whether leadership is provided by the principal or a delegated senior leader, it is essential that teachers, students, parents and the school community in general, are well informed, clear about what the changes mean and have opportunities to express their opinions and ideas. Effective change management is integral to ensuring that schools design and implement a curriculum that is tailored to their particular vision and values and to the identified needs of their students.

In addition, schools with good self-review and monitoring processes were more likely to have sound evidence on which to base their curriculum design, systems and delivery decisions. Their review processes had an emphasis on the student as a learner and what needed to be developed or changed to support effective teaching and learning.

Most schools are making good use of available resources to support their preparatory steps. Although not all schools have followed the Ministry of Education materials exactly, the guiding frameworks have generally assisted schools as they develop action plans and work through successive stages. Professional development and advisory services have been recognised by many schools as factors that have contributed significantly to their progress.

Where to now?

Although February 2010 is designated as the date by which schools should be implementing *The New Zealand Curriculum,* it is important that curriculum design and review is seen as a cyclic process. Inevitably students' needs change over time and, in response, so too should each school's curriculum change. Curriculum design and implementation is informed by ongoing inquiry into what is working and how well it is working for diverse students.

School leaders and teachers should now be giving priority to how they will give effect to *The New Zealand Curriculum* in their school organisation and in promoting student learning in the classroom. To make decisions in these two areas school leaders and their teachers should be asking themselves four key questions.

- What is important and worth teaching?

- What are our students' current strengths, needs and experiences?

- What approaches and strategies should we plan for and implement to develop specific skills, concepts or attitudes?

- What is happening for students when we implement these strategies, how do we know this, and what should we do next to promote student learning?

Inquiry into the teaching and learning relationship underpins the organisation and development of school systems for learning. The four questions above significantly influence decisions when:

- reviewing learning area statements;

- choosing achievement objectives;

- considering links between learning areas;

- integrating key competencies into teaching and learning;

- aligning assessment with the school curriculum;

- describing students' learning stages and pathways;

- considering how the curriculum principles will inform decisions;

- considering how e-learning and technologies will be used as part of teaching and learning; and

- aligning the curriculum with school-wide systems.[4]

The way that teachers use a 'teaching as inquiry'[5] approach is crucial to promoting student learning. It is the key to determining what effective teaching and learning will look like in the classroom. A similar review/inquiry process is important at the school-wide level, and many schools need to ensure that they have the capability to monitor themselves. For some, professional development will be necessary to help them to develop and trial systems that enable them to evaluate progress and effectiveness regularly. It is essential that schools become largely self reliant rather than dependent on external advice and facilitation as they move forwards.

School leaders who have not already done so will benefit from becoming familiar with the Ministry's implementation support materials. Networking with other schools is another valuable means of gaining confidence and momentum through collegial discussions and sharing of ideas and resources.

Keeping all members of the school community informed about progress and decisions is important, as it helps to maintain a sense of ownership and shared understanding among teachers, parents and whānau, students and the wider community. An inclusive 'no surprises' approach maintains support for the school's curriculum design. Closely allied to this is having a culture that encourages and values contributions from all those connected with the school.

A few schools appear to have taken a compliance approach to their preparations for implementing *The New Zealand Curriculum*. There is a risk that these schools and others like them could regard the February 2010 target as one which, once reached, can be 'ticked off' as a project completed. Although this is true in the sense that they will have completed the expected review and design processes and are putting aspects of their new curriculum into practice, it would be contrary to the principles of *The New Zealand Curriculum* if the principles and practice in the documents are

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[4] See Appendix 2 for a more detailed indicator framework for self review.
[5] The actions teachers take to inquire into the impact their teaching is having on their students' learning. *Refer* Learning Media Ltd for Ministry of Education, 2007 *The New Zealand Curriculum.* P35

shelved and forgotten. The school's curriculum is intended to be constantly evolving through ongoing processes of review and planning.

At this stage, most schools appear to understand and embrace the principles of *The New Zealand Curriculum.* Although some will be struggling to be ready in February, they still can, with a willingness to seek and use external support, build their leadership and strategic capabilities to a point where the necessary changes are achievable.

Appendix 1: Methodology

As part of education reviews in all schools, from Terms 3 2008 to Term 2 2009, ERO evaluated and reported on the progress each school had made towards implementing *The New Zealand Curriculum.* This report includes evidence collected from these 31 secondary and 265 primary schools.

