

MODULE

7

Teachers & Teachers' Aides
Working Together



Understanding the New Zealand Curriculum

Module 7 Workbook

This initiative contributes to

Understanding the *New Zealand Curriculum*

Nāku to rourou
nāu te rourou
ka ora ai te ākongā

With my basket and
your basket the
learner will live

About this resource

Teachers and Teachers' Aides Working Together is a professional development resource for schools. It has nine modules that teachers and teachers' aides complete together.

Each module is a 'ready-to-use' pack with a PowerPoint presentation, workbook and activities so learning can be put into practice.

Download the learning materials for this module at:

teachersandteachersaides.tki.org.nz/Our-work-together/Module-7

To find out more and to access the other modules go to:

teachersandteachersaides.tki.org.nz

Understanding the *New Zealand Curriculum*

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Other modules in this series

- Teachers and teachers' aides: Who does what?
- Keeping our work confidential, professional and safe
- Supporting students with complex needs
- What do we think about disability and diversity?
- Identifying students' strengths
- Students participating in their Individual Education Plans (IEP)
- Fostering peer relationships
- Inclusive classrooms

Understanding the *New Zealand Curriculum*

A guide to using this module

This module follows an inquiry cycle. The workbook has a section for each step in the cycle.



For the facilitator

Before doing the module:

- » download the **Facilitator Quick Guide** from teachersandteachersaides.tki.org.nz/Need-to-know/Facilitators and follow the instructions
- » download the PowerPoint presentation from teachersandteachersaides.tki.org.nz/Our-work-together/Module-7, this can be watched online
- » familiarise yourself with the concepts of curriculum adaptation and differentiation, as outlined in *Collaboration for Success: Individual Education Plans*, pages 12-13. Go to seonline.tki.org.nz/IEP/IEP-Guidelines
- » ask participants to bring their copies of the *New Zealand Curriculum* or provide copies from nzcurriculum.tki.org.nz (Activities 1 – 4)
- » set up a laptop/iPad/computer with internet access and speakers for each group (Activity 1)
- » familiarise yourself with the video and concepts about key competencies on *NZC Online* at: keycompetencies.tki.org.nz/What-are-key-competencies (Activity 1).

Understanding the *New Zealand Curriculum*

1 Get started

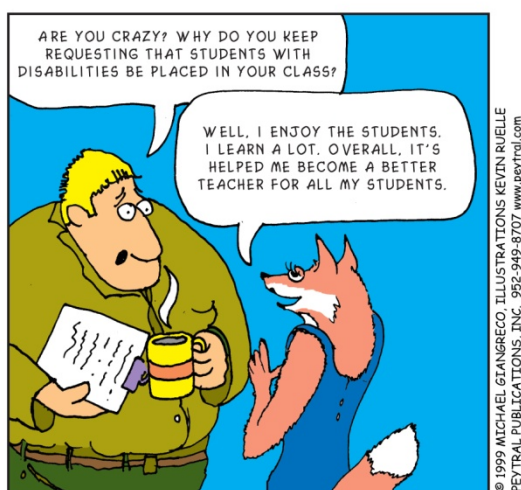
Take some time to read and talk about the cartoon, quote and key principles. They introduce the main ideas covered in this module. The learning outcomes describe what you'll achieve once you've completed the six steps.

If you have already completed a module, take some time to talk about it and the new strategy or approach you tried in your work.

Refer to Step 6 in the workbook for that module for questions to guide your reflection.

The New Zealand Curriculum applies to all English-medium state schools (including integrated schools) and to all students in those schools, irrespective of their gender, sexuality, ethnicity, belief, ability or disability, social or cultural background, or geographical location.

The New Zealand Curriculum,
2007, p. 6



CRAZY LIKE A FOX

Key principles

- The *New Zealand Curriculum* is for all English-medium New Zealand schools and all students.
- The *New Zealand Curriculum* provides guidance for schools as they design, implement and review their curriculums.
- The *New Zealand Curriculum* has a vision, values, principles, key competencies and eight learning areas.
- Inclusion is one of the principles of the *New Zealand Curriculum*.
- The teacher is responsible for curriculum and learning decision-making for all their students. The teacher's aide supports the teacher in this work.
- Making the school and classroom curriculum accessible and relevant to all students requires teachers to make adaptations and adjustments to the classroom programme.

