Webinar 2: Unpacking the goals and learning outcomes
Karakia

Tūtawa mai i runga
Tūtawa mai i raro
Tūtawa mai i roto
Tūtawa mai i waho
Kia tau ai te mauri tū, te mauri ora ki te katoa
Haumi e, hui e, tāiki e

I summon from above,
I summon from below,
I summon from within and the surrounding environment
The universal vitality and energy to infuse and enrich all present
Unified, connected, and blessed.

Nā Scottie Morrison
A oohe o kahi nana o luna o ka pali; iho mai a lalo nei. Oike i ke au nui ke au iki, he alo a he alo

The top of the cliff is not the place to look at us; come down here and learn of the big and little currents, face to face

Hawaiian proverb
Curriculum design: Overview

Curriculum design includes all of these aspects:
● exploring ‘what matters here’
● goals and learning outcomes
● assessment and evaluation
● culturally responsive pedagogy
● strengthening bicultural practice
What is it about goals and learning outcomes?

Assessment, planning, and evaluation are part of curriculum

Creative, adaptive, and responsive pedagogy

Learning outcomes from the get-go
Articulating the details in your whāriki

https://unsplash.com/@photoart2018
Puzzles of practice are about curriculum design: Keep it real, relevant, and rewarding.
Te Whāriki in action

Curriculum design (assessment, planning, and evaluation)
What is it about the goals and learning outcomes?
Together with the principles and strands, the goals, and learning outcomes help make sense of the depth and breadth of curriculum.
So what’s changed with *Te Whāriki* (2017)?
The how and the what of curriculum design

- A dual focus on the how and the what of learning
- Kaiako can influence the environment but we can’t control learning outcomes
- How might others understand learning differently?
And now theorising

Note:

1. This shell model was conceived by Truus Dingemanse.

https://www.educationcounts.govt.nz/publications/ECE/22551/22579
Goals are for kaiako who are responsible for the curriculum in their setting
The goals create a link
Now focus on goals and roles

<table>
<thead>
<tr>
<th>Goals</th>
<th>Responsibilities of kaiako</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children (and their families) will experience an environment where:</td>
<td>Knowledgeable about ...; able to ...; role models for ...; thoughtful and reflective ...; inclusive ...; attentive ...; culturally competent ...; committed to ...</td>
</tr>
</tbody>
</table>
Knowledgeable about and able to try alternative ways to support and progress children’s learning and development
Learning outcomes are about knowledge, skills, and attitudes

Children construct **knowledge** as they make meaning of their worlds, influenced by history, culture, geography, and the people surrounding them. **Skills** are what children can do and **attitudes** are about formulating a point of view to express what they think and know and how they feel (*Te Whāriki*, p. 22).
Dispositions and working theories in tandem

Dispositions and working theories enable learning across the whole curriculum

- Recognising and appreciating their own ability to learn | te rangatiratanga
- Making sense of their worlds by generating and refining working theories | te rangahau me te mātauranga
All the learning outcomes matter

Unpack, interpret, and prioritise the learning outcomes in the context of your service
Kia whawhati kō

- Learning outcomes link to local curriculum, values, and pedagogies
- Learning outcomes are integral to curriculum design
- Learning outcomes act as a backdrop to your pedagogy
Learning outcomes and expectations

- Evidence of children’s learning and development
- Practices with infants, toddlers, and young tamariki
- Considerations for leadership, organisations, and practice
- Reflective questions

Photo by Diego PH on Unsplash
Learning outcomes inform curriculum design which includes the assessment of children’s progress.
Interpret
Theorise
Imagine

A planning story – Roskill South Kindergarten

“...new leaders emerge and share their passion with others. These leaders play an important part in the growth of threading.”

(Kim’s reflection, p. 128, Lee et al., 2013).
Culture, locality, ideology
Focus on learning outcomes: example, wellbeing

Over time and with guidance and encouragement children will become increasingly capable of:

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Responsibilities of kaiako</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping themselves healthy and caring for themselves</td>
<td>te oranga nui (1/20)</td>
</tr>
</tbody>
</table>
How do you care for your wellbeing and the wellbeing of others?
Interpreting learning outcomes: co-authoring the journey

Sarah's first drawing

Sarah's second drawing

We use learning outcomes from the get go

We look at two or three areas ... the goals and learning outcomes don’t get fixed, they are just sitting there as maybes.

(Dr Anne Meade and Lucy Hayes)
Interpreting learning outcomes: A joint endeavour

We use the learning outcomes to guide our intentional teaching but we also use them to assess children’s learning.

(Dr Anne Meade and Lucy Hayes)
Learning outcomes: A place to start, revisit, and reflect
Karakia mutunga
Unuhia te pō, te pō whiri mārama
Tomokia te ao, te ao whatu tāngata
Tātai ki runga, tātai ki raro, tātai aho rau
Haumi e, hui e, tāiki e!

From confusion comes understanding
From understanding comes unity
We are interwoven, we are interconnected
Together as one!

Mā te wā