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THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION

THE NEW ZEALAND CURRICULUM

Welcome to your session!!

What does a Librarian need to know in the Information Age?

How does NZC affect the way we work?

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The Shape of this Session - overview

New Zealand Curriculum

- What , Why, The Vision, The components.
- What does this look like in a Library ?
- How does it bear on your work?
- What is this approach to Curriculum?
- Unpacking the components
- What a curriculum could look like

The Key Competence of Thinking

Vision for the future of Libraries

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ORIGINS OF THIS DOCUMENT

The previous National Curriculum detailed in **separate subject statements** the **learning outcomes** expected of students and detailed **objectives** at eight levels over Years 1 – 13

It was never Mandated but it will have guided the questions and assignments for many of you for many years.

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The new NEW ZEALAND CURRICULUM

This takes a much more open approach rather than being prescriptive about content.

It invites local development of contextualised CONTENT which will be relevant to local learners

It is predicated around a VISION and embodies:

- Principles
- Values
- Key competencies

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Why

- Focus on **success** for **every student-Equity**.
- Catalyst for a **smarter society**.
- Make sense for students of the **sea of information**.
- Have a **template** to come to grips with information.
- Establish a clear statement of **what is important** in education.
- Take into consideration **International Research**.

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Let's Explore

NZC Curriculum Overview Page 7.

What is a Template?

Novel	P, C, S, T, ST
Poem	I, F, S, M, P
Wooden artefact	Pattern
Fabric Artefact	Pattern

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The Vision

At its heart the curriculum holds a **vision** of young people being **equipped** in the school years to become:

confident
connected
actively involved
lifelong learners

WHAT WOULD THIS LOOK LIKE IN YOUR LIBRARY

Principles

High Expectations
Treaty of Waitangi
Cultural Diversity
Inclusion
Learning to Learn
Community Engagement
Coherence
Future Focus

Values

Students will be encouraged to value :

Excellence
Innovation enquiry and curiosity
Diversity
Equity
Community and Participation
Ecological sustainability
Integrity

and **RESPECT** – themselves, others, human rights

Key Competencies

Thinking

Using Language Symbols and texts

Managing self

Relating to others

Participating and contributing

How does this bear on your work ?

If you know and understand the Vision
You can:

align your efforts
support students and staff
explore what it means to individuals with your rich resources
reinforce what the school is trying to do

HOW DOES A LIBRARIAN USE THE "PRINCIPLES"?

High Expectations: model these and expect them of your students

Treaty of Waitangi: understand and apply them in relationships and access to material.

Cultural Diversity: understand it and cater for it.

Inclusion : You will tap a new group who do not feel included.

Learning to Learn: Skills, abilities and understanding from where they are to where they want to go - co-construction.

Community Engagement: Where can I tap into additional enthusiastic, knowledgeable people?

Coherence: You may be the critical catalyst across the silos.

Future Focus- Explore their personal pathways, seize on their interests and ENCOURAGE them.

HOW DOES A LIBRARIAN USE THE VALUES?

Excellence - writing, design, artifact, life quality – you have the resources.

Innovation, Enquiry, Curiosity- your heart is to extend, sustain and spark exploration.

Diversity- understand, appreciate and cater for it.

Equity - promote it relentlessly and expect them to embrace it.

Community and Participation – they are relational beings and need to connect, contribute and participate with their treasures of sites, sources etc.

Ecological Sustainability- you have specialised resources on this.

Integrity- encourage them to check the validity of their sources and respect integrity in the written and spoken word.

Respect for themselves, others and Human Rights - this is where rules finally make sense.

HOW DOES A LIBRARIAN USE THE KEY COMPETENCIES?

Thinking - Understand, explore, promote, demand - display

Using Language Symbols and texts – your field of expertise

Managing self - Model and demand

Relating to others - Model and demand

Participating and contributing - Model and demand

THE VISION : What does it look like?

Backpack of
•Principles and Values

Portfolio of
Qualifications

Toolbox of
•Key Competencies and Skills



Outcome: Equipped through Effective Pedagogy

HOW CAN YOU BE INVOLVED?

You have a key role to play as a staff member – your contribution is **valid, valued and adds richness** and variety to the dimensions of student's lives.

Knowing this you can better prepare for **student questions**.

Knowing this you can better prepare for **teacher resources**.

WHAT HAS THE SCHOOL BEEN REVIEWING?

