

Teachers and Curriculum



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

KAI AKO ME TE MARAUTANGA

VOLUME 9 2006



TEACHERS AND CURRICULUM

KAIAKO ME TE MARAUTANGA

EDITOR:

Catherine Lang

VOLUME 9 2006

CONTENTS**EDITORIAL COMMITTEE:**

Fred Biddulph
Ken Carr
Sherrin Jefferies
Greg Lee
Marilyn Taylor

COVER DESIGN & ILLUSTRATIONS:

Donn Ratana

LAYOUT AND DESIGN:

Barbara Hudson

EDITORIAL CORRESPONDENCE AND MANUSCRIPTS SUBMITTED FOR PUBLICATION should be addressed to:

Catherine Lang
School of Education
The University of Waikato
Private Bag 3105, Hamilton
New Zealand
email: cmlang@waikato.ac.nz

WEBSITE:

<http://education.waikato.ac.nz/research/publication/>

BOOKS FOR REVIEW should be sent to the editor.

BUSINESS CORRESPONDENCE:

orders, back orders, subscriptions, payments and other enquiries should be sent to:

TEACHERS AND CURRICULUM

Hamilton Education Resource Centre
PO Box 1387
Hamilton
email: janh@waikato.ac.nz

SUBSCRIPTIONS:

within New Zealand \$22 (includes postage)
overseas \$40 (includes postage)

COPYRIGHT:

School of Education
The University of Waikato

EDITORIAL

Catherine Lang

3

OPINION

Some observations on the New Zealand curriculum draft, 2006

Gregory Lee

5

The New Zealand curriculum: May the spirit of a draft always be with us

Colin Gibbs

7

The dangers of minimalism: Health and physical education in the draft New Zealand curriculum

Katie Fitzpatrick

11

Framing a Social Sciences Learning Area in the New Zealand Curriculum Draft for Consultation 2006

Philippa Hunter

19

New Zealand Curriculum draft from a primary perspective: Introduction to a conversation

Irene Cooper & Sandra Aikin

27

Whose interests are served? Values in the draft curriculum

Ivan Snook

35

Teachers' decision-making and the draft 2006 curriculum

Clive McGee

39

Mathematics for Māori – An investigative approach?

Ngarewa Hawera & Marilyn Taylor

43

Que sera sera – What will be doesn't have to be?: Transition from primary to secondary school.

Alan Fielding

49

Risk and Resilience: A Perspective from Traditional Tales and Nursery Rhymes

Trish Frecklington & Peter Stanley

57

BOOK REVIEW:

To be a teacher: Journeys towards authenticity, by Colin Gibbs

Reviewed by John Smith

59

Teachers and Curriculum is an annual publication of the School of Education, the University of Waikato, Hamilton, New Zealand. It includes articles about curriculum issues, research in the area of curriculum and informed curriculum practice. Reviews of curriculum-related books may also be included. The Opinion item is contributed by a leading New Zealand educationalist.

ISSN 1174-2208

NOTES FOR CONTRIBUTORS

Teachers and Curriculum provides an avenue for the publication of papers that:

- raise important issues to do with curriculum
- report on research in the area of curriculum
- provide examples of informed curriculum practice
- review books that have a curriculum focus

This peer reviewed journal welcomes papers on any of these from tertiary staff and students, teachers, and other educators who have a special interest in curriculum matters. Papers on research may be full papers, or if time or space is at a premium, research notes, that is, a 2,000 word summary.

SUBMITTING ARTICLES FOR PUBLICATION

The editorial committee encourages contributors to ask colleagues to comment on their manuscripts, from an editorial point of view, before submission for publication.

LENGTH

Papers or articles should not normally exceed 7,000 words, including references and appendices. An abstract must be provided. Abstracts should not be more than 100 words.

METHOD OF SUBMITTING A PAPER

Please send manuscripts, in electronic form, to cmlang@waikato.ac.nz. Please ensure that the author's name and identifiable information appear only on the title page. Feedback on manuscripts is provided in hard copy form. It is therefore important that authors retain an electronic version that is identical to the submitted manuscript.

LAYOUT

Please provide copy in 12 point type in a font compatible with the use of macrons (preferably Helvetica Maori or Times Maori) with line and half spacing for the main text, and with 20 mm margins on all edges. Word version 11.1 is preferred. Please do not include running headers or footers. Follow the style of referencing in the Publication Manual of the American Psychological Association (APA), 5th edition with references in a reference list at the end of the manuscript, rather than footnotes. Manuscripts not submitted in accordance with the above guidelines will be returned to authors for amendment.

COVERING LETTER

When submitting a manuscript to *Teachers and Curriculum*, authors must, for ethical and copyright reasons, include in a covering letter a statement confirming that (a) the material has not been published elsewhere, and (b) the manuscript is not currently under consideration with any other publisher.

DATE FOR SUBMISSION

Manuscripts may be submitted at any time. The closing date for submission of manuscripts for the 2007 edition is 1 August 2007.

