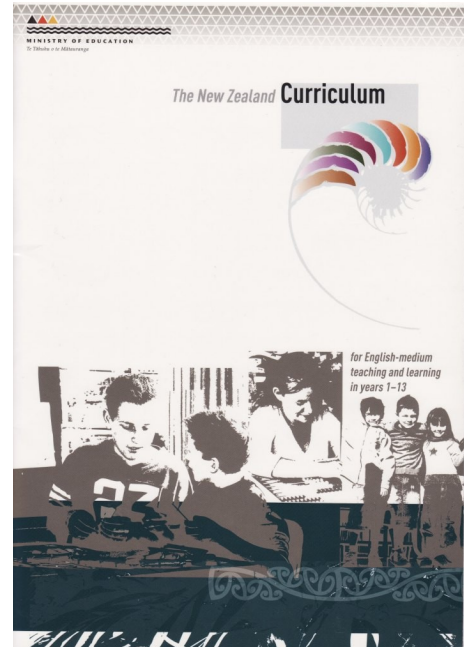

The New Zealand Curriculum for English-medium teaching and learning in years 1-13:

In the forward to The New Zealand Curriculum for English-medium teaching and learning in years 1-13 (2007, p 4) the Secretary of Education, Karen Sewell declares the new curriculum to be a clear statement of what is deemed important in education in NZ. The curriculum begins with a vision for young people in NZ to be “lifelong learners who are confident, creative, connected and actively involved” in their community.

“The NZ Curriculum identifies a number of values that have widespread community support. These values are to be encouraged and modelled, and they are to be explored by students. Schools need to consider how they can make the values an integral part of their curriculum and how they will monitor the effectiveness of the approach taken.”
(Curriculum Document pg 38)



Personal Values to be encouraged, modelled and explored include: (from page 10)

- Excellence, by aiming high and by persevering in the face of difficulties
- Innovation, Inquiry and Curiosity, by thinking critically, creatively and reflectively
- Diversity, as found in our different cultures, languages and heritages
- Equity, through fairness and social justice
- Community and participation for the common good
- Ecological sustainability, which includes care for the environment
- Respect, for themselves, for others and for human rights
- Integrity which involves
 - Being honest
 - Being responsible
 - Being accountable, and
 - Acting ethically

“The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community. They should be evident in the school’s philosophy, structure, curriculum, classrooms and relationships.”

The NZ Curriculum identifies **five key competencies** which “students need in order to live, learn, work and contribute as active members of our communities” (Curriculum Document p 12)

- Thinking
- Managing self
- Relating to others

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- Participating and contributing
 - Using language, symbols and texts

The first four of these competencies may be seen as personal values, learned and reinforced as we formally meet in a class to study language, symbols and texts – “the codes in which knowledge is expressed” (Curriculum Document pg 12)

When discussing the 8 specific learning areas (English, the Arts, Health and PE, Languages, Mathematics and Statistics, Science, Social Science and Technology) the New Zealand Curriculum document states:

“The learning associated with each area is part of a broad, general education and lays a foundation for later specialisation. Like the key competencies, this learning is both end and means: valuable in itself and valuable for the pathways it opens to other learning” (Curriculum Document pg 16)

“The values, competencies, knowledge and skills that students will need for addressing real-life situations are rarely confined to one part of the curriculum. Wherever possible, schools should aim to design their curriculum so that learning crosses apparent boundaries.” (Curriculum Document pg 38)

The New Zealand Curriculum for English-medium teaching and learning in years 1-13 (2007) due for implementation in all New Zealand schools in 2010 requires schools to offer flexible programmes that are relevant and meaningful, and therefore engaging, to students. Programmes within schools should actively involve students in what they learn, how it is taught, and how the learning is assessed.
Maharey, (2008)

Reference:

Maharey (2008) The Hon Steve, Minister of Education, Letter to all Principals of NZ schools which accompanied the distribution of:

The New Zealand Curriculum for English-medium teaching and learning in years 1-13 (2007) Wellington: Learning Media Ltd