

Sabbatical Report

Curriculum Mapping



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Purpose:

To deepen my knowledge and understanding of the Curriculum Mapping Process and the impact that Curriculum mapping has had on developing a framework for curriculum design in relation to the NZC and other curriculums around the world that is relevant, connected, aligned and data driven.

Acknowledgements:

I would like to thank the Pomaria Board of trustees for this opportunity in allowing me to pursue this area of interest.

Thanks to:

Principals in the United States, Rubicon Atlas, Helix Consultants, Prof. Maria Alcock, principals and teachers in New Zealand.

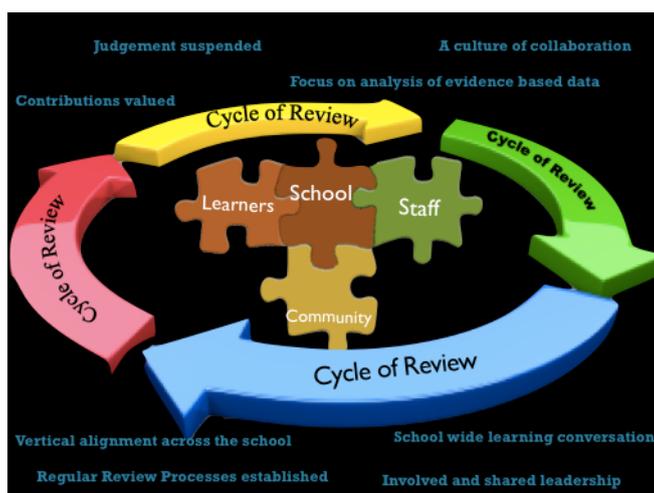
Sabbatical Programme Outline:

- Visiting schools in the New York, Portland and San Francisco who had implemented curriculum mapping as a process in implementing the new standard core curriculum.
- Shadowing Helix Consultant and working alongside the consultant who was working with schools in New Zealand who were at various stages of implementing Curriculum mapping.
- Interview with Prof. Maria Alcock

What is curriculum mapping?

Curriculum mapping can be best described by the following analogy. "there you are at the helm of a great ship, with everyone scurrying about. Only after months of steering the wheel do you realize that it is not connected to the rudder"

Curriculum mapping provides this connection and hub for all curricular activity. This ensures that all planned as well as the unplanned curriculum is being reviewed and processed with the aim of improving pedagogy and learners outcomes. Curriculum Mapping forms an essential framework in designing the curriculum to effectively align and connect learning and assessment across all levels. Maps are designed to provide teachers with authentic evidence of what has happened in a school/classrooms through professional conversations and review.



The following statements from the New Zealand Curriculum (2007) closely align with the purpose and processes of curriculum mapping and in particular for Integration and Inquiry Learning”

The New Zealand Curriculum states

- *“...it’s principle function is to set the direction for student learning and provide guidance to schools as they design and review their curriculum...” Pg. 6*
- *“When teachers deliberately build on what their students know and have experienced, they maximise the use of learning time, anticipate students’ learning needs, and avoid unnecessary duplication of content” Pg. 34*
- *“All New Zealand students, regardless of where they are situated, should experience a rich and balanced education that embraces the intent of the national curriculum.” Pg. 37*
- *“...it gives schools the scope, flexibility and authority they need to design and shape their curriculum so that teaching and learning is meaningful and beneficial to their communities and students Pg. 37*
- *“...Schools can design their curriculum so that students find transitions positive and have a clear sense of continuity and direction. ...” Pg. 41*

What were the benefits of being a Curriculum Mapping School?

Findings – USA/NZ Curriculum mapping ensures:

- That the recognized educational shift in pedagogy is taking place for the 21st century explorer • Being adventurous • Creating ideas • Discussing with peers • Questioning things • Working with others • Being active • Imagining possible solutions • Showing initiative • Taking responsibility • Self-evaluating
- Allows for the integration of all curriculum areas that can be brought together into one process.
- Allows for connections to be made through the process of review and being able to align these connections with the various subject areas of the curriculum.
- Effective transitioning of learners from one year level as well as curriculum level.
- Allows data to be used to inform decision making which then can be used to identify gaps in learning either within a particular year level, cohort of learners or with individual learners
- Allows for critical professional conversations to occur within learning communities to support ongoing teacher learning and addressing effective pedagogy.
- A high level of trust as a result of the transparency that the mapping process provides for all stakeholders.
- Induction of new staff, curriculum maps are a “communication tool” to help inform and guide new teachers to a school or teachers who may be teaching at a new year level.

