The Challenges of Curriculum Implementation
Why is Curriculum Development so challenging?

- We have never done this before
- We are navigating unchartered white water
- We are building the boat while we are rowing it
- We require the capacity to exercise curriculum leadership in an informed, creative, critical and courageous way.
The Challenges of Curriculum Development

- Striving for Coherence
- Managing complex Change
- Making it happen in the Classroom
- Other Concerns???
Striving for Coherence

Start with Vision, Mission and Values

• What is the big picture future for our school?
• What sort of people do we want our students to be when they walk out of our gates for the last time?
• What sort of learning will prepare our young people for a world quite different from what we know?
Hauraki Plains College
“Excellence is Our Tradition”

Becoming Our Best Selves

Doing Our Best Work

Being Who We Are

Leaving a Legacy

Honouring Our Heritage

Daring to Dream

Flat Out and Loving It

Doing the Right Thing

Hauraki Way

Character

Community

Competence
Striving for Coherence

- Evaluate every ‘new’ initiative against vision, mission, and values
- Establish a strategic framework
- Seek alignment through all school practices and processes
- Scaffold from what already is
<table>
<thead>
<tr>
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<th>NZC Principles</th>
<th>NZC Values</th>
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<tbody>
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<tr>
<td>Honouring Our Heritage</td>
<td>Treaty of Waitangi</td>
<td>Diversity of culture, languages, heritages</td>
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<td>Cultural Diversity</td>
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</tr>
<tr>
<td>Daring to Dream</td>
<td>Future Focus</td>
<td>Innovation, inquiry, curiosity</td>
</tr>
<tr>
<td>Each for All</td>
<td>Community engagement</td>
<td>Respect for ourselves, others and for human</td>
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<td></td>
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<td>rights</td>
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<tr>
<td>On a Journey to Becoming Our</td>
<td>Learning to Learn</td>
<td>[Key Competencies]</td>
</tr>
<tr>
<td>Best Selves</td>
<td>Coherence</td>
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</table>
Four Deeps and Nine Gateways

Deep Learning
• Learning to learn
• Assessment for learning
• Student voice

Deep Experience
• Curriculum development
• New Technologies

Deep Support
• Advice and guidance
• Mentoring and coaching

Deep Leadership
• Workforce reform
• School design and organisation

[David Hargreaves, 2008]
## NAG 1: Student Learning and Achievement

<table>
<thead>
<tr>
<th>Goals</th>
<th>Outcomes</th>
<th>Strategies</th>
<th>Targets 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To encourage all students to become their best selves (character, competence Community).</td>
<td>• Each student is engaged, motivated and achieving in his or her learning</td>
<td><strong>Deep Experience</strong>&lt;br&gt;1. Curriculum development&lt;br&gt;2. New Technologies&lt;br&gt;<strong>Deep Learning</strong>&lt;br&gt;3. Learning to Learn&lt;br&gt;4. Assessment for learning&lt;br&gt;5. Student voice&lt;br&gt;<strong>Deep Support</strong>&lt;br&gt;6. Advice and Guidance&lt;br&gt;7. Mentoring and coaching</td>
<td>• Every student meets the minimum requirements for Junior Diploma&lt;br&gt;• All learning area have junior programmes of work in place which align with the principles, values, key competencies and pedagogy of the NZ Curriculum (2007).&lt;br&gt;• Achievement targets for NCEA&lt;br&gt;  - Level 1: 90%&lt;br&gt;  - Level 2: 80%&lt;br&gt;  - Level 3: 55%&lt;br&gt;  - Endorsements for Merit and Excellence above national average at all levels&lt;br&gt;• Each student has a purposeful learning and career plan in place&lt;br&gt;• Engagement and achievement of Maori / Boys students is equal to all students ie for Attendance, Retention Rates, Leaver Destination, NCEA achievement, Suspension data</td>
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<tr>
<td>• To develop challenging, connected, relevant and real learning experiences</td>
<td>• Every student goes on to full time employment or further education appropriate to talents, abilities and interests</td>
<td><strong>Deep Leadership</strong>&lt;br&gt;8. Workforce development&lt;br&gt;9. School design and Organisation</td>
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<tr>
<td>• To challenge every student to achieve to their learning potential</td>
<td>• Students take their place as capable and contributing citizens</td>
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<tr>
<td>• To support each student in developing a purposeful learning and career direction</td>
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<td></td>
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<tr>
<td>Strategies</td>
<td>Actions</td>
<td>Responsibility</td>
<td>Resources</td>
</tr>
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</tbody>
</table>
| 3. Learning to Learn | • Implement Learning Toolbox based on key competencies  
• Include in Learning and Teaching Handbook  
• Include in River Group programme | Professional Learning and Research Team | NZ Curriculum (2007)  
Learning Toolbox  
Kahikatea Project | |
| 4. Assessment for Learning | • Each unit of work requires assessment rubric  
• Use national benchmarks / curriculum levels  
• Continue Professional Learning focus  
• Develop Teacher resources | Professional Learning and Research Team | William Black *Inside the Black Box*  
Michael Absolum *Clarity in the Classroom*  
INET resources | |
| 5. Student Voice | • Present paper ion what is Student Voice and its potential  
• Appoint Student Voice leaders  
• Develop two implementation initiatives | Professional Learning and Research Team | David Hargreaves *INET publications* | |
Deep Support: Mentoring and coaching

