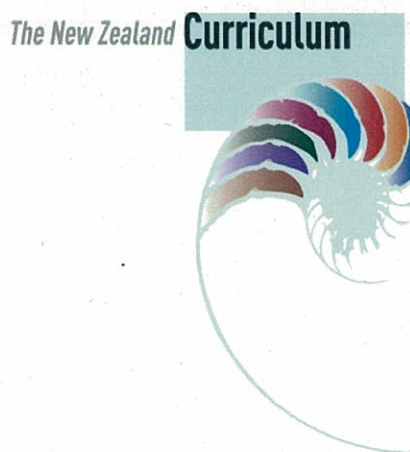


## Overview

- Curriculum change
- Teacher development
- Assessment
- Future Challenges



## New Zealand Context

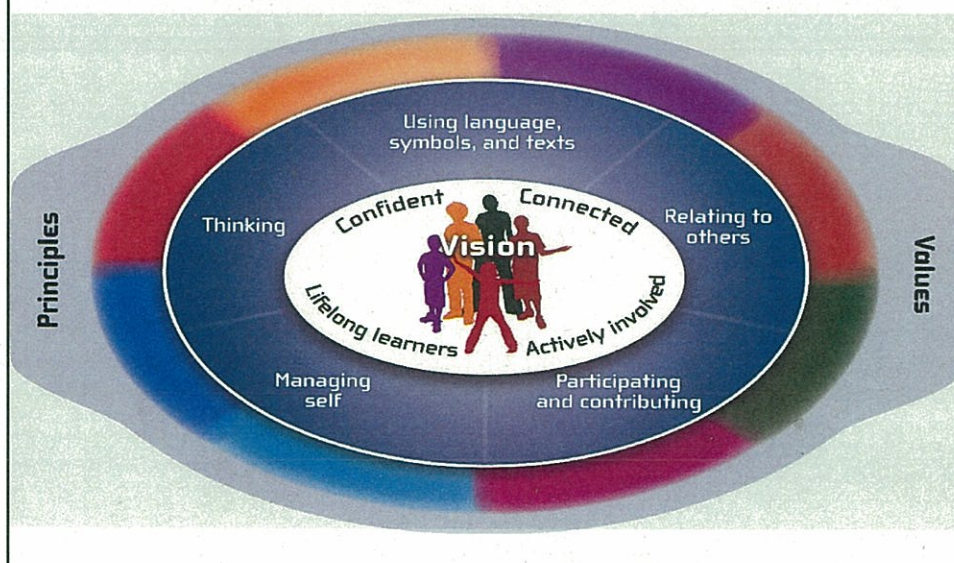
New Zealand Curriculum (2007)

- Curriculum sets the directions for teaching and learning
- No prescribed teaching programmes- broad objectives with teacher guidelines
- Schools design their own teaching programmes
- Teachers adapt and create resources and teaching and learning activities to meet students' needs
- Supported by on-line teaching and learning guidelines