The **current Curriculum content**:

What **"hooks"** our learners now?

What is its **local** context?

What are the **wonderful things** kids come here for?

What do the **kids want** to learn?

What do their **parents want** them to learn?

What do local **employers want** them to learn about

You can provide valuable insights for the Curriculum Leaders – you are part of at least two communities

WHAT COULD THEY EXPLORE?

A Rich idea - **Precision, Authority, Space**

A Pedagogy - **Reflective Practice**

A strategy - **Change making**

A process - **Research methodology**

An event - **Local Politics**

An Artifact - **Pipes, Wires, Roads, Airports**

You will be a very knowledgeable resource for such units

EXPLORE A VALUE

- Excellence** – performance, craft, skill
- Diversity** – our class, our nation
- Equity** – Welfare state, education
- Communicating and Participating** – The Media, Dance ,drama
- Ecological Sustainability** – Rotorua Lakes, Power Generation methods
- Integrity** – Martin Luther- King, Mother Teresa
- Innovation, Enquiry, Curiosity** – Field Days, Massey Uni. Incubator

A KEY COMPETENCE

Exploring **Key Competencies** is very much part of the Librarian's normal routine

Thinking - this is the key thing really

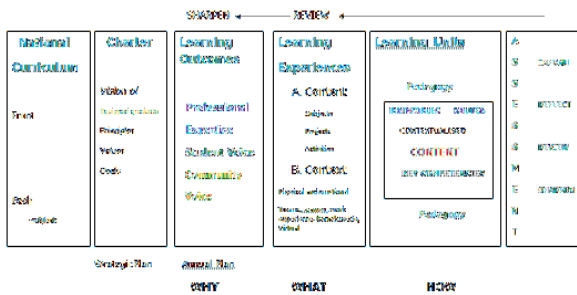
Using language, symbols and texts-The bread and butter of learning

Managing self - to become self directed

Relating to others- the small interactive dynamic team

Participating and contributing- family , class, team

CURRICULUM DERIVATION



CURRICULUM MATRIX

Subject Area	Year 9	Year 10	Year 11	Year 12	Year 13
LITERACY					
NUMERACY					
SCIENTIFIC METHOD					
HAUORA					
THE ARTS					
SOCIAL SCIENCES					
TECHNOLOGY					
SECOND LANGUAGE					
SPECIAL PROJECT					

Key features of the matrix include:

- NON-Negotiables** (Literacy and Numeracy) are present in all years.
- Specific experience for this class at this level** is indicated for Literacy in Year 10.
- Personal Learning Pathways** are shown for Social Sciences and Technology in Year 11.
- Specialist subjects + Elective/Project** are shown for Social Sciences and Technology in Year 12.

Reconciling the Curriculum Levels, NCEA levels and your reading resources

The levels – Literacy and Numeracy at Level Two
- Levels 6,7,8 of Curriculum

The magazines as benchmarks

Your common sense and collective memory

- What did you enjoy
- Was it "classic"
- What do they enjoy today?
- Book Lists

READING AGE ON ENTRY

Reading age on entry

Hopefully a reading age of 12 years

What would that mean?

- Woman's Day
- Women's weekly
- Australian Women's Weekly

The ADULT READER

Reading age Sixteen = Adult reader

Classics versus samples of Genres – Template Approach

Teenage Fiction 12 – 16

Non Fiction – specialised Vocabulary at Adult level of vocabulary generally

WHAT SHOULD I GIVE THEM ?

- Adult level of vocabulary and sophistication
- Handy reading lists e.g. Sample from Sean Covey
- What did you enjoy and why?
- What are you enjoying now and why?
- What are other students finding enlightenment and enjoyment in?
- If in doubt cling to the classics:
 - do no harm – like any Doctor
 - it is a template like NZC

All else follows if they use the template and they will discover "Value" for themselves.

THE THINKING KEY COMPETENCE

- SOLO TAXONOMY and NCEA
NOT Achieved
Achieved
Merit
Excellence

Your role in helping students to "think about this another way."

THE FUTURE OF LIBRARIES

A place to share ideas and stimulus – Information Commons

Being challenged to enquire and inquire

Knowing how to research

Knowing how to check validity

The key skill of synthesis

Presentation

Valedictory

Very best wishes to you Librarians, the LEADING LEARNERS on the information front.

The battle will be won one by one – you could well be the one who stimulates the crucial student who will lead the others to information which will change their minds and lives forever.