Understanding the *New Zealand Curriculum*

Learning outcomes

Teachers and teachers' aides will aim to:

1. Explore the *New Zealand Curriculum* and understand its components (vision, values, principles, learning areas and key competencies).
2. Identify how the *New Zealand Curriculum* promotes inclusion.
3. Relate the *New Zealand Curriculum* to the school and classroom curriculum and students they work with.
4. Reflect on and evaluate how they relate the *New Zealand Curriculum* to their work with all students.

Next step



Understanding the *New Zealand Curriculum*

2 Watch the presentation

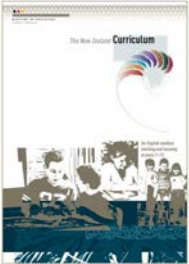
Visit teachersandteachersaides.tki.org.nz/Our-work-together/Module-7 to download or watch the presentation about understanding the *New Zealand Curriculum*. See the handout for a summary of the presentation (pages 11 and 12).



Teachers & Teachers' Aides
Working Together

Why this module?

- » Teachers and teachers' aides develop a shared understanding of the curriculum.



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Teachers & Teachers' Aides
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How the *New Zealand Curriculum* relates to the classroom

- » The *New Zealand Curriculum* guides schools' own curriculums
- » Teachers use it to shape their classroom curriculums
- » School/classroom curriculums reflect their students and their communities.

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Understanding the New Zealand Curriculum



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New Zealand Curriculum – overview

The curriculum includes:

- » a vision
- » values
- » principles
- » key competencies
- » learning areas.

The *New Zealand Curriculum* sets the direction for teaching and learning in English-medium schools.


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NZC – vision

- » The vision of the curriculum is all students are “confident, connected, actively involved, lifelong learners”.



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NZC – principles

- » What is important and desirable in a school's curriculum
- » The educational experience students are entitled to.

Inclusion is one of the principles in the *New Zealand Curriculum*.

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Understanding the New Zealand Curriculum



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NZC – values

» The values inspire communities to be supportive and strong.



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NZC – key competencies

» The key competencies enable students to live, learn, work and contribute to their communities.

The five key competencies:

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

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NZC – learning areas

The eight learning areas are:

- » arts
- » English
- » health and physical education (PE)
- » learning languages
- » mathematics and statistics
- » science
- » social sciences
- » technology.

Access to learning in each learning area is important for all students


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NZC – for every student

» “All New Zealand students...should experience a rich and balanced education that embraces the intent of the national curriculum.” (NZC, p. 37)



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Making the curriculum accessible

» To make 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.

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Curriculum – who does what?

» Teachers – plan, develop, review the curriculum and make changes

» Teachers' aides – help implement the classroom programme.



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Understanding the *New Zealand Curriculum*

Why this module?

This module supports teachers and teachers' aides to develop a shared understanding of the *New Zealand Curriculum*. The *New Zealand Curriculum* sets the direction for teaching and learning in English-medium schools; it sets a vision for all students as capable, active, lifelong learners.

How the *New Zealand Curriculum* relates to the classroom

Schools use the *New Zealand Curriculum* as a guide when they develop their own curricula according to the strengths and needs of their students and communities. Teachers use the school curriculum to shape their classroom curricula to the particular needs, interests, and talents of students in their classes.

The *New Zealand Curriculum* – overview

The curriculum includes a vision, values, principles, key competencies and learning areas.

- The curriculum presents a **vision** of all young people as “confident, connected, actively involved, lifelong learners” (p. 7). The vision drives all curriculum practice.
- The **principles** detail what is important and desirable in a school’s curriculum. The principles explain the educational experience students are entitled to. Inclusion is one of the principles.
- The *New Zealand Curriculum* **values** have widespread community support. Communities that hold and act on these values are likely to be supportive and strong.

- The **key competencies** are ongoing capabilities for living and lifelong learning. People use these competencies to live, learn, work and contribute as active members of their communities.
- The eight **learning areas** describe what students will come to know and do: the arts, English, health and physical education, learning languages, mathematics and statistics, science, social sciences and technology.