In order to increase the consistency of evaluation judgements and maximise the reliability of data collected, training was provided to review officers prior to the on-site phase of the school review.

Analysis of the evidence gathered produced information about the number of schools judged to be at each stage of overall readiness to implement *The New Zealand Curriculum* by February 2010.

Schools' readiness for implementation was categorised as:
- not yet preparing;
- some preparation;
- preparation well under way; and
- well prepared (ready).

Using the Ministry's information pack, particularly the table and review questions in *School Curriculum Design and Review,* ERO evaluated the extent to which schools were considering the five key components: vision, values, key competencies, learning areas and curriculum principles.

In order to place schools on a continuum of progress, ERO considered which of the following four stages schools were at with each of the five components:
- not yet begun;
- begun to review school's curriculum in relation to *The New Zealand Curriculum;*
- initiating own school curriculum design; and
- well advanced with curriculum design.

This report includes vignettes of one secondary and two primary schools that have approached their preparation for implementation of *The New Zealand Curriculum* in a methodical, considered way and have made good progress. These examples of good practice are intended to help guide other schools as they work through the next stages of their preparation.

Overarching evaluative question
How well are schools preparing to implement The New Zealand Curriculum by February 2010?

Investigative Questions

1   As part of its curriculum design and review, to what extent is this school considering:

- vision;
- values;
- key competencies;
- learning areas; and
- curriculum principles?

2   What are this school's priorities for curriculum design and review?

3   How is this school working towards offering students opportunities for learning a second or subsequent language?

Appendix 2: Indicators for self review

This indicator framework provides a resource that schools could consider when reviewing their progress as they prepare to give effect to *The New Zealand Curriculum*

A: School organisation of learning and teaching to give effect to the NZC – School leaders are:	
reviewing learning area statements *Refer: 16-32 & 38*	• Reviewing the learning areas as a starting point for developing learning programmes suited to students' needs and interests • Reviewing learning areas to reflect the structure of each area (strands)[6] • Considering future focused issues across the learning areas
choosing achievement objectives from each learning area to fit the learning needs of their students *Refer: 39*	• Choosing achievement objectives in each learning area • Choosing a mix of achievement objectives that apply to a particular level and across a number of levels • Stating these in ways that help teachers, students and parents to recognise, measure, discuss and chart progress
considering links between learning areas *Refer 16*	• Considering how to structure learning opportunities to make use of the links that occur between learning areas • Considering the links that exist between learning areas and the values and key competencies
Integrating key competencies into learning and teaching *Refer: 12-13*	• Integrating key competencies as part of the review of learning areas • Seeking opportunities for students to challenged and supported to develop key competencies in increasingly wide-ranging and complex contexts *Thinking, Using language, symbols and texts, Managing self, Relating to others, Participating and contributing*
determining how assessment will align with the school curriculum *Refer:39-41*	• Determining how teachers will gather, analyse and use assessment information to improve students' learning and teachers' teaching • Determining how assessment information will inform parents/families/whānau • Determining how assessment information will inform school review and development[7]
describing how students' learning stages or pathways build on earlier stages *Refer:41-42*	• Designing the school curriculum to take account learning sequences and pathways • Designing the school curriculum so that students find the transitions positive and have a clear sense of continuity and direction *NB: connected learning involves the transitions from early childhood learning to learning in Years 1-6; Years 7-10; Years 11-13; and tertiary education and employment*

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[6] Note that none of the strands is optional but, in some learning areas, particular strands may be emphasised at different times or in different years. Schools should have a clear rationale for doing this and ensure that each receives due emphasis in the longer term. *Reference*: *NZC p38*

[7] Collecting and analysing school-wide data can be used for a variety purposes. It can be used as the basis for changes to policies, programmes or teaching practices. It can also be used to report to the board, parents and agencies such as ERO and the MOE. It may be used to compare the relative achievement of groups of students or to compare the achievement of the school's students against national standards.

