

ASDAPA

Auckland Deputy and Assistant Principals' Association

Term I Seminar Day 'Pedagogy into Practice'

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Management and Leadership Facilitator Team Solutions

See 'Clarifying the NZC Confusion' adobe file on this site.

The 'Principles' in the New Zealand Curriculum need to be used a hinge to connect the front of the document to the back of the document.

To start the process of getting the NZC into your school, encourage the students to be reflective about the learning and how they learn. This will lead to use of the key competencies.

Questions from those attending

1. How are schools managing the tension between spectators and managers amongst middle managers?
[Professional development sessions run by HoDs and which challenge people directly.](#)
2. Where does reporting sit with KCs and the Values?
[Ask the question 'how will we develop the KCs in our kids?' in order to report on their progress. Self-reporting. Use of e-portfolios.](#)
3. How do we draw the threads into a coherent document? Minimum requirements?
4. How do we get over the timetable vs curriculum issue?
[Use of self-directed study with key guidelines.](#)
5. How do we get teachers to understand the natural links between learning areas?
6. Are we going to get an implementation pack as a guide to working cross-curricular?
[No implementation pack. Look at the curriculum web-site. Schools will do different things with 'natural' links between subjects/learning areas.](#)
7. What are the strategies to help the challenge/retreat approach of teachers?
8. How do we help teachers to move beyond the particular, especially if the leaders are stuck on the particular?
[Collective thinking is the best way forward.](#)
9. What will ERO be looking for?
[A plan of implementation. ERO report that 100% of secondary schools are engaging with the document.](#)

Barbara Cavanagh and Colleen Maguiness
Albany Senior High School Principal and Deputy Principal

“It’s not if you are bright but how you are bright.”

Answers to curriculum development come from collective wisdom

Lenses for making decisions - Human lens, Educator lens, Leader lens, Citizen lens.

The parents and community are involved through the use of café evenings where they gather around tables to discuss and write about big questions facing the School as a report back to the School.

Three Strands:

Tutorials - Two x 100 minute tutorials per week (in a three x 100 minute lesson day 5 day week) To foster confidence, learning, reflection. To develop a portfolio. The language of excellence and achievement is used. Students discuss and record goals, careers, service, participation and write reports for parents and the community.

Impact Project - Students have a whole day to follow a passion on Wednesdays e.g. setting up a business, stage challenge, science investigation, web-site development for people in the community to learn from, coaching, on-line homework connection students to student.

Specialist Subjects - Research = inquiry and evidence-based learning.
Respect = learning occurs because of a relationship between teachers and young adults.
Responsivity = Work is as of a work site with students and teachers responding to data. Students synthesize this data to achieve scholarship level.

The strands are underpinned by the Key Competencies.

Inspirations Peter Mellow from A.U.T. Technology. Students talking to each other.
Web-site edutopia

Catherine Bentley
Deputy Principal Hauraki Plains College

Map the Principles and Values into the School's Charter.

Years 9 and 10 have a theme for Term I "Doing Our Best Work."

Staff Meetings are professional learning groups.

Years 9,10,11,12 - 8 subjects, 3 hours per week. This creates opportunities for more subjects so students can double up on subjects to work on their passions.

Year 13 - 6 subjects which includes a breakfast class, floating lunchtime and after-school class.

Ask students which Achievement Standards they want to have in their programme and then develop the class programme from there. Some achievement standards can be assessed by more than one subject.

Look for learning moments in lessons.

Do not report on the Key Competencies, report under the Key Competencies. The report format is given to students at the beginning of each unit of work plus the rubric of each assessment so they have a clear knowledge about what is being assessed and how.

Teachers review themselves at one of the following levels and they are matched with someone who can help them or who they can help:

Entry Novice Apprentice Craftsman Expert

River Groups - 12 students to one mentor which includes Support Staff meeting in a timetabled slot.

Susan Impey
Principal Alfriston College

The New Zealand Curriculum is part of a paradigm shift in education moving away from the existing situation for many of 21st century children with 20th century teachers in 19th century classrooms.

Any school needs to embed a learning vision. Alfriston College works to embed the vision of independent learners who select, manage and evaluate their own learning.

Relevance of the Curriculum - Authentic, Relevant, Integrated, Independent

Year 9 Foundation Year. Unit of work concept with a deep question.

Year 10 NCEA Level 1

Year 11 Graduation

Years 12/13 Specialist Subjects

Subjects work to a theme e.g. 'Order and Chaos.'

Key Competencies are in the planning.

End of work celebration of what has been learned.

Cross-curricular learning. Collaborative Planning. Specialist Delivery.

The pedagogy is based around relationships. What you do in the classroom is more important than documentation.

Classroom displays, diaries, lesson goals and reports all have reference to independent learning.

Structured professional development programme of professional learning groups.

Two x 100 minute lessons. Five-day timetable.

Flexible spaces for teachers to use.

Tuesday Modules for extension, co-curricular, interest, remedial, life skills, recreation.

Three-day episodes where the timetable is suspended and students engage in the independent learning of a facilitated project.