River support

- River groups of 12 students
- River programme
- River guides
- River buddies
- River logs
Deep leadership: School design and organisation

Bolstad & Gilbert, 2008.
Disciplining and Drafting ...
Managing Change

First and Second order change

• First order change is incremental, the next most obvious step

• Second order change involves paradigm shifts, and dramatic departures from the past, offers a dramatic shift in direction and requiring new ways of thinking and doing.

<table>
<thead>
<tr>
<th>First Order</th>
<th>Second Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An extension of the past</td>
<td>• A break with the past</td>
</tr>
<tr>
<td>• Within existing paradigms</td>
<td>• Outside of existing paradigms</td>
</tr>
<tr>
<td>• Consistent with prevailing values and norms</td>
<td>• Conflict with prevailing values and norms</td>
</tr>
<tr>
<td>• Incremental</td>
<td>• Complex</td>
</tr>
<tr>
<td>• Implementing with existing knowledge and skills</td>
<td>• Requires new knowledge and skills</td>
</tr>
<tr>
<td>• Implemented by experts</td>
<td>• Implemented by stakeholders</td>
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</table>
At risk factors in second order change

- **Culture**: things aren’t like they used to be
- **Communication**: you never told us about that
- **Order and routine**: standards are slipping, systems are falling apart
- **Input**: they don’t listen to us
Leadership Actions to address Second order change issues

• **Culture**: Keep focus on shared vision, mission and values

• **Input**: Be mindful about what decisions need to be made and how they will be made

• **Communication**: Use multiple ways of keeping people informed and keep it simple

• **Order and routine**: Establish routines and resources around the change
What decisions get made by who?

School wide level: Big picture eg integration, planning models, reporting KCs

Department level: Department level decision making eg which concepts at which level, future focus themes, what will be assessed.

Teacher level: the context for learning
Three levels of participation in decision making

What level of involvement do individuals have in decision making?

- **Information**: Individuals kept up with the play of major developments and plans
- **Consultation**: Individuals are consulted and involved in the planning details
- **Participation**: Basic design questions are left open for full discussion and decision making
Strategic approaches and processes

**Being strategic about decision making**

- Hold strategic conversations
- Use focus groups
- Develop capability of middle leaders
- Provide data, research and professional readings
- Hold to moral purpose
- See it and see it through
‘Second change leaders need to be prepared for periods of cloudy thinking, confusion, messiness, exploration, trial and stress’

(Fullan, 2001)
Managing Change

- Innovators (Leaders in Change) - 3%
- Early Adopters (Quick to pick up) - 13%
- Early Majority (Can see benefits & running with it) - 34%
- Late Majority (Slowly coming on board) - 34%
- Laggards (In disagreement and not likely to ever view positively) - 16%
The Implementation Dip

Frustration
Confusion
Going backwards

Understand it's normal
Persevere
Take practical steps
HAURAKI PLAINS COLLEGE
“EXCELLENCE IS OUR TRADITION”

BECOMING OUR BEST SELVES

DOING OUR BEST WORK

BEING WHO WE ARE

LEAVING A LEGACY

DARING TO DREAM

FLAT OUT AND LOVING IT

HONOURING OUR HERITAGE

DOING THE RIGHT THING
What is most important (and therefore worth spending time on), given where my students are at?