Curriculum mapping – USA

Implementing the common core curriculum remains a challenge for many schools across the United States. They have been written, mandated and have become an expectation for schools. Principals shared that there was little guidance given around their implementation. Many of the schools were looking at existing initiatives and using these for the implementation of the core curriculum. For many of the schools that I visited they were already using the curriculum mapping process as a tool to implementing the core curriculum, because:

- Mapping process allowed for a system of continuous review and improvement of pedagogy as a result of teachers teaching towards clearer and high expectation
- The transparent nature of the process of mapping and allowing teachers to work together in and across different grade levels to ensure that learners were making observable progress.
- The flexibility of the process was an ideal way to shape the curriculum around the demographics and the culture of the community they served.
- They faced the challenge of getting new teachers on board and familiar in using the process of curriculum mapping in order to cultivate a professional community of expansive enquiry and experimentation.
- The mapping process was used as a vehicle for driving and embedding the right kind of talk and attention throughout the school.
- In one of the International Schools – much of the planning was mandated with common templates that were used throughout the school. Curriculum delivery was prescribed. The mapping process thus allowed teachers to meet in collaborative group to plan and make connections across the curriculum.

My Findings showed that many of the mapping schools both in New Zealand and in USA were moving towards using a curriculum mapping software which have been developed by internet-based commercial mapping companies. One of these systems that are been more commonly used is the Rubicon Atlas Curriculum Mapping software. This software can be adapted to reflect the personalization of the schools pedagogy, and the uniqueness of each school. The software is more than an online of curriculum repository but this information is used as a process of review to help identify and enhance effective practice within the classroom. The features within this software allows for schools to scope and sequence and find answers to specific questions by collecting and analyzing specific data. More and more schools are realizing the full potential of using the software as a way of capturing student voice, management, teacher's reflections and boards decisions. This has allowed all stakeholders to gather around a focal point(s) to aid in curricular dialogue.

Schools in New Zealand:

The schools that I was fortunate to visit were at various stages of using the Curriculum mapping process as a way of developing a framework for curriculum design/implementation in relation to the NZC.

- Most of the schools visited had shifted to using the internet-based mapping system (Rubicon Atlas)
- Most schools were using the software to write consensus maps. These maps were being used to plan and inform all stakeholders with regards to an agreed school wide learning expectation. The consensus maps portrayed a level of consistency (NZC) while allowing flexibility by each school to design their own pathway. Different schools had designed their own templates and had formatted them in a way to capture their consensus information across the various year levels. In most schools consensus maps included: enduring understandings, essential questions, knowledge statements, learning intentions, assessment criteria, differentiation and resources. An important aspect noted was that as part of the design process schools were conducting vertical comparisons across year levels to ensure alignment across the school.
- Schools that were in the early stage of mapping, where intent on finding ways to ensure the sustainability of the process and for some the challenge remained of bringing all staff on board with the process. School leaders had set the stage for the implementation of the process by building on shared leadership, by acknowledging the importance of the process by giving it the necessary time and by establishing an implementation plan. Many of these schools at this stage of the process were working with a consultant to guide them through this stage of implementation.
- With schools that were further down the track, many had implemented systems of sustainability and processes to ensure that all staff was part of the process. These schools had embedded the culture of mapping into their everyday life. Teachers, support staff, management and learners all formed and participated in this process. This repository of information formed the basis for a strong process of review within the schools. The more teachers/management were using curriculum mapping process to conduct reviews the more they began to see the intended systematic nature of curriculum mapping.
- Examples of some of the Maps that schools were using:

Consensus Maps:

