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## 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?**

<b>Novel</b>	P, C, S, T, ST
<b>Poem</b>	I, F, S, M, P
<b>Wooden artefact</b>	Pattern
<b>Fabric Artefact</b>	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**

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## 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

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## 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

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## CURRICULUM DERIVATION

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## CURRICULUM MATRIX

NON Necessaries	LITERACY							
	NUMERACY							
	SCIENTIFIC METHOD							
	HAUORA							
	THE ARTS							
	SOCIAL SCIENCES							
	TECHNOLOGY							
	SECOND LANGUAGE							
	SPECIAL PROJECT							

KEY POINT CONFERENCES: Transition, Pathway Planning, Pathway, Transition

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## 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

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## 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

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## 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.