

# RAMP



## Health and Physical Education

**In health and physical education, students learn about their own well-being, and that of others and society, in health-related and movement contexts**



# Curriculum: *the Journey*



# NCEA



- ▶ In 1998 a cabinet paper announced the introduction of a new qualification system
- ▶ a single coherent system of national qualifications;
- ▶ improved coherence between curriculum and qualifications
- ▶ From 2002 NCEA was introduced



# The New Zealand Curriculum



## Directions for Learning

### Vision

Young people who will be confident, connected, actively involved, lifelong learners.

### Values

Excellence;  
Innovation, inquiry,  
and curiosity;  
Diversity;  
Equity;  
Community and  
participation;  
Ecological  
sustainability;  
Integrity;  
Respect.

### Key Competencies

Thinking;  
Using language,  
symbols, and texts;  
Managing self;  
Relating to others;  
Participating and  
contributing.

### Learning Areas

English;  
The arts;  
Health and physical  
education;  
Learning languages;  
Mathematics and  
statistics;  
Science;  
Social sciences;  
Technology.  
Official languages

### Achievement Objectives

### Principles

High expectations, Treaty of Waitangi, Cultural diversity,  
Inclusion, Learning to learn, Community engagement,  
Coherence, Future focus

## Guidance

### Purpose and Scope

### Effective Pedagogy

### The School Curriculum: Design and Review

## The School Curriculum



# What is RAMP?

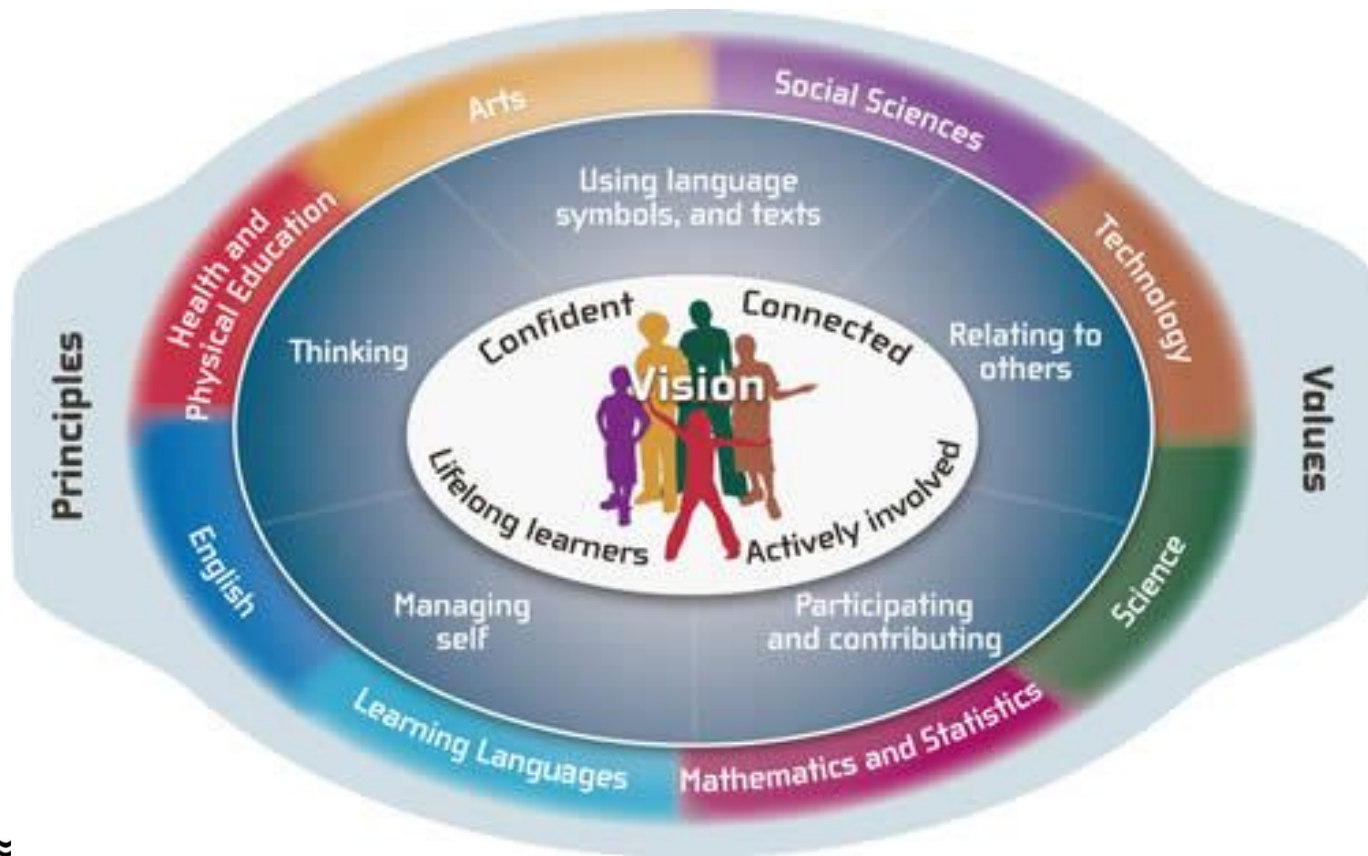


- ▶ Review and maintenance programme
- ▶ A chance to pause and take stock
- ▶ Review of materials that support T&L for NCEA so they:
  - align with NZC/TMoA, and
  - support development and use of quality teaching and learning programmes



# Why?

Are we equipping our young people to live the vision of NZC?



