

Capabilities Across the Curriculum

This paper is drawn from the thinking that underpins the Communities of Learning Local Curriculum Tool: <https://www.education.govt.nz/communities-of-learning/teaching-and-learning/teaching-tools/#The%20Local>

The following statements foreground learning dispositions, competencies (including literacy and numeracy skills) and wider disciplinary knowledge for learner cohorts at key phases on their learning pathway.

When viewed together, these statements provide a focus on the whole learner and signal the breadth, depth and complexity of the learning experiences that ākonga engage with as they progress along their learning pathways.

Agreeing on overarching statements like these can help teachers and leaders to evaluate the pedagogical quality and richness of the learning opportunities they offer. They provide a context to help shape the collaborative design and implementation of rich learning opportunities that support learning continuity for students.

They also support teachers and leaders to reflect on and respond to important questions, such as:

- How rich are the learning opportunities we design?
- How effective are our collective teaching practices?
- How ambitious are our teaching practices?
- How can we better support students by working better with each other?

Capabilities Focus Years 1–3

Making meaning

Ākonga in years 1–3 develop strong foundations in oral language, reading, writing and mathematics, all of which are critical for learning. They use their oral language to learn to read and write, as well as to engage in their everyday worlds. Ākonga in these years build their knowledge of new words and talk about their ideas using increasingly precise language. They build their understanding that numbers are abstract units that can be treated as wholes or partitioned to solve problems. They represent their ideas in a range of

text forms, and create simple representations of their ideas and talk about these representations.

Critical inquiry

Ākonga in years 1–3 build a rich library of experiences across learning area disciplines and their experiences nurture their curiosity and questioning. They explore shapes and patterns and have many opportunities to respond to and create their own texts. Ākonga gather and interpret simple sets of information, which may involve measuring things. They develop working theories about how their local man-made, natural and social worlds work.

Perspective taking/Taking action

Ākonga in years 1–3 are developing patterns of behaviour, thinking, and interaction that strengthen their conceptions of themselves as social beings, as thinkers, as learners, and as contributors to their communities. They are building their awareness that other people can have different ways of thinking, feeling and acting, based on different life experiences from their own.

Capabilities Focus Years 4–6

Making meaning in discipline-specific ways

Ākonga in these years increasingly use their reading, writing and mathematics knowledge and skills to support their learning in other learning areas. At the same time, they continue to expand their knowledge and skills. They use a wide range of discipline-specific language and simple discipline-related conventions. They make thoughtful observations in reflective conversations using different disciplines as frames of reference. They use and personalise a range of tools to shape meaning and share their learning, identity, culture and ideas.

Critical inquiry

Ākonga ask focused questions, review material to make sense of it, and offer explanations about things. By asking and exploring questions about how the world works, they continue to expand their library of experiences in learning areas, including some in less familiar contexts. Some of these experiences necessitate deeper exploration, and this supports ākonga to develop an emergent but explicit knowledge of what each curriculum learning area is about.

Perspective taking

A growing awareness of who they are and what matters to them supports ākonga to build similar awareness of te ao Māori and different cultural practices and perspectives. ‘Cultures’ include different discipline areas, as well as other social cultures and bodies of

knowledge. They chose modes of communication that convey their ideas to different audiences. They work with others to improve their ideas, building on others' ideas, and changing their views when appropriate.

Taking action

Ākonga take action to promote their own well-being and that of others, and of the planet. Their critical inquiries may be set in the context of real issues of importance to them and their communities. Through their learning experiences they are beginning to gain a sense of ways that people can make positive differences that benefit them and others.

They take part in a range of activities that draw on and continue to strengthen their school learning (for example, reading for leisure, physical activity, the arts, making technological products).

Ākonga take risks by stretching their learning into new and unfamiliar areas, accepting that making mistakes is part of learning. They pursue self-selected learning goals and participate in longer-term projects where they share and apply their learning with others, ako.

Capabilities Focus Years 7–8

Making meaning in discipline-specific ways

Ākonga in years 7–8 are developing a clear understanding of the essence of each learning area. They use the approaches, languages and conventions of the eight learning area disciplines with purposeful deliberation. They compare and contrast different ways of representing ideas, including increasingly abstract concepts. They identify how well different texts meet the purposes for which they have been constructed. They are open to critique of their own explanations and representations.

They are using their foundation reading, writing and mathematical skills to further develop an understanding of the nature of the various learning areas. Ākonga in these years articulate their purposes for reading and describe what they want to find out, generating and refining questions to help their inquiry. They write to communicate developed, thoughtful ideas for different purposes with effect.

Critical inquiry

Ākonga in these years pose questions, design their own investigations in different disciplines and critique others' designs. They draw conclusions from observations, and can differentiate between observation and inference. They consider counter-arguments and justify their own position by using evidence. They are becoming more precise in their

explanations of phenomena, and their explanations explicitly draw on relevant ideas in each discipline. They draw information from a range of sources and they check the reliability of their sources.

