

Weaving a coherent curriculum / Building capability

- Read and discuss the boxes on the left-hand side.

What's the difference between competency and capability?

Weaving a coherent curriculum

The big-picture vision of the New Zealand Curriculum says it is important to foster dispositions to learn and to contribute as active members of society. The key competencies directly support this vision. NZC describes them as "capabilities for living and lifelong learning."

Rich tasks

- bring together:
 - concepts or big ideas (from one or more learning areas)
 - appropriate aspects of all the key competencies (including the specific language, symbols and texts of the learning areas).
 - include a conceptual focus and a "doing" focus.

Key competencies direct attention to students' ability to do something with the concepts they learn (from across all the learning areas). They help teachers think about purposes for learning—what it is important the students are able to do as a result of their learning.

A "capability" is demonstrated in action. It is what the student shows they can do—and is willing to do—as a result of their learning. Capabilities reinvolve aspects of all the key competencies and weave them together with important knowledge and skills.



- Read the information about capabilities.

Discuss examples where you have supported your students developing one of the four types of capabilities identified.

Making meaning in discipline-specific ways

- Think about some of the discipline-specific perspectives in any of the eight New Zealand Curriculum learning areas.

Identify some of the similarities and differences.



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