Collaborative Data		
Achievement Objectives	Knowledge Statement	
English, Level 3, Listening, Reading, Viewing Processes and strategies: Integrate sources of information, processes, and strategies with developing	• Our knowledge of texts will help us understand, articulate and clearly communicate our ideas.	
Key Competencies	PPLB's	
Key Competency, Level 3, Key Competency Skills Managing Self <ul style="list-style-type: none"> • Devise and use a plan for my learning process that includes five or more steps Using Language, Symbols & Text <ul style="list-style-type: none"> • Consider audience when using information to plan and present findings Thinking <ul style="list-style-type: none"> • Reflect on the success of my learning plan and identify what I would do differently next time 		
Thinking Tools & Strategies	Focus Curriculum Vocabulary	
All Levels <ul style="list-style-type: none"> • T-Chart • Y-Chart • Venn Diagram • Brainstorming • Mind Mapping Year 5-6 <ul style="list-style-type: none"> • Double Bubble • Flow charts • Thinking Keys • PMI • LI's and Success Criteria • Sequence chart • Thinking Hats • Summarising • Keyfacts • Skinny closed questions • Fish bone • Matrix • Fat Open questions • Y-Chart – more complicated with +/-s 	<ul style="list-style-type: none"> • Resilience • Challenge • Overcome • Actions • Voice • Communication (global, community, national) 	
Learning Intention:	Success Criteria / Skills	Assessments
Inquiring to Learn - Challenge, Level 3, English Learning Intentions. <ul style="list-style-type: none"> • Use a variety of sources to make sense of text. • Communicate ideas clearly. 	<ul style="list-style-type: none"> • I can apply my understanding to a variety of text. • I can apply my understanding to communicate my ideas clearly. SKILLS: Identify, discuss, interpret, present, articulate.	Culminating Assessment Task Speech Graphic Organiser Personal Project Personal/ Individual Inquiry Self Assessment Rubrics for Inquiry and Powerful Learning Behaviours
Possible Differentiation		
<ul style="list-style-type: none"> • ESOL learners - Activities online (see links) • CWSA - Solving authentic problems at Pomaria eg - school garden. Lack of place for learners to play in - how can we use space effectively and fairly. • Mire 10 - hands on learners. • CWSA - Share skills/ability with less able learners eg - autistic learners, down syndrome learner. • CWSA - looking at ways to connect with wider community. • Providing opportunities for those who missed out on House Captaincy to utilise their leadership skills in another way. 		
English online cool activities		
Learning Experiences/Global Citizenship		
<ul style="list-style-type: none"> • Speech making. • Saturation of different text types. • Authors invited in. • Skype Authors. • Debates • Current Events. 		

Some schools had moved beyond just mapping a consensus maps and were starting to map across other areas of the school.

- Teacher reflection Maps.

These maps allow teachers to reflect on their practice. They are able to engage in a continuous cycle of self- observation and self- evaluation, which enables them to understand their own actions and the reactions they have on their learners. Ongoing effective reflective practice has assisted teacher in identifying the gaps in their practice and through the process of self- efficacy to make necessary changes. The teacher's reflection map is built around a trust model enabling fellow colleagues to read and observe practices across the school.