The *New Zealand Curriculum* – for every student

“All New Zealand students ... should experience a rich and balanced education that embraces the intent of the national curriculum.” (p. 37) All students can learn within the *New Zealand Curriculum*. Learning linked to the eight learning areas is an important part of accessing a broad, general education.

Understanding the New Zealand Curriculum

To make the school and classroom curriculum truly accessible to all students changes can be made to:

- » content
- » teaching and learning materials
- » responses expected for and from students.

The school and classroom curriculum is accessible and supports all students through:

Adaptations – changes to the school and classroom environment, teaching and learning materials and associated teaching strategies.

Differentiations – changes to the content of the school and classroom curriculum and expected responses to it. These changes support students to experience success. (Mitchell et al, 2010, cited in *Collaboration for Success: Individual Education Plans*, p.12)



For example, Emily uses an iPad with a speaking app (others find her speech difficult to understand). Before a class discussion, her teacher and teacher's aide make sure her iPad is charged and that the app has the symbols or pictures of vocabulary relevant to the topic. This way Emily uses the symbols or pictures, others understand her contributions and she participates in the discussion just like her peers.

Curriculum: teachers' and teachers' aides who does what?

Teachers are responsible for planning, developing, and reviewing the classroom curriculum. They are also responsible for strategies, adaptations or content changes, with help from others, to support a child's teaching and learning. The teacher's aide, as a member of the classroom team, uses teaching strategies as agreed with the teacher to support and implement the classroom programme.

Next step



Understanding the *New Zealand Curriculum*

3 Choose an activity

Choose one or two activities to do in pairs or small groups. Go to the back of the workbook for each activity's instructions, worksheets and resources.

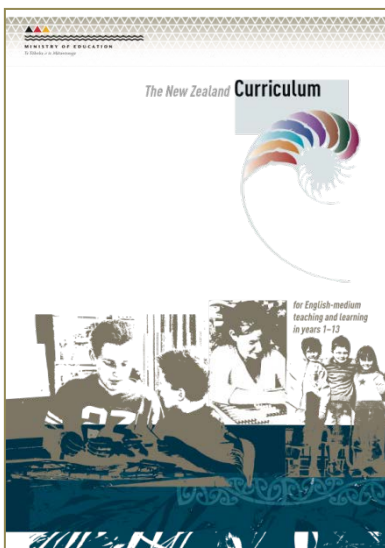
Activity 1

Talking about the key competencies

In this activity talk about the key competencies. Key competencies are the capabilities people have, or need to develop, to live and learn today and in the future. They are as important for adults as they are for students. Relate the key competencies to your own work and experience.

Each participant needs a copy of the *New Zealand Curriculum* and access to a laptop/iPad/computer with internet access and speakers.

Go to the back of this workbook for instructions.



Activity 2

Recognising learning

Use Ben's mindmap to see how the key competencies provide a framework for recognising learning. Relate this to a student you work with.

This activity works best when it is done by teachers and teachers' aides who regularly work together.

It is useful to complete Activity 1 before doing Activity 2.

Go to the back of this workbook for instructions and a copy of the mindmap.

Activity 3

The New Zealand Curriculum – overview

Look at the overview of the *New Zealand Curriculum* and talk about each component. Why is each component important and how does it relate to the others?

Each participant needs a copy of the *New Zealand Curriculum*.

Go to the back of this workbook for instructions.

Understanding the *New Zealand Curriculum*

Activity 4

The New Zealand Curriculum – vision in practice

Talk about the vision of the *New Zealand Curriculum* and how it works in practice for a student you work with.

This activity works best when it is done by teachers and teachers' aides who regularly work together.

Each participant needs a copy of the *New Zealand Curriculum*.

Next step



Understanding the *New Zealand Curriculum*

4 Plan for practice

It's time to plan how you will put your learning into practice. Try one of these suggestions in your work together over the next few weeks.

