

## The New Zealand Curriculum- Principles and Possible Indicators

The New Zealand Curriculum (page 9) sets out eight key *principles* which describe the attributes which are important and some features which are desirable in every school curriculum. It states that ‘these principles should provide the foundation of all school curriculum decision making’, and curriculum practice ‘should be consistent with these eight statements’.

To help schools review how well their local curriculum in practice matches with the *principles* of the New Zealand Curriculum, the table below sets out some initial thinking about some possible indicators for the application of the eight *principles*.

<b>Principles</b> (as set out in <i>The New Zealand Curriculum</i> , page 9)	<b>Some possible indicators</b> , suggesting the application of the principle either in the classroom or in wider school life, including a reference to other parts of the NZC document with clarifying elaboration.
High Expectations	<ul style="list-style-type: none"> <li>Students can talk about their strengths and weaknesses, and are supported to set regular ‘stretch’ goals for learning, in consultation with their teacher and/or parents/whānau</li> <li>The school is setting ‘stretch’ targets for future learning for different student groups in response to rich evidence (NZC, p. 40)</li> </ul>
Treaty of Waitangi	<ul style="list-style-type: none"> <li>Te Reo and Tikanga are evident in teacher planning, and Te Reo is being used effectively in regular classroom interactions</li> <li>All students have ongoing opportunity to improve their knowledge of Te Reo (NZC, p. 14)</li> </ul>
Cultural Diversity	<ul style="list-style-type: none"> <li>Curriculum planning and contexts for learning in English, The Arts and Social Sciences reflect New Zealand’s cultural diversity</li> <li>Extra-curricula opportunities and extension programmes reflect the school’s cultural diversity (NZC p. 18, 21 &amp; 30)</li> </ul>
Inclusion	<ul style="list-style-type: none"> <li>Classroom and school programmes actively ensure gender, ethnicity or disability are not impacting on student progress or participation (NZC, p.34)</li> <li>Students have opportunities to interact with and learn about a diverse range of student groups.</li> </ul>
Learning to Learn	<ul style="list-style-type: none"> <li>Teaching, learning and assessment practices support the development of students’ metacognitive and interpersonal competencies (key competencies) (NZC p. 12)</li> <li>E-learning approaches are evident to open new ways of learning as well as supplement traditional teaching (NZC p.36)</li> </ul>
Community Engagement	<ul style="list-style-type: none"> <li>The school has engaged the support of parents and whanau in determining suitable contexts and resources for student learning</li> </ul>

	<ul style="list-style-type: none"> <li>• The school and classroom programmes have elements designed to connect to the wider lives of students, and to support the development of their ‘participating and contributing’ competency (NZC p.13)</li> </ul>
Coherence	<ul style="list-style-type: none"> <li>• Schoolwide planning seeks alignment and development of previous learning , and is responsive to opportunities for cross-curricular linkage</li> <li>• The class programme prepares students for future learning and future learning pathways (NZC, p. 41)</li> </ul>
Future Focus	<ul style="list-style-type: none"> <li>• Future focused issues are used as a rich source of learning opportunity (NZC, p. 36 &amp; 39)</li> <li>• Students are engaged in investigations or projects to test their theories and solutions (NZC. P. 28).</li> </ul>