ESOL LEARNERS' REFLECTION MAP

What's Working?	Challenges:	Next Steps:
<p>How have I been effective in my teaching practice? How do I know, what is the evidence?</p> <p>Week 1 07.02.14</p> <ul style="list-style-type: none"> • ESOL 2014: Reviewing past ESOL programme, thinking critically about what worked well, what didn't and why? About to make some big changes to improve my practice and programme, to align with schoolwide PD/Achievement targets/Strategic plan - POMARIA VISION. With our school focusing on DATA and addressing the learners who are sitting BELOW, I'm 'THINK-TANKING' frantically ESOL 2014 and how it might look this year. Overwhelming and concerning when you see, a common pattern of 'BELOW' for ESOL learners. How can I make a positive difference to the learning of my learners, and their classroom teachers? Watch this space. • Being responsible for ONE MAIN PROGRAMME and my PLG hat. Whilst everything is 'full steam ahead', juggling so much at once, I feel like I can focus more intensely on my ESOL learners, my 'own' practice, and therefore give 'more' quality to their learning needs and schoolwide support to teachers as well as give better 'quality' to my PLG. 	<p>What challenges have arisen in my practice? How has this impacted on my practice, on my learners?</p> <p>Week 1 07.02.14</p> <ul style="list-style-type: none"> • New intake of approx 12 ESOL learners, taking my role up to 60. • New learners to assess - time consuming, need to build trust first, before they will open up to enable assessment. Some are more forthcoming, fast moving than others. Deciding who qualifies for ESOL or not, there are often grey areas - fine line between ESOL v's 'Cognitive delays in learning' (e.g 'J' R12, 'S' R4). There needs to be a cut-off somewhere - How do I select from 100's who qualify for ESOL \$\$\$? • ICT integration is going to be an exciting challenge. As part of my action research, my goal is to lift community engagement with my ESOL learners; will be looking at how I can utilize the 4 PC's donated to ESOL end of last year (were white elephants - but no longer!) Determined to max out their potential, to communicate with parents, and involve them in their child's learning. First step - class blogging. As part of my Action Research, will investigate the impact of Blogging? Will it lift parent engagement? Lift learning achievement? 	<p>So what needs to change in my practice? How do I overcome these challenges? What strategies can I put in place?</p> <p>Week 1 07.02.14</p> <ul style="list-style-type: none"> • Once all new referrals are assessed, will need to look at the dynamics and logistics, cream off the top-crop to make room for more needy. Consider ways to support learners, back in mainstream classes, who will be withdrawn from ESOL programme. More PD for teachers to implement SELLLIP'S, Ellipps? • Deliberate acts of teaching, using schoolwide data gaps and teacher feedback/feedforward, as the driving force for my practice. • Blogging skills: Scaffolding with my learners: Language for blogging, etiquette, summary skills etc... Use examples of blog comments to aide their own blogging style. This is what it might look like over the year. Blog as teacher on their behalf, shift to blog as a team, eventually blog as independent pairs/individuals. Possibly a blogg PD session for ESOL parents. • More effective communication and collaboration with classroom teachers, so we are on the same page with our learners - where I can support, consolidate or extend what they're learning in class. Transparency & Alignment!

Professional Development:	Impact Reflection:
<ul style="list-style-type: none"> • Week 1/2: <i>Dr Jan Robertson</i>. Coaching Wisdom - baby steps. Trying to apply 'active listening' and 'coaching' rather than 'solving' challenges that evolve in my PLG. Asking the 'right' questions of my colleagues, to evoke reflectiveness, reasons why that is, self-regulation and self-problem solving is an ongoing challenge as a coach. One naturally tends to jump into 'I've got to solve this' mode, even though it's not my problem to solve. In plg meetings, encouraging all to be leaders, take on leadership roles, distribute more responsibilities. Valuing eachothers professional voice, coming to a 'equal agreement' as 'a team', so that all parties feel valued for their input. Compromise and fairness for all is key. Using the 'active listening' strategy from PD with Jan Robertson, with my plg and my ESOL learners. Very challenging to apply this in practice - takes patience, tolerance and practice to 'shhhhhhh' and 'listen', and then deciding how to engage/react. So... • Week 2 Maths Team PD: Data analysis. The data was ALARMING - majority of my ESOL learners BELOW standards. Robust discussion about data, identified gaps, possible factors 'why' this is and the 'so what's'. Think-tank swang into action as a result of our Maths PD. How can I support my learners and teachers in Maths? What difference can I make in the ESOL programme to help lift achievement? • Week 3: Exciting progress! ICT/ESOL - global networking: Have established a new friendship via my ESOL ONLINE COMMUNICATION through TKI, with an English teacher in Dubai. Looking forward to blogging with her class and building a 'global-online learning relationship' between our classrooms. • Week 5 07.03.14 • Literacy PD: Literacy Team: Looking at schoolwide data, sent of big alarm bells. Robust discussions, gave much thought about the data - why's? how's? where to next? Always, have my ESOL 'head' on, thinking about how this will look for my learners and my practice? • Appraisal/Goal Setting/Action Research : Challenging my practice goals... have so much I want to accomplish... numeracy? literacy? As most of my learners are BELOW for both, very overwhelming and feeling pressure to lift, lift, lift! 	<p>As a result of next steps or PD identified...</p> <p>Week 2-3: Coaching Role: Finding that when some of my teachers have raised a concern or shared a problem, I'm now beginning to step back, listen, analyse the situation, evoke self-prob solving discussions (e.g What have you tried so far? Why do you think that might be? What other strategies might you try? Who might be an expert you could go to get the right support? etc