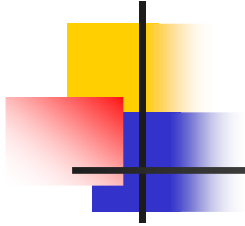


A photograph of a school playground and building. The playground features a large wooden structure with slides and climbing equipment, set on a dark rubber safety mat. A green slide is visible. In the background, there is a two-story school building with a grey roof and large windows. The foreground is a grassy area with a white utility pole. The sky is clear and blue.

# Southbridge School



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# **How to implement the New Zealand Curriculum**



# ***2020VISION***

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Children who began school as new entrants in 2007 will be year 13 students in 2020

What should we be doing now to prepare these children for life as young adults in the 2020s?



# The New Zealand Curriculum

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“The New Zealand Curriculum encourages schools to focus on the kind of future you want for your students.”

NZC Resource material, 2007

**How did You Begin?**



# ***2020 VISION***

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Managing the Curriculum  
Inquiry Learning  
Literacy and Numeracy  
Teacher Effect and Effectiveness  
Community Relations  
Maori Achievement and Culture  
ICT and innovative technologies  
Transitions  
Assessment  
Reshaping Physical Spaces  
Charter Review



# Where to Begin?

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## Community Consultation

“Students learn anywhere, at any time, and from anyone. Therefore *The New Zealand Curriculum* assumes that schools will involve students, families, whanau and the wider community in the process of designing curriculum.”

What is Community Consultation?

Is it this?





Or this?



Or this?



# How do you interact with your community?

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## ACTIVITY

In small groups complete the Inventory. Identify the purpose/s of each interaction. How does it contribute to the life of your school?



# Having a Conversation about Curriculum

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- Use existing groups: BOT, H&S
- Use existing structures: charter review
- Strategic Planning Days
- Focus groups
- Current and former students
- Slogans and Big Ideas
- Surveys
- Extend your reach
- Constant Communication



# What Do Parents Want/Fear?

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- Happy and confident children
- Risk
- Children to be children
- Go easy on homework
- Literacy/Numeracy
- Authentic, contextualised learning
- Social skills
- Multi-cultural learning
- ICT – some ambivalence
- Inquiry Learning – yes, but...

# Taking Action

IS THIS WHAT YOU MEAN?

Demonstrate the New Curriculum to  
your Community





# From Community to Curriculum

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## **Health/PE 2009**

- The Southbridge School community values children's opportunities to engage in competitive sports and games. We value children having opportunities to organize and manage games and events.
- We value gardens and growing food as an important life skill: the 'healthy being' – the child grounded in their community, linked to the environment and outward-looking on the world.
- We value children having opportunities to experience physical risk-taking in a controlled and supportive environment.



# From Community to Curriculum

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## Health/PE

Every child will experience:

- **A range of daily physical activity** for 15-20 minutes.
- Learning units on Sexuality Education and Keeping Ourselves Safe will be taught in alternate years (To be taught as a school focus)
- At least two P.E. lessons a week that teach a range of skills that build on those already taught and that are appropriate to the age level and ability of the students.
- **Caring for, growing and using produce from a garden every year.**
- Modified games that promote fair, safe and culturally appropriate participation.
- A project that **enhances the health and well-being of their community and environment.**
- **Organise, Manage and/or coach a sporting event.**



# Designing Your Local Curriculum

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## Activity

Complete the Curriculum Action Plan, reflecting on what your school has done so far and what the next steps could be. What support are you getting?



# Pitfalls and Challenges

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- The smokescreen of educational jargon
- Imbalances of power
- Stuck in the Big Picture
- Stuck in the Small Picture
- Suspending our disbelief
- How can we sustain the commitment?
- How often do we have to check that we all still agree on the vision and purpose?
- How do we distribute leadership?
- How do we keep moving forward?



# The Greatest Challenge...

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Changing teachers' (and principals')  
attitudes and behaviour

- Russell Bishop and the lessons of *Te Kotahitanga*
- Quality Learning Circles and the liberating effects of small steps



“Are we there yet?”

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There is no destination

Our challenge is to find  
satisfaction in the journey



# Resources and Experts

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- *Developing Partnerships.* Ramsay, Hawk, Harold, Marriott and Poskitt, 1993, Learning Media
- *Shifting the Frame: Exploring integration of the Key Competencies at six Normal Schools.* Boyd & Watson. 2006, NZCER
- *The Hidden Lives of Learners.* Nuthall, 2007, NZCER
- School Advisors and Consultants
- Cluster Meetings, Local Schools



Please share your ideas with  
me...

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