



Teacher Only day October 2006.
A chance to read and reflect on the draft curriculum and the impact this will have on:
Toko School curriculum Framework (your bound book!)
Set a timetable in place for Curriculum Development!!!
What it means for the Toko School Strategy Plan 2007, 8 , 9

Vision values and principles are embedded in the key competencies and the learning areas and the daily life of the school.

Five key competencies replace the current essential skills and attitudes.

It proposes to make teaching more *manageable* by clarifying what we want young people to achieve during their primary and intimate years and identifying priorities for curriculum design and assessment. (However, there is a lot to think about and do to clarify and write our own curriculum... particularly if we are not just carrying over existing documentation!)

For each learning area it highlights what important. It has been made rather lean!

It is a framework not a prescription.

It increases the profile of a second language from year 7.

The draft document is in three parts

1. The fancy talk, vision, principles, values competencies.....
2. The ways and wherefores of developing our *own* curriculum
3. The achievement objectives

“The curriculum assumes that all students can learn and succeed, but not necessarily on the same day, at the same time, or in the same way.” Page 28.

“Principals and teachers can articulate what it is that they want their students to achieve and how their curriculum is designed to achieve this” P 28

“While the NZ curriculum sets the national direction for all learning for all students each school will design and implement its own curriculum in ways that will engage and motivate its particular students. Schools have considerable freedom in deciding exactly how to do this.” P 26

Curriculum design starts with shared beliefs and shared values of our Community and with an assessment of the needs of our learners. It builds on good current practice and utilises the local opportunities. Setting priorities is an important part of the process.... Significant themes offer schools the opportunities for engaging Students and integrating learning across key competencies and different learning areas:
Sustainability, citizenship, enterprise, globalisation.....

Once upon a time I embarked on School Wide Themes,.... thres are they... more relevant today????

Healthy Living

Business Sense

Planet Earth

Be Creative

Us and Others

So when we plan to develop our Toko School curriculum things to consider include:

Focus on outcomes P 28

Plan for development of the key competencies P 29

Plan for assessment P 30

Plan for coherent pathways!! Which I think means plan for connections and links further learning!

Gwen Gawith comment Term 3 06 'What students learn is important.

If it isn't worth it what learn it! Why might it be important OR valuable ?

OR interesting for people of this age to learn about this topic?. If a topic has no intrinsic worth, relevance or authenticity why do it... !?????

So WHAT is worth LEARNING! (The school wide themes might be a useful litmus test for a topic)

We need to negotiate a coherent knowledge whole. It needs to be negotiated school wide, ... 'acknowledging the need for children to develop deep, meaningful bodies of knowledge incrementally over the years..... (Curriculum!!) We certainly need to use the draft as a point of reference but have wide opportunities to do what is best for this group of learners

Fun Activities:

Can you please find:

Recognise that there are lots of different living things in the world and that they can be grouped in different ways.

Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.

*Understands that the order and organisation of words, sentences, paragraphs, and images contribute to text meaning.
Recognises an increasing range of text forms and differences between them.*

Understands that their personal experience can influence the meaning gained from texts.

Create and use appropriate units and devices to measure lengths, areas, volumes (capacities), weights (masses), turns (angles), temperatures, and times.

My Guess first

The following is an excerpt from Bruce Hammonds Blog
Link from [www.leading-learning .co.nz](http://www.leading-learning.co.nz)

Bruces Blog October 16th 2006.

Schools seem obsessed with literacy and to lesser degree numeracy. As important as they are they put the horse before the cart.

All invention and creation begins with an idea, problem, challenge or experience which in turn creates the need to know more, to define what has been discovered, or to express in some form their new ideas.

This is how it is with children before they come to school and it is the way scientists and artist work in real life.

But not so in school.

There reading and mathematics need to be taught for there own sakes or as 'foundations' for other learning. Sure teachers develop areas of interest to involve children but it areas they decide and children learn to do what is expected of them.

And this takes up the 'prime time' of the school day – the two areas combined taking up all the time and teachers energy until lunchtime.

Little is left to introduce experiences from all the other Learning Areas to inspire learning, personal expression, to integrate literacy and numeracy in realistic contexts, or opportunities to develop students' talents and their imagination.

As one UK commentator has said, 'The evil twins of literacy and numeracy have gobbled up the rest of the curriculum.'

All that remains is an updated version of a Victorian 'Three Rs' curriculum.

Students' creativity and insight is developed through tackling real problems not finding solutions to problems or tasks others have given them. This is the beginning of the depersonalization of education that reaches its heights in the secondary system. No wonder Einstein wrote that it was almost impossible for a child's imagination and sense of wonder to remain intact in modern schools.

What are missing are the personal stirrings and strivings of self discovery – the innate drive to make sense that is every learner's right is replaced by teacher planned activities that miss out on the personal investment and emotional learning that typifies pre-schoolers and scientists or artists.

Insight often comes direct from the imagination and Einstein himself said the, 'words or the language, as they are written or spoken, do not seem to play any role in my mechanism of thought.' He continues by saying, 'Conventional words or other signs have to be sought for laboriously only in a secondary stage.'

Imagination, or inspiration, comes before literacy and numeracy in Einstein's world – I would guess the same applies to all learners.

Perhaps we are all visual thinkers first, sorting out images, relationships and

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rehearsing in our minds, and falling back to literacy and numeracy to sort the ideas out later for publication?

‘Before the word is the experience’ – unpacking experiences and making sense of them is what learning is all about. And the experiences that count are the ones that make sense to the individual learner.

And if the means to express experiences are restricted to words and numbers students are receiving ‘thin’ learning indeed. And if numeracy and literacy are allowed to ‘gobble up’ too much of students time, time that ought to be dedicated to ‘rich’ personalized experiences, then students are the losers.

With the source of their personal investment in their own learning ignored it is no wonder that many students eventually 'disengage' from their schooling. It would seem a sensible thing to do!

What do you think of these comments.
Are they at all relevant to Toko School?