considering how e-learning and new technologies will be used as part of teaching & learning *Refer: 36*	• Considering how ICT supports traditional ways of teaching • Considering how ICT can open up new and different ways of learning • Considering how ICT can be used to facilitate learning e.g. enabling students to join or create communities of learners that extend beyond the classroom
considering how the curriculum principles will be explored and included *Refer: 9*	• Underpinning curriculum decision making with the principles • Considering how learning area statements are consistent with the eight principles *High expectations, Treaty of Waitangi, cultural diversity, learning to learn, inclusion, future focus, coherence, community engagement*
aligning The New Zealand Curriculum with school-wide systems	• Considering how school systems such as strategic planning, appraisal, reporting, professional development, self review will reflect the school curriculum and teaching and learning
B: Teacher actions in promoting student learning. Teachers are:	
implementing a *Teaching as Inquiry* **cycle** *Refer: 35*	• Focusing inquiry on what is important based on where students are at • Deciding what strategies are most likely to help students learn • Inquiring into the impact of their teaching on students • Deciding what implications there are for future teaching
creating a supportive learning environment *Refer: 34*	• Fostering positive classroom relationships *(caring, inclusive, non discriminatory)* • Working with parents /caregivers as key partners in children's learning • Attending to the cultural and linguistic diversity of their students
Making new learning relevant *Refer:34*	• Helping students to understand what they are learning, why they are learning it, and how they will be able to use their learning • Involving students directly in decisions about their own learning *(ownership)*
making connections to prior learning and experience *Refer: 34*	• Deliberately building on what students know and have experienced • Maximising learning time by avoiding unnecessary duplication of content • Helping students make connections across learning areas and in contexts outside school
encouraging reflective thought and action *Refer: 34*	• Encouraging students to think objectively about information or ideas they engage with • Designing tasks and activities that require students to critically evaluate the material they use
facilitating shared learning *Refer:34*	• Encouraging a classroom learning culture where challenge, support and feedback are common expectations • Providing opportunities for students to engage in reflective discourse so they can build the language to take their learning further
Providing sufficient opportunities for students to learn *Refer: 34*	• providing time for students to engage with, practise and transfer new learning • basing decisions about the depth and breadth of curriculum coverage on students' levels of understanding

Appendix 3: Curriculum design and review priorities in schools that are well prepared for implementation

ERO found that schools that were preparing well to implement the curriculum were engaged in four areas of activity. The examples are taken from particular school practices observed during the school's education review.

Focusing on aligning learning with the NZC:
Developing guidelines for learning areas
Reviewing learning areas
Developing essence statements for each learning area
Reviewing learning areas to ensure alignment with NZC
Reviewing each learning area to integrate curriculum principles and competencies
Basing decisions about curriculum design and content on the NZC principles
Making connections across learning areas
Identifying what to assess and how this will link with learning areas
Aligning learning areas with NZC
Considering how the school will integrate and monitor key competencies
Aligning key competencies to assessment practice with a view to student led conferencing
Getting student ownership of key competencies
Deciding how to monitor the acquisition and development of competencies
Integrating the key competencies as part of the curriculum design
Developing the connection between the competencies and learning areas
Determining how the key competencies with fit with school curriculum (special school)

Keeping students at the centre:
Reviewing school systems processes and practices to promote student engagement with curriculum
Developing a learning model that describes what the school values for its learners
Seeing students as essential partners in investigating the school curriculum design
Involving students in questions about how they learn and work with others
Discussing, researching and trialling ways for students to be more self evaluative
Keeping students as the focus of all changes to curriculum i.e. asking each time about what the curriculum means for students
Interrogating: 'where are students in this?'

Reflecting community and locale:
Ensuring curriculum reflects local context
Ensuring curriculum acknowledges bi-cultural heritage
Developing wider community partnerships
Consulting parents about ways to support students at home
Sharing with the community how the curriculum will be implemented
Consulting the marae komiti to ensure curriculum plans include authentic bicultural perspectives
Embedding te reo as a core competency for all learners
Developing Marautanga graduate profiles for each year group (immersion and bilingual) and linking these to the school's curriculum.

Focussing on teacher practice:

Sharing beliefs about effective teaching practice

Strengthening formative teaching practices as part of the curriculum design

Managing the culture of change with a focus on teaching and learning

Ensuring that all parties (teachers, support staff, parents understand and embrace the thinking behind the school's model and practice

Encouraging teachers to engage in teacher inquiry about what happens in their classrooms.