- Talk about the *New Zealand Curriculum* (vision, principles, values, key competencies and learning areas) and how these are reflected in your school's curriculum.
- Talk about how the classroom curriculum is *adapted* or *differentiated* for a student you work with. See p.12 of *Collaboration for Success: Individual Education Plans* for examples of how the school or classroom curriculum can be shaped to fit the student. Go to: seonline.tki.org.nz/IEP/IEP-Guidelines
- If you completed Activities 1 and 2, observe the key competencies in your work with students. Take a blank copy of the mindmap from Activity 2. Select a student and both observe them across a range of settings over a few weeks. Record how you see the key competencies in the student's learning.
- Talk about the information sheet *What does an inclusive school look like?* Go to: www.minedu.govt.nz/~media/MinEdu/Files/EducationSectors/SpecialEducation/SupportForStudentsQuickGuide/InfoSheetInclusiveSchools.pdf

Refer to the 'learning and achievement' section on p. 3. Talk about each bullet point in relation to your classroom practice.

Next step



Understanding the *New Zealand Curriculum***5** Give it a go

Implement the strategy you decided on in Step 4. Use the space below to make notes about what you did and how it went.

Next step

Understanding the *New Zealand Curriculum*

6 Talk about how it went

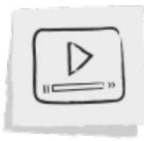
Meet to talk about how the strategy from Step 4 went. Discuss and plan how you might adapt or modify your practice. Use the questions below to guide your reflection.

- What did we try?
- What happened when we did this?
- How might we change our practice next time?
- What have we learned about the *New Zealand Curriculum* and how it supports teaching and learning for all students?
- What are we going to do next to embed the *New Zealand Curriculum* in our work?

Talking about the key competencies

In this activity talk about the key competencies. Key competencies are the capabilities people have, or need to develop, to live and learn today and in the future. They are as important for adults as they are for students. Relate the key competencies to your own work and experience.

Each participant needs a copy of the *New Zealand Curriculum* and access to a laptop/iPad/computer with internet access and speakers.



Work in pairs, small groups or a large group. Go to the key competencies page on nzcurriculum.tki.org.nz Watch the video explaining the key competencies and read 'things we need to know about key competencies'. Go to: keycompetencies.tki.org.nz/What-are-key-competencies



Working individually, read pages 12-13 of the *New Zealand Curriculum* about the five key competencies:

- » thinking
- » using language, symbols, and texts
- » managing self
- » relating to others
- » participating and contributing.



Working in pairs or small groups, use the prompts below to relate the key competencies to your own work and life.

- *Thinking* – How do you actively seek, use and create knowledge as a teacher or teacher's aide? How does this help you in your work?
- *Using language, symbols and texts* – How do you interpret and use words, number, images, movement, metaphor and technology as a teacher or teacher's aide? How does this help you in your work?
- *Managing self* – How do you establish personal goals, make plans, manage projects and set high standards as a teacher or teacher's aide? How does this help you in your work?
- *Relating to others* – How do you listen actively, recognise different points of view, negotiate and share ideas as a teacher or teacher's aide? How does this help you in your work?
- *Participating and contributing* – How are you involved as a community member? How does this help you in your work as a teacher or teacher's aide?

Recognising learning

Use the example to see how the key competencies provide a framework for recognising learning. Relate this to a student you work with.

This activity works best when it is done by teachers and teachers' aides who regularly work together.

It is useful to complete Activity 1 before doing Activity 2.



Working individually to begin with, read Ben's mindmap (over). Ben's teacher and teacher's aide use the key competencies to recognise Ben's learning.