# Why?

Are we supporting student learning by:

- ▶ Creating supportive environments
- ▶ Encouraging reflective thought and action
- ▶ Enhancing relevance of new learning
- ▶ Facilitating shared learning
- ▶ Making connections to prior learning
- ▶ Providing sufficient opportunities to learn?



# How - process

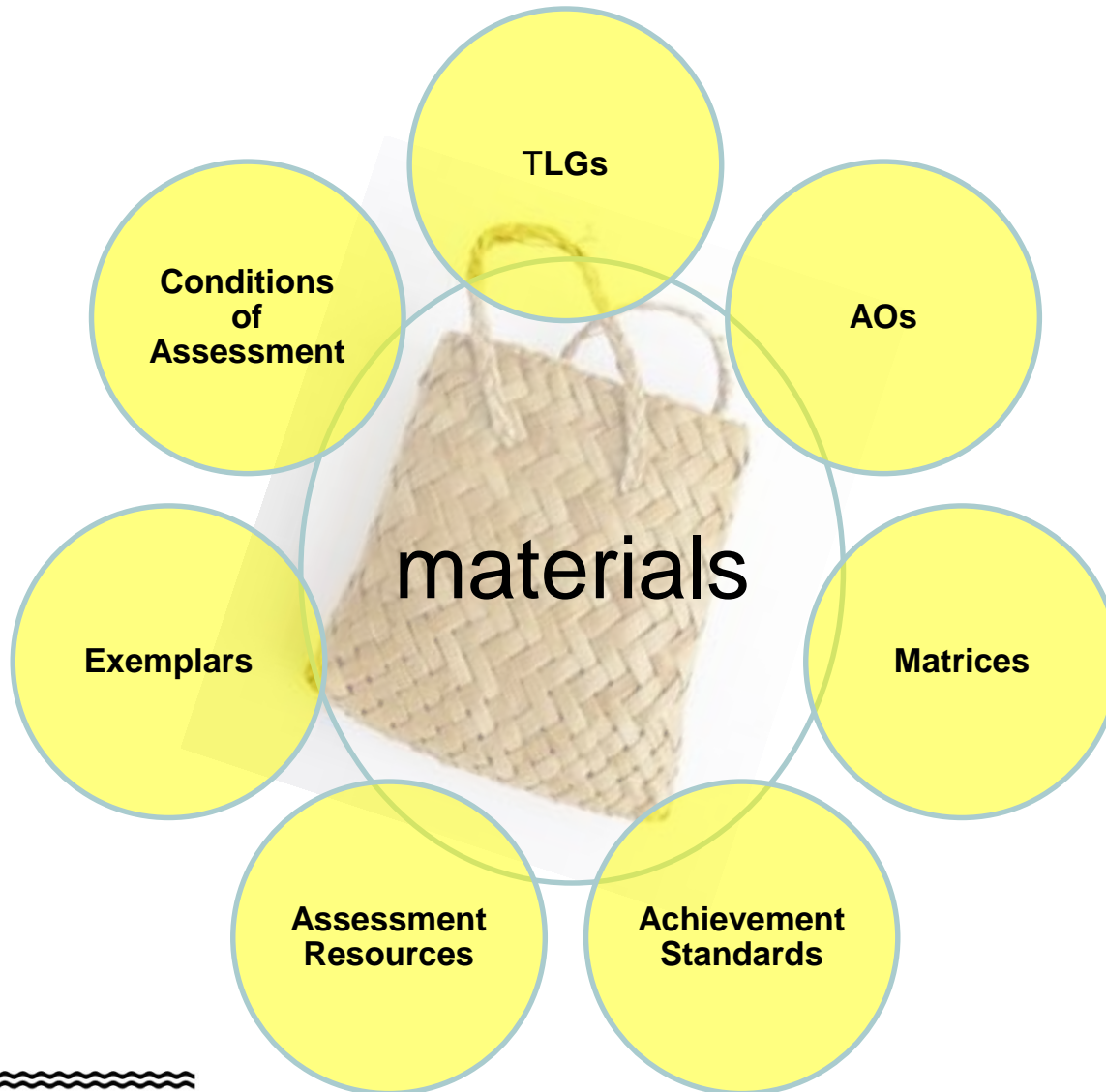
Several phases:

- ▶ Literature review
- ▶ Advisory group hui
- ▶ Teacher and student focus groups
- ▶ Consultation
- ▶ Summary report