What strategies (evidence-based) are most likely to help my students learn this?

What happened as a result of the teaching, and what are the implications for future teaching?
What is most important (and therefore worth spending time on), given where my students are at?
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Unit Topic

**Big Idea:** *Big ideas are broad abstract notions that are relevant to range of contexts, interests, experiences, cultures, environments*

**Learning Area Concepts and Achievement Objectives (NZC):** What are the important concepts and ideas?

**Rich Question:** Extended, relevant, real, challenging, open and sometimes wild questions which will engage learners

**Enduring Understandings:** The key understandings in the big idea, what we want students to understand that is relevant and lasting across life – built around concepts and objectives.

**Knowledge:**
Students will know …
What key knowledge will students require as a result of this unit?

**Skills:**
Students will use ……What should students eventually be able to do as a result of using their learning experiences?

**Learning Dispositions (Habits of Mind, Attitudes, Values, Motivation):**
Tools for learning contained in the ‘Learning Tool box’ includes: Key Competencies, Habits of Mind, Thinking maps etc…
What learning tools from the Toolbox will be used to encourage students to think at a deeper level? What other learning tools could be used to support learning and develop the key competencies?

**Key Competency Indicators (Reporting):** What skills and/or knowledge will be reported on? Can students monitor their progress on a rubric?

**Context:** What will allow the learning to take place?

**Focusing Questions:** Maintain focus of study, enable exploration of big ideas and enduring understandings
What provocative questions will foster inquiry, understanding and transfer of learning?
**HAURAKI PLAINS COLLEGE**

**LEARNING AREA:** Science  
**CLASS:** YEAR 9 Science  
**NATIONAL CURRICULUM LEVEL:** 5

**NAME:**  
**RIVER GROUP:**

N = Not Achieved  
A = Achieved  
M = Achieved with Merit  
E = Achieved with Excellence

<table>
<thead>
<tr>
<th><strong>Using Language, Symbols and Text</strong></th>
<th>Credits Available</th>
<th>Credits Achieved</th>
<th>Achievement Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe Aspects of Matter</td>
<td>5</td>
<td></td>
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<thead>
<tr>
<th><strong>Thinking</strong></th>
<th>Credits Available</th>
<th>Credits Achieved</th>
<th>Achievement Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Analyse the effects of Human Activity on a Particular Ecosystem</td>
<td>5</td>
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<table>
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<tr>
<th><strong>Managing Self</strong></th>
<th>Credits Available</th>
<th>Credits Achieved</th>
<th>Achievement Grade</th>
</tr>
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<tbody>
<tr>
<td>Be organised for Learning</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Quality Homework and Bookwork</td>
<td>3</td>
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<tr>
<th><strong>Relating to Others</strong></th>
<th>Credits Available</th>
<th>Credits Achieved</th>
<th>Achievement Grade</th>
</tr>
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<tbody>
<tr>
<td>Follow Instructions and the Hauraki Way</td>
<td>3</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Participating and Contributing</strong></th>
<th>Credits Available</th>
<th>Credits Achieved</th>
<th>Achievement Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement in class discussions and activities</td>
<td>2</td>
<td></td>
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</table>

**TOTAL CREDITS AVAILABLE = 20**  
**TOTAL CREDITS ACHIEVED =**
What strategies (evidence-based) are most likely to help my students learn this?
**Teacher Inquiry Process**

**Focusing Inquiry**
Where are my students at?
What are their learning needs?
What is important and worth spending my time on?

**Questioning**

**Next Steps**
What are the next steps I need to take?
How is this changing my teaching practice?

**Reflecting**
What happened as a result of the teaching?

**Teaching**
What do I need to learn about as a teacher?
What do I need to understand about in terms of student learning?

**Learning**
What teaching strategies, tasks and experiences did I try?
Stage Three: Possible Learning Activities

Learning Activities:
The learning experiences which will enable students to achieve the desired understandings, knowledge and skills pg 34-35 NZC

Making connections to prior learning and experience
- How can I help the students see where the unit is going and what is expected?
- What do the students know already, and how can knew learning be integrated?

