

# Teachers and Curriculum



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

KAIKO ME TE MARAUTANGA

VOLUME 9 2006



# TEACHERS AND CURRICULUM

## KAIAKO ME TE MARAUTANGA

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VOLUME 9 2006

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**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.

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## 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.

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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**