Perspective taking

Ākonga in years 7–8 are increasingly aware that there might not be one ‘right’ answer to things. They know that different disciplines support questions about the world from different perspectives. They are also increasingly aware of how languages and cultures shape meanings, and how values influence perspectives. Ākonga can explain other people’s perspectives, and they appreciate and celebrate multiple forms of diversity and show respect for the rights and values of others. They act appropriately in contexts where Māori protocols are important. They express their desire to engage in mahi ā-ngākau (work of the heart).

Taking action

Ākonga in years 7–8 are open and responsive to the ideas of others and collaboratively explore ideas to solve problems, understanding that more can be achieved collectively. They use their growing disciplinary knowledge to ask questions and seek answers from a range of sources to help solve real-life problems. These authentic problems require them to engage with increasingly complex frameworks, tasks and texts. They are becoming more systematic in analysing their mistakes and designing ways to fix them.

Capabilities Focus Years 9–10

Making meaning in discipline-specific ways

Ākonga can draw on an expanding range of disciplinary approaches, languages and conventions to solve a range of problems in flexible ways. They can access and use expanding repertoires of conceptual knowledge from the different learning areas and build connections between related concepts, both within and across the learning area disciplines.

Critical inquiry

Ākonga in years 9–10 show sustained engagement in the process of generating, inquiring into, testing and refining their ideas. Ākonga can identify patterns and trends across their learning experiences and within and between disciplines. They are systematic and accurate in carrying out their own investigations and inquiries, drawing on the inquiry practices of the relevant discipline(s). Ākonga in these years carefully evaluate any sources of data and information they use, demonstrating their awareness of why some sources are more reliable than others. They use language (for example, ‘could be’, ‘perhaps’) to demonstrate their awareness of the tentative nature of claims, and they are willing to suspend judgment

when they do not have sufficient evidence. They are beginning appreciate that some evidence might be disconfirming, and to identify bias and errors in arguments.

Perspective taking

Ākonga are willing to engage in critical dialogue with others to improve their learning. They listen respectfully to other people’s views, build on and critique their ideas, and are willing to change their ideas in the light of new evidence.

They can adopt different social perspectives when addressing issues and they understand why there might be more than one point of view on complex issues. They are building their awareness of the ways in which different disciplines represent and explain the world, and what can and cannot be said from these different perspectives.

Taking action

Ākonga are increasingly active citizens (readers, creators, consumers, problem solvers and thinkers). They explore issues in ways that support them to appreciate complexity and they think about issues in systems terms, and develop strategies to synthesise information across learning areas. These experiences help them to develop an understanding of risk and how it is managed in different disciplines. They display a sense of personal and collective responsibility for taking action on issues that concern them and are able to cope with a degree of uncertainty.

Capabilities: Focus during years 11–13

Ākonga in years 11–13 are focused on gaining useful qualifications. They are pursuing learning pathways that enable them to appreciate and keep open a range of options for future study and work. These include pathways available across and/or outside learning areas and pathways offered via secondary-tertiary partnerships.

Critical for future success	Transition capabilities
Confident Tū pakari	<ul style="list-style-type: none"> • Adaptable and flexible in new and changing situations • Handles challenges and setbacks and does not give up • Thinks about consequences before acting • Recognises when it is necessary to seek advice • Confident, critical, well-informed citizen of their community, Aotearoa and the world • Recognises the special place of Māori language and culture in Aotearoa and firm in their own identity, language and culture

	<ul style="list-style-type: none"> • Positive 'can do' attitude and confident to embark on a journey to become the best person they are capable of being
Connected Whanaungatanga	<ul style="list-style-type: none"> • Willing to work hard towards goals and rewarding to work with • Socially and emotionally resilient, with a hopeful outlook • Understands aspects of the world of work • Supports and is supported by a range of networks • Understands and reflects on the way they communicate and how it affects others • Shows understanding of and empathy towards diverse people, languages and cultural practices and works well with people of different genders, cultures or beliefs • Shares ideas appropriately and asks questions when unclear • Able to seek support and help when needed • Recognises, accepts and learns from mistakes
Actively involved Hauora	<ul style="list-style-type: none"> • Works sequentially, using effective strategies to research and problem solve ideas, both independently and collaboratively • Recognises problems and uses initiative to find solutions • Identifies and assesses options before making a decision • Contributes to developing new ideas or approaches • Proactive in building their future and that of others • Acts on new learning • Takes critical action, both independently and collectively • Addresses issues of inequity
Lifelong learner Ākongā taumano	<ul style="list-style-type: none"> • Knows self as a learner and has a deep understanding of personal strengths and capabilities to learn • Literate, numerate, creative and empathic • Broad and deep knowledge base • Critically evaluates opportunities • Looks for opportunities to work more effectively to make things better • Accepts advice and learns from feedback • Autonomous in their decisions and actions • Appreciates creative and cultural expressions of self and others • Confident to actively participate in and contribute to diverse opportunities in the community • Has a growing vision for their further learning and development • Interested in caring for the environment