

Where are we at with implementing The New Zealand Curriculum into Geography?

School:

Date:

Use the following table to indicate progress for the listed aspects related to curriculum implementation. (Consider relevant evidence.)

<i>Aspects</i>	→	→	→	→
Understanding of the “front” of the NZC	The whole school is starting to develop a common understanding of the vision and principles in the NZC. Teachers have some, but varied, understanding of the key competencies and values.	The school has developed a vision that is generally agreed, and is aware of the importance of the principles. The key competencies and the values are understood.	The school’s vision is accepted, and the department sees that they can support this. The NZC principles inform some planning. The KCs and values are understood and seen to be important for planning.	The school has an accepted and supported vision, and the principles underpin curriculum planning. All teachers have a clear understanding of the KCs and values, and how they can be supported by the learning area.
Understanding of the learning area statement (Page 30.)	Teachers are aware of some of the differences between the old social sciences curriculum documents and the NZC.	Teachers have a general understanding of the intent of the learning area in the NZC e.g. focus on conceptual understandings, Social Inquiry approach.	Teachers understand the learning area statement in the NZC and how it may inform both programmes and individual lessons.	All teachers have a well developed appreciation of the intent and approaches of the learning area in the NZC, and develop lessons to match these.
Development of departmental vision	Teachers have views about the purpose of learning in the learning area. Learning programmes are still to be further aligned with these views.	The department is developing a vision to include student needs and the particular learning programmes that will meet these.	The department has a vision for teaching and learning. This is articulated and provides a framework for programme development.	The department has a clear vision of what they wish to achieve in the learning area. Programmes and classroom practice are consistently aligned to this.
Experience with school based curriculum development	Teachers are familiar with interpreting existing prescriptions and delivering planned programmes and units.	The department is conscious of the need to plan new programmes of work within the framework of the NZC. Some units have been reviewed.	The department has developed a process for planning and reviewing over time all programmes and units within the framework of the NZC. All teachers are involved in this process.	All teachers are experienced with planning programmes that meet identified needs. Programmes and units developed for the NZC are monitored and evaluated in an ongoing way, and appropriate changes made.
Programme planning	Programme outlines and unit plans are mainly existing ones.	The existing programme and some units are adapted to match with the new curriculum. Many units remain similar, although they acknowledge, for example, the KCs.	A programme and series of units are planned collaboratively to align with the intent of the NZC. A conceptual approach is beginning to be used.	Innovative programmes are planned based on a conceptual approach, within a flexible framework that allow for student needs to be met. These consistently match the intent of the NZC.

Understanding and use of effective pedagogy	Teachers predominantly use experience, rather than knowledge of research informed approaches.	Teachers have some understanding of generally agreed approaches to supporting student learning.	Teachers are aware of effective approaches and apply these intentionally in their classrooms. They use an evidence informed approach.	Teachers generally have knowledge of effective approaches to promoting student learning. They commonly use a teaching as inquiry approach to investigate their own classroom practice.
Development of a professional learning community	Department meetings mainly focus on administration and “the here and now”. There is some focus on student learning.	The department discusses teaching and learning quite often.	Teachers discuss teaching and learning at meetings, and at other times. There is a focus on supporting each others’ professional practice.	Teachers often discuss student learning, and their successes and challenges with supporting this. Department members are supportive of each other and are open about sharing practice. Teachers are happy to challenge practice, but all views are valued.

Next steps

E.g. what aspects most need focus in our department, and how can we further prepare for implementation in Geography?

Adapted from R Baldwin