Enhancing the relevance of new learning
- Are the learning contexts and experiences relevant and real?
- Is there opportunity to involve students in decisions relating to their learning?

Teaching as Inquiry
- What is important, given where my students are at?
- What strategies are most likely to help students learn this?
- What happened as a result of teaching, and what are the implications for further teaching?

Encouraging reflective thought and action
- What opportunities are given for students to rethink and revise their understanding and work?
- Are students encouraged to critically evaluate their learning and consider how it could be used for different purposes?

Facilitating shared learning
- Is their opportunity for students to engage in shared activities and conversations with others?
- How can students build the language they need to take their learning further?

Creating a supportive learning environment
- Does the classroom culture enable students to be active, visible members of the learning community?
- Is the learning environment reflective of the different needs, interests and abilities of learners?

Providing sufficient opportunities to learn
- Is time given to allow students engage with, practise, and transfer new learning a number of times and in a range of contexts?
What happened as a result of the teaching, and what are the implications for future teaching?
Freedom Writers – Reflection

**Resilience**

**Name:**

**Knowledge and Skills:** visual features / verbal features / interpretation of an important idea

**Learning Activities:** viewing ‘Freedom Writers’, exploring the idea of resiliency, examining Guy Claxton’s work on resiliency, viewing Andrew Johnston, the antelope clip demonstrating absorption, plotting our own experiences of resiliency, identifying aspects of resiliency in visual text, ‘Concrete Box’ activity using Bloom’s Taxonomy, identifying levels of thinking in our own writing, examining our prior knowledge of visual/verbal features in film, shaping a literary essay, team essay writing activity, practice external examination, regular class/group discussions

This unit of work is most memorable because

An area I have a deeper knowledge/understanding of is

The most challenging aspect of the unit was because

This unit of work could be improved by

**Examination Reflection**

I was particularly pleased with

An area I need to develop further is

To do this I will need to
### Reflection Summary

| This unit of work is most memorable because | Everyone was able to do it – everyone could write an essay on their views, they were all different but all were good essays  
- Everyone can relate to resilience x2  
- I thought about things in a way I never had before  
- Reminded me of the racial disputes going on today, helped me get through some of my own problems  
- It involved a lot of discussion which made us think and generate our own concepts of what was important  
- Even though it was hard, it was still fun x2  
- It allowed me to think creatively, more than I have in English before  
- It was a really good movie, it made a lot of sense to study resilience  
- Gave me a greater understanding of racial disputes, it was real  
- We learnt something that will help us through our whole lives, how to make choices and handle the outcomes  
- It opened my mind to new ideas  
- It taught me an entirely new way of thinking  
- We discussed the film and had to dig deeper into how we thought about it  
- The amount we learnt through class discussions, the whole class came together and found meaning  
- It taught me a lot about myself |
| --- | --- |
| An area I have a deeper knowledge/understanding of is | thinking about the ideas behind the story, not just retelling the story  
- resilience – how it fits into all of our lives x8  
- how being resilient can help you through tough times  
- I didn't realise resilience had such a major role in many aspects of my life  
- Understanding of other peoples challenges  
- Understanding situations and helping others through hard times  
- How to put my ideas on paper  
- Relating English stuff into my own life and seeing it’s importance  
- How to break down the notion of resilience and examine how it works  
- I wasn’t very good at writing essay’s, but with this unit, it made it easier for me to understand, easier to see the point in essay writing |
| The most challenging aspect of the unit was | thinking – talking about our thinking was a new habit for me, but made my essay much better  
- extending my thinking and looking at things differently to get new ideas  
- relating my problems to those experienced by the students in Freedom Writers – my problems are minor  
- essay writing x2  
- learning not to just retell the story  
- there was so much to take in  
- recollecting events in my life  
- including specific evidence in my essay  
- carefully thinking about what I was thinking and why. It gave me a greater understanding of the movie and the idea of resilience  
- being open minded  
- the first thing we did with really deep thinking – the Concrete Box  
- the essay format, moulding it together and including my own ideas in my essay  
- I am not a very good essay writer, but we kept going on and on, the idea sunk in by learning it. The essay's started to come naturally |