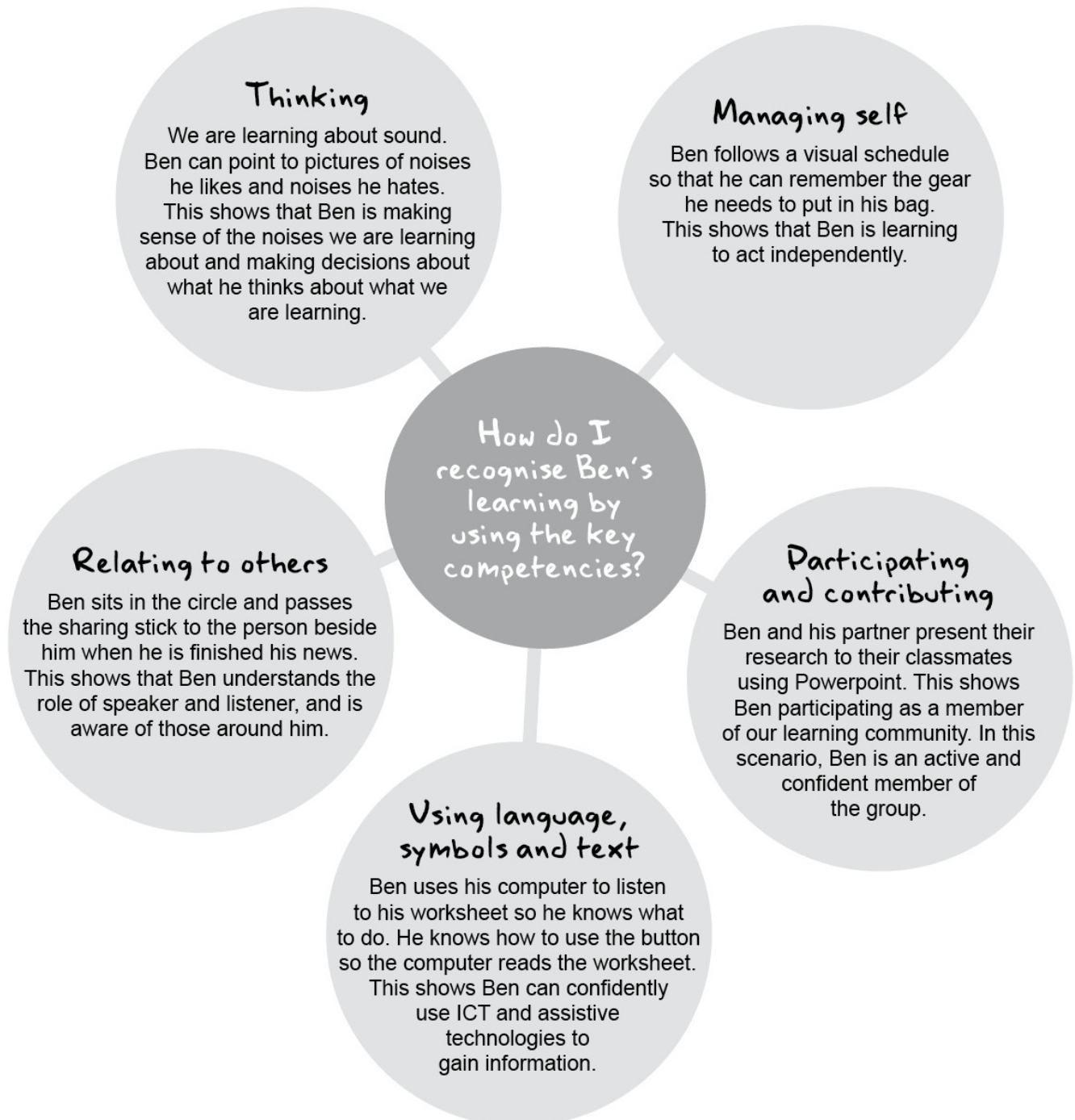
In pairs or small groups talk about Ben's mindmap.

Think about a student you both work with and identify some ways their learning is recognised (and supported) through the key competencies.

