



Education Support Services University of Otago Newsletter



May 2019

PLD Support & Education Conversations: Curriculum Design

Tēnā koutou

I hope the new term has started well for you. Please see enclosed with this newsletter, the Education Support Services early learning, primary and secondary facilitator photo/contact sheet.

Applications for PLD Support

If you would like support to write a PLD proposal, please contact us. The dates for Term 2 PLD applications are as follows:

Otago/Southland: Applications close 30 May; panel allocation meeting 20 June.

Canterbury: Applications close 24 May; panel allocation meeting 14 June.

Nelson, Marlborough, West Coast: Applications close 17 May; panel allocation meeting 14 June.

Wellington: Applications close 15 May; panel allocation meeting 6 June.

Taranaki, Whanganui, Manawatu: Applications close 24 May; panel allocation meeting 14 June.

Hawkes Bay: Applications close 16 May; panel allocation meeting 6 & 13 June.

How to contact us



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Local Curriculum Design

Curriculum Design and review is a continuous process that enables schools to examine and reflect on teaching and learning. A local school curriculum is the way that you bring the New Zealand Curriculum to life in your school in a unique and responsive way.



The 'Leading Local Curriculum Guide' (MoE p.5 [Curriculum Guide Series](#)), notes that a school's curriculum is likely to be well designed when principals and teachers, with the community, can show what it is they want their students to learn and how their curriculum is designed to achieve this. Learning is personalised and inclusive to take into account the students' aspirations, interests, identity, language and culture, the long view is taken, and it is manageable and realistic.

Local curriculum design looks different in every school, and there is no specific place to start – one thing reviewed will lead on to others. Principals and teachers who are engaging in local curriculum design have welcomed the opportunity to discuss and plan for '*what really matters for our learners*' (Principal). ESS facilitators can support you with local curriculum design through PLD. Contact ian.stevens@otago.ac.nz

Designing for Acceleration – A snapshot of practice

Acceleration is defined as learner's progress that shows a noticeable, faster, upward curriculum movement than might otherwise have been expected by the trend of their own past learning; and is faster than classmates progressing at expected rates.

At Southland Adventist Christian School Jennifer Henry had great success in accelerating the progress of her group of ALiM (Accelerating Learning in Mathematics) students in 2018. She explored the topic of rectangular pizzas to improve her students understanding of fractions which was noticed as an area of concern in assessment. In the group they explored where in Italy rectangular pizzas were made and discovered "Grandma's pizzas". The topic was explored in depth and the Year 3 and 4 children were able to explain how the pizzas were divided up, toppings put on, divided in different sized pieces, halves, quarters, thirds etc. They were able to share and explain their thinking clearly. By the end of the 15 week intervention these children had a clear conceptual understanding of fractions at a more advanced level than NZC Level 2.

The children in the ALiM group then became the class experts and were able to share their understanding and thinking with classmates. The topic in class was then extended to gardens and different ways gardens with plots of vegetables could be divided.

Southland Adventist Christian School has been involved in Mathematics PLD with Viv Thompson, a mathematics facilitator from ESS, for nearly two years and Viv is currently mentoring Jennifer in her role as ALiM teacher.

Mathematics symposium – a recent event



On Saturday 16th March 2019, the Primary Mathematics Symposium was held in Invercargill. Sixty five teachers and principals from across Southland and Otago registered for this event, attending a plenary address by Prof. Joanne Mulligan (Macquarie University, Sydney), based on the engagement of children in mathematical thinking through spatial reasoning and then two workshops of their choice. Twelve workshops were available and were hosted by local teachers. The symposium is held annually to enhance effective maths

teaching and grow the capability of teachers in the region.

Positive feedback has followed the workshops:

- "Excellent to see great activities in action and examples of different stages of development in spatial reasoning"
- "Great to reinforce current teaching ideas and collect a few new activities to use in the classroom on Monday"
- "Informative and helpful. Very practical ideas shared at the 2 workshops I attended"
- "I really enjoyed the keynote speaker... great to understand the importance of spatial reasoning and patterns around us"

Co-ordinator of the event, Averil Lee, was delighted by the high level of participation and enthusiasm around the symposium and valued the expertise and professionalism of all of the presenters of the various workshops.

Education Support Services (ESS) support for schools

Details are on our website

<http://www.otago.ac.nz/education/ess/>

Primary and Secondary support through workshops, courses and in-depth Inquiry Clusters including:

Literacy, Te Reo Māori, Leadership, Pasifika, Science, Mathematics, Drama, Health & Physical Education, Technology, The Arts, English, Careers, Mentoring PCTs

- **Staff PLD in a wide range of areas including:** Assessment practices; Appraisal; Moderation; Coaching and Mentoring; Culturally responsive practice

Consultancy opportunities including:

- Department Reviews or Audits
- School self review
- Building leadership capacity

Contact: ian.stevens@otago.ac.nz