COPYRIGHT

Copyright of articles published in *Teachers and Curriculum* rests with the School of Education, the University of Waikato. Requests to reprint articles, or parts of articles must be made to the Editor via the Hamilton Education Resource Centre. Email: barbh@waikato.ac.nz

ACKNOWLEDGEMENT OF REVIEWERS

We wish to thank the following people who reviewed for this edition of *Teachers and Curriculum*. Asterisks indicate reviewers who contributed more than one review.

Graeme Aitken

Hugh Barr

Fred Biddulph

Isabel Browne

Lisette Burrows

Ian Culpan

Jenny Ferrier-Kerr

Colin Gibbs *

Mavis Haigh

Rose Hipkins

Shelley Kennedy

Catherine Lang *

Greg Lee *

Clive McGee *

Brian Prestidge

Tracy Riley

Tony Trinick

CATHERINE LANG
EDITOR 2006

This issue of *Teachers and Curriculum* focuses primarily on the *New Zealand Curriculum Draft for Consultation 2006* and presents a number of points of view on the text of the draft and its implications for schools and teachers.

Gregory Lee begins the line-up with his opinion piece, which examines four aspects of the draft, namely the teaching of languages, the core values, the place of the Treaty of Waitangi in the publication, and the less prescriptive orientation of the new curriculum. He asks "What is new?" in the language domain; discusses the recognition that disagreements over differing values will arise in the classroom and that these should not be avoided; and expresses his disappointment at the continuing use of the term "excellence" in the document. He speculates as to whether the previous curricula have heightened awareness and understanding of the Treaty of Waitangi and applauds a return to school-based curriculum decision-making, but asks if teachers will really welcome this with open arms. He ends with the suggestion that unless assessment and examination practices (particularly in secondary schools) are changed, we may see little curricular freedom for students and teachers.

Colin Gibbs presents us with some questions about teacher agency and professional autonomy and the curriculum. He discusses school-based curriculum development and opportunities for developing emancipatory curriculum; expresses disappointment at the representation of tikanga Māori and te ao Māori; suggests there is confusion in the document in the use of the terms competencies and capabilities; and argues that 'managing self' "implies a need for deliberate self-control rather than valuing students' sense of autonomy or agency as they increasingly expand their self-knowingness". Colin suggests that the section in the draft on effective pedagogy undervalues the importance of what he calls the teacher's "personness", and that the definition of values in the draft is inadequate.

The next two articles discuss the draft from the perspective of two different curriculum areas, health and physical education, and social studies. Katie Fitzpatrick compares the new draft with the 1999 curriculum document for health and physical education, and expresses concern as to whether the new draft curriculum will preserve the socio-cultural and critical foundations of the 1999 document. She discusses, in conjunction with the draft, two current issues in health and physical education, namely the place of Māori in New Zealand society, and the proliferation of health commentary in the media, concerning issues of the body and obesity. Philippa Hunter also takes a critical sociocultural view, and compares a previous curriculum document, *Social Studies in the New Zealand Curriculum*, with the 2006 draft. She discusses the ways in which, over time, the framing of the social sciences has developed, how competing themes within the discipline have risen and fallen in influence, and raises concern that the dynamic and interrelated nature of social sciences risks being lost.

Irene Cooper and Sandra Aikin from the New Zealand Educational Institute discuss the draft from a primary perspective and invite readers to join a conversation about it. Irene and Sandra set the document in its wider context, internationally and locally, and subject the draft to scrutiny, including identifying missing, masked and undeveloped elements.

Two commentary pieces follow. One is from Ivan Snook, on values in the curriculum draft and a concern that the interests of business are being served in the document to the detriment of other interests. The second is from Clive McGee, who looks back at the opinion piece on teacher autonomy and professional decision-making about curriculum, which he wrote for the 2005 issue of *Teachers and Curriculum*, and asks whether the new draft will encourage greater professional decision-making. Clive is optimistic and hopes the rhetoric will be matched by reality.

The final group of articles is an eclectic set. The first of these, by Ngarewa Hawera and Marilyn Taylor, describes their work with Māori student teachers engaging in investigations in mathematics. Marilyn and Ngarewa discuss ways in which

the feelings of the student teachers about investigations might influence their work with children. Alan Fielding describes a research project which surveyed the experiences of parents and teachers in the transition of students from primary to secondary school, and the ways information sharing happens and might be improved. Trish Frecklington and Peter Stanley report on work in analysing children's nursery rhymes and fairy tales for elements of risk and resilience. They argue that that fairy tales are themselves a protective factor and they are typically communicated to children in circumstances that are conducive to the development of resilience.

The final item is a book review by John Smith of Colin Gibbs' new book, *To be a teacher: Journeys towards authenticity*. John's main message is that the book is the distillation of practical experience plus theorists, and this combination is, regrettably in his view, in very short supply in university environments.

I trust readers will enjoy *Teachers and Curriculum 2006* and invite responses to articles.

CATHERINE LANG
EDITOR 2006