# What is reviewed?



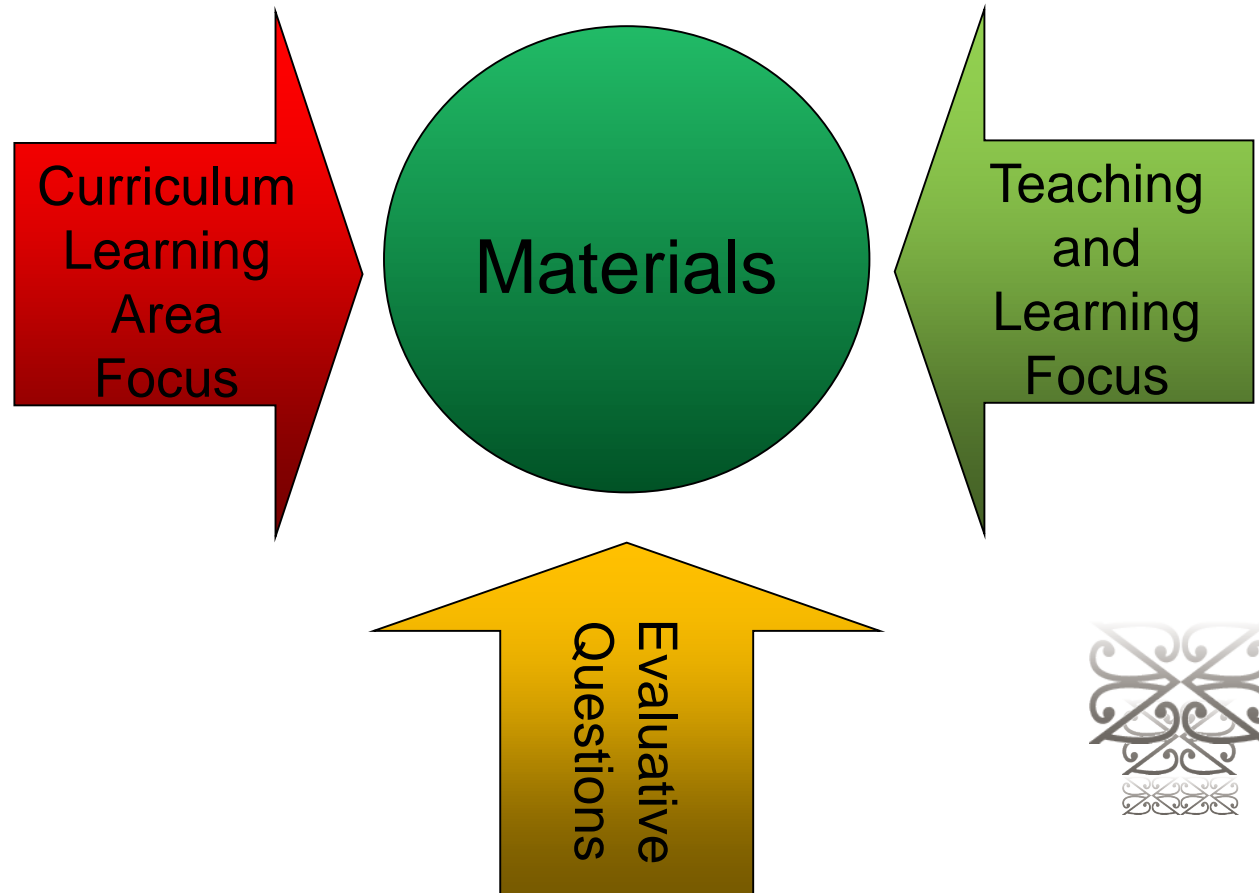
# Key Evaluative Questions

Related to:

- ▶ Needs of a diverse range of students
- ▶ Coherence with the curriculum and learning area
- ▶ Clear progressions across levels
- ▶ Pathways to further education, training and employment
- ▶ Credibility and robustness of NCEA



# Review Materials through Different Lenses



# Key Evaluative Questions

Choose two to discuss.



# Are the materials supporting teachers to



- ▶ Create supportive environments
- ▶ Encourage reflective thought and action
- ▶ Enhance relevance of new learning
- ▶ Facilitate shared learning
- ▶ Make connections to prior learning
- ▶ Provide sufficient opportunities to learn?





# SUPPORT materials

- ▶ design
- ▶ ‘fit for purpose’
- ▶ coherence



# Need of diverse students

- ▶ Greater range of materials using a variety of meaningful contexts
- ▶ Illustrate discursive practice
- ▶ Purpose design and content of TLGs needs to be reviewed
- ▶ Different approaches to evidence gathering, types of evidence



# NZC vision values key competencies

- ▶ Nature and design of assessment resources should support development of differentiated learning programmes and gathering of naturally occurring evidence
- ▶ TLGs need case studies to connect front end of NZC with AOs





# Effective pedagogy

- ▶ Same as for KEQ 1
- ▶ Cross subject resources within HPE
- ▶ More innovative use of technology, not just for information dissemination and communication
- ▶ Greater cohesion of materials
- ▶ More accessible materials



# Learning progressions and teaching and learning programmes

- ▶ Develop NZC levels 1-5 in relation to popular contexts
- ▶ Review TLGs, ongoing maintenance and keeping up to date and relevant



# Alignment with AOs

- ▶ Critical step-ups, language and way concepts are unpacked need to be consistent across HPE