Developing systems to support curriculum (assessment, review, monitoring, e-learning):

Modifying/rewriting the curriculum management documents

Coordinating the elements of change through an action plan

Developing a monitoring and review system

Seeing the design process as ongoing – to be revisited and adjusted as necessary

Reviewing and aligning the school's assessment and reporting processes to align with reviewed learning areas

Fitting the curriculum design with IEP process (special school)

Deciding how to monitor achievement (special school)

Reviewing and rewriting curriculum implementation plans that support integrated nature of learning

Matching achievement objectives with curriculum and learners

Aligning teacher planning sheets with NZC learning areas

Writing curriculum delivery documents which include the school's teaching model and are aligned to NZC

Getting the newly re designed and upgraded e-planning model aligned with NZC

Developing induction programmes about the curriculum for provisionally registered, new and overseas teachers

Reviewing the impact of digital classrooms as part of school's curriculum

Planning an ongoing cycle of review and evaluation for the school's curriculum

Utilising SMS Integris assessment module as part of learning areas' assessment

Strengthening feedback processes.

Appendix 4: Ministry of Education Implementation Materials

The Ministry of Education has sent to all schools two packs of implementation materials designed for principals and curriculum leaders. The 2008 pack included:

- *From The New Zealand Curriculum to the School Curriculum* (booklet and CD-ROM);
- *School Curriculum Design and Review: a planning chart and associated review questions* (pamphlet and wall chart);
- *Guides to leading curriculum change;*
- *Assessing Key Competencies: Why would we? How could we?* (booklet);
- *New Zealand Curriculum Support Material.*

The 2009 pack included:

- *Board of Trustees and implementing The New Zealand Curriculum;*
- *Learning Languages* (poster);
- *Leading curriculum change* (for principals and other school leaders);
- *Major Emphases* (for staff meetings, professional learning and development).

The Ministry established a website dedicated to *The New Zealand Curriculum*[8]. This online resource is updated frequently provides access to all the publications listed above, as well as a range of additional development materials, such as digital stories, strategies for getting started, discussion forums and monthly email updates.
In June 2009, a companion website focusing specifically on the curriculum key competencies was launched. This website is designed to support principals and teachers in exploring the competencies through a range of frameworks, diagrams and schools' digital stories.
www.keycompetencies.tki.org.nz

The Team Up[9] website is an additional source of information and guidance on engaging parents and families, and Ministry-funded professional development initiatives are increasingly aligned with the intent of *The New Zealand Curriculum*. Each School Support Services contract provider has developed a regional plan to ensure that schools have access to New Zealand Curriculum development support.

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[8] http://nzcurriculum.tki.org.nz
[9] www.minedu.govt.nz

Appendix 5: Statistics of schools in the sample for this report

Table 1: School types

School type	Number	% of sample	National %
Full primary (Y1-8)	96	32	44
Contributing (Y1-6)	138	47	31
Intermediate (Y7-8)	22	7	5
Special School	9	3	2
Secondary (Y7-15)	6	2	4
Composite (Y1-15)	5	2	5
Secondary (Y9-15)	20	7	9
Total	296	100	100

The sample of schools in this evaluation approximated national percentages for most school types. Contributing primary schools were over-represented, and full primary schools were under-represented.

Table 2: School locality

Locality	Number	% of sample	National %
Urban	220	74	71
Rural	76	26	29
Total	296	100	100

The sample of schools in this evaluation approximately reflected the national percentages of urban and rural schools.

Table 3: School decile ranges

Decile[10]	Number	% of sample	National %
Low decile (1-3)	79	27	31
Middle decile (4-7)	132	44	39
High decile (8-10)	85	29	30
Total	296	100	100

The sample of schools in this evaluation reflected the national percentages of schools in each decile range, with a slight weighting to the middle range.

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[10] A school's decile indicates the extent to which a school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10 percent of schools with the lowest proportion of these students.

Table 4: School roll size group

Roll size	Number	% of sample	National %
Small (0-150 primary, 0-300 secondary)	114	39	45
Medium (151-300 primary, 301-700 secondary)	83	28	26
Large (301+ primary, 701+ secondary)	99	33	29
Total	296	100	100

The sample of schools in this evaluation included fewer small schools and more large schools than the national percentages.