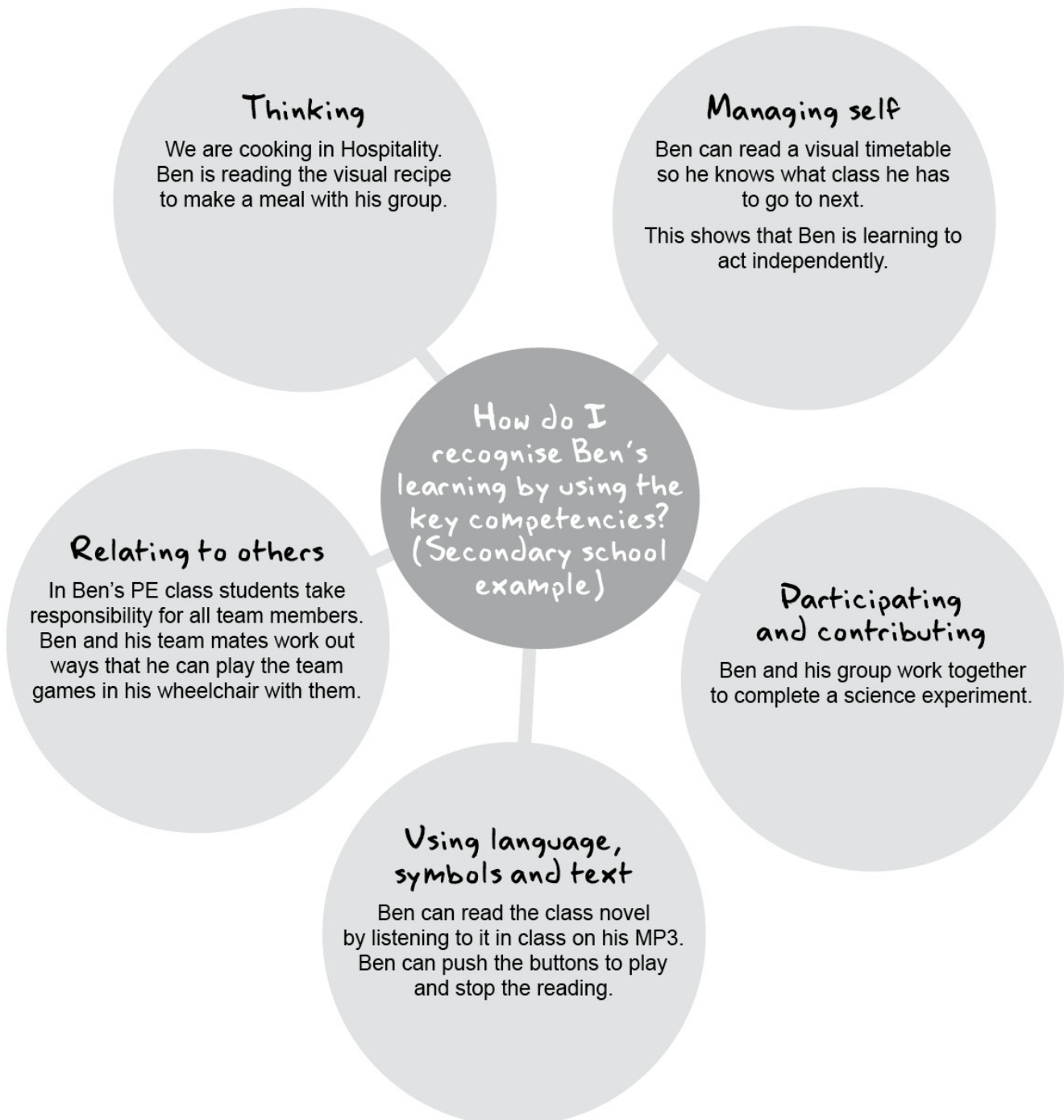


Record your ideas on the blank mindmap.

Recognising learning (*continued*)

