Transcript – Engagement Video

**Shannon:** Tēnā koutou katoa, ko Shannon tōku ingoa, kei te Tāhuhu o te Mātauranga e mahi ana, ko Change and Implementation te aro o tōku mahi, tēnā koutou katoa.

**Tara:** Tena kotou katoa, ko Tara Taylor tōku ingoa.

**Tara:** Thank you for joining us today, we are really happy to see you here. We’re here today to talk about the, up to 40, curriculum leads with a focus on wellbeing. We’re really keen to find out what you think would be really useful and worthwhile for these curriculum wellbeing leads. We have been collaborating with a whole lot of people across Aotearoa and we are seeking a whole lot of voice so if you have not had the opportunity to attend one of these collaborations, now is your chance to tell us what you think.

**Tara:** There is a response form that you can fill in for this, it’s a basic Google doc and we’re going to take you through four questions today. The first is what do you think kaiako need to help them with designing teaching and learning, and what would be really useful for them? What kind of services do you think our kaiako would use and appreciate? What kind of skills and knowledge and understandings do you see as really important for the people who are in these curriculum lead wellbeing roles? And then we have a general question, what else should we be considering in regards to these roles? We’re really keen to hear your views on that.

**Tara:** You can see the link to the Google form on the slideshow here, also it is on the website where this presentation sits, so feel free to use that as well.

**Tara:** Before we get started with the curriculum wellbeing leads, I just wanted to give you a bit of a ‘big picture’ view of the work that’s going on in the Ministry of Education at the moment in regard to curriculum. We have a vision that our learning is bi-cultural, that it’s inclusive, equitable, connected, future-focused, fantastic, fun, enabling every learner to take hold of their potential so it becomes their reality. And we believe that curriculum design is at the heart of realising this vision.

**Tara:** We know that amazing things are happening in schools, and kura, and early learning services, and ngā kōhanga reo and we know that teachers and kaiako have woven together the national curriculum, and also the local context and the diverse aspirations that their learners and whānau have, and they weave this together to create a beautiful local curriculum.

**Tara:** We know that we need to make this easier for all schools, and kura, and early learning services, and ngā kōhanga reo to do, and we believe that the curriculum should open up the possibilities for every learner.

**Tara:** What do we mean by curriculum? We will refer to curriculum throughout this and we want to ensure that we are being inclusive of all the New Zealand curriculum, Te Marautanga o Aotearoa, Te Whāriki and Maori medium schools who are using Te Aho Matua.

**Tara:** We’ve heard from you that our curriculum needs to be bi-cultural, and easy to understand, and easy to use, and it also needs to be clear about the learning that is too important to be left to chance, and what progress looks like within that learning. And our curricular services and supports need to explicitly support and value wellbeing, diverse identities, language, cultures and aspirations of our learners.

**Tara:** So we’ve got a few things going on to step our way to get to that aspirational vision and we’ve got new priorities and supports for regional allocated PLD (professional learning and development). The new priorities include cultural capability, local curriculum design, assessment for learning and we have the digital fluency priority still up and running there. We’re also looking at refreshing the national curriculum, we’re looking at curriculum progress tools which may have an emphasis on social and emotional learning as well numeracy and literacy, the, up to 40, curriculum leads in wellbeing, which we’re talking to you about today, developing a common approach and a holistic strengths based record of learning, and replacing and updating TKI and continuing to enhance Kauwhata Reo.

**Tara:** And so why wellbeing? Why is the focus on wellbeing? We know that our learners need to have opportunity across the full breadth of the national curriculum in their schools, kura, early learning services and ngā kōhanga reo, and we know that wellbeing is part of that breadth. We also know that learning and developing wellbeing means that our children and young people are more positively engaged. They develop the social, emotional, and communication skills that they need to progress through life, they have the knowledge and skills to achieve their potential, and enable choices around further education, volunteering, employment, entrepreneurship, and that they can successfully navigate the many transitions in life.

**Tara:** So that kind of takes us to question number one, thinking about if we have curriculum leads in wellbeing, as a teacher, what would you need to help you developing your local curriculum with a wellbeing focus, and what would be really helpful? So that is first question in question one, and you can choose to fill that in right now or you can carry on watching this and fill it in at the end.

**Shannon:** Kia ora Tara, thank you for that. So whilst Tara’s question is a real big picture, open ended question, in the second half of this video what we would like to do is really start digging down into the detail of how these, up to 40, curriculum leads could work with the sector. And the way we want to frame that up is to have a look at these findings that come from the Education Review Office, and what we find across many of these strategies and programmes that we implement is that often we have a group who are yet to engage, about a third, a group of followers, again another third, and a group of enthusiasts who are kind of away and laughing with this stuff. So this was specific to the 2018 study that ERO did into the relationship and sexuality guidelines, how well they were being taught in schools. But it’s also, as I said, common across most things that are implemented across the education sector. So this is important because it shows there is a real variance, a real continuum of expertise, within the sector.

**Shannon:** When we overlay these groups with some of these capabilities such as awareness, you know, do you actually know about the relationship and sexuality guidelines? Do you know about a specific strategy or thing that’s happening within schools? The people who are yet to engage, we find they have a low sense of awareness, they may not even know about it at all. Whereas at the other end of the spectrum you’ve got your enthusiasts who obviously, if they are enthusiastic about it and are flying with it, then they’ve got a high sense of awareness. And you can look through the rest of them and see, you know, capability - yet to engage, is going to be weak, whereas if you’re an enthusiast, you’re going to have a high level of capability for this specific strategy or programme.

**Shannon:** These are also some of the things that we hear from the sector, again from the Education Review Office, when we show these to groups of teachers they can usually see themselves or see their school in one of these things, and we use this to generate discussion and to really get them to open up about these 40 curriculum leads.

**Shannon:** So keeping in mind that continuum of support that’s required, these are some possible ways that we’ve come up with that we could put across this variation in these three groups that I’ve talked about just before. So for example, if you’re an enthusiast you don’t need somebody to come into your school and tell you exactly what it is that you should be doing in regards to wellbeing. It might be that you just need to check on a website or, you know, have a phone conversation with somebody. Whereas if you really don’t know where to start, it’s possible that you really do need some personalised support and want to reach out to somebody, and that would work for you. So we’re really trying to create a tailored approach, one that will work in any context and allow these people to respond to a need. So the question, the second question, so you might like to pause the video here to answer it, is what kind of services do you think kaiako would use and appreciate?

**Shannon:** And then the next question, the next question is about their skills and knowledge. So when we’re employing these people, when we’re advertising for them, creating their job descriptions, you know, what type of skills should we be looking for? What are the relevant things that these people would need to have in order to do their job effectively. And that is question three. So again, you can pause the video here if you’d like to answer that question. Otherwise, carrying on, the last question is a bit of an ‘everything’ question, it’s essentially anything you would like to tell us that you think we should know about. Any connections, any extra comments, any concerns, we would totally encourage you to be in touch with us. We’re really open to everything, we’re trying to learn as much as we can before we implement these roles, so the last question is, what else should be considered in regard to the curriculum lead wellbeing role?

**Shannon:** And that concludes our little video today, and our survey. I hope that you know a little bit more about these roles and how they kind of fit into the big picture. Tara and I really appreciate the value of your feedback, and we can’t do it without you, so thanks.