*The New Zealand* Curriculum



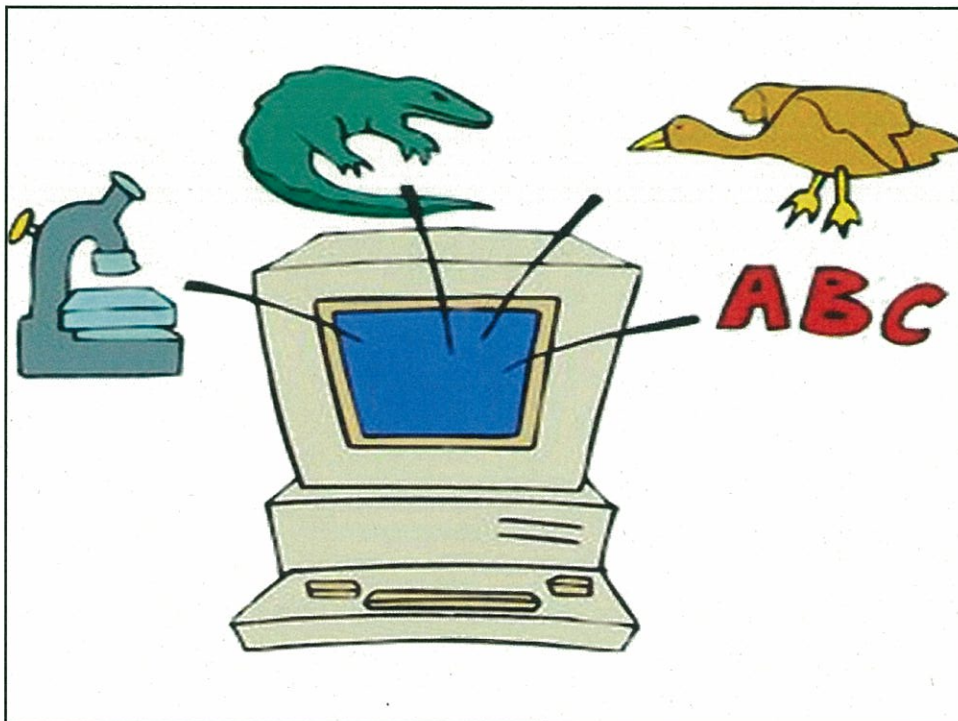
## Key competencies in the NZ curriculum





## Multi-modal teaching approaches

- **Multi-modal** communication *adds* “new basics”
- Ways to use **various tools and representations** is an explicit focus of learning
- **Multiple literacies** are developed as learning makes broader and deeper connections to the nine learning areas





## Teacher Development

- Ministry anticipated teachers' needs based on changes to curriculum
- Slightly different approaches in different schools
- Teachers needed to become critical and active users of knowledge and resources
- Challenge to integrate the key competencies within learning areas
- Documents did not give clear learning outcomes



## Competing priorities

Implementing NZC occurs alongside several other professional learning initiatives. E.g. ICT professional development literacy and numeracy at *Assessment for Learning* (AtoL).



## Assessment

Gradual shift from teaching subject knowledge to enabling the “learning”

Assessment on what students know and can do at points in time and how they are progressing in relation to the 8 levels of the NZC

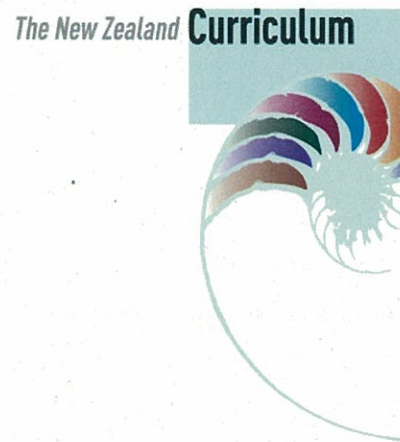
Assessment Principles (MOE 2011)

- The student is at the centre
- The curriculum underpins assessment
- Building assessment capability is crucial to achieving improvement
- An assessment capable system is an accountable system
- A range of evidence drawn from multiple sources potentially enables a more accurate response
- Effective assessment is reliant on quality interactions and relationships.



## Emphasis on authentic assessments

- Assessment tasks should require:
  - intellectual challenge
  - real-world contexts
  - the application of knowledge
  - multiple modes
  - Reporting on student progress



## MOE Resourcing

- Professional learning through funding for teacher release time
- Support from school advisors
- Curriculum implementation packs
- Examples of teachers' interpretations and adaptations of activities on-line.



## Future Challenges

What content is necessary?

How do we create learning experiences that are authentic?

How do provide enough guidance and gradually remove guidance so students learn the evaluative skills they need?

How do we develop students curiosity and creative thinking to solve problems?

How do we sustain enduring PD for teachers?

What continual refinements of in-school and formal assessment are needed?