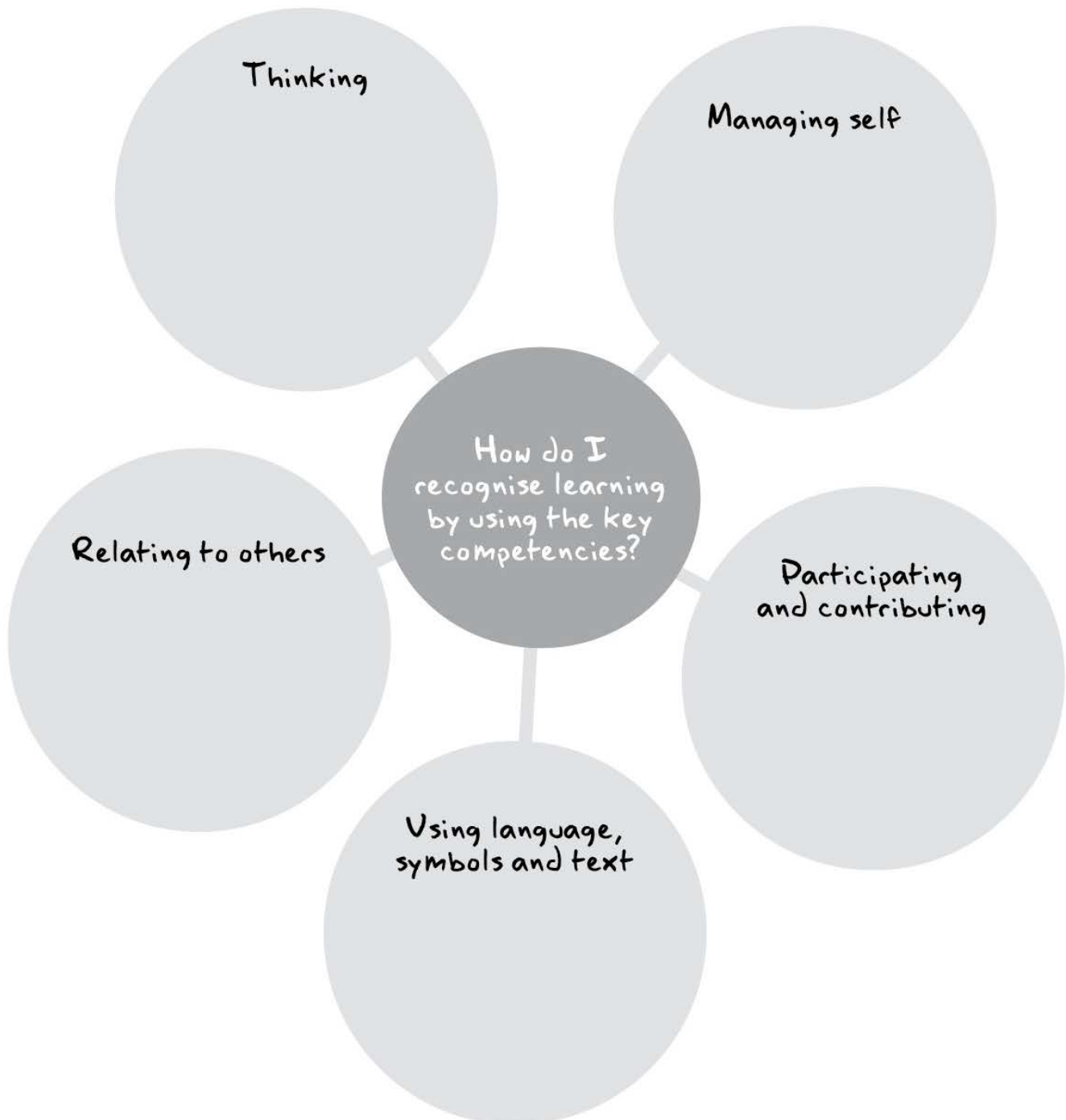


Recognising learning (*continued*)





Recognising learning (*continued*)





The *New Zealand Curriculum* – overview

Look at the overview of the *New Zealand Curriculum* and talk about each component. Why is each component important and how does it relate to the others?

Each participant needs a copy of the *New Zealand Curriculum*.



Work in pairs or small groups (ensure there is a teacher in each pair/group). Refer to the *New Zealand Curriculum* p. 7 for an overview and how the components relate to each other.



Have the teacher/s in each group talk about the overview.

Use the following to guide discussion:

- Explain each part of the curriculum (vision, principles, values, key competencies, learning areas and effective pedagogy).
- Talk about how each part is reflected in the school's curriculum.
- Discuss how each component 'comes to life' in the classroom. Give examples of the vision, principles and values in action in the classroom. Explain how each learning area is covered in the classroom curriculum.

The *New Zealand Curriculum* – vision in practice

Talk about the vision of the *New Zealand Curriculum* and how it works in practice for a student you work with.

This activity works best when it is done by teachers and teachers' aides who regularly work together.

Each participant needs a copy of the *New Zealand Curriculum*.



Work in pairs or small groups. Refer to the description of the *New Zealand Curriculum* p. 8. The vision is “what we want for our students” (p. 8).



Think of a student you both work with. Talk about how you see the vision in practice in your student's day.

Use the following to guide discussion:

- Refer to the lists on p. 8 under: ‘confident’, ‘connected’, ‘actively involved’ and ‘lifelong learners’. How does your work and your school help your student become each of things?
- Could you be doing more to support this student (or other students) to be a confident, connected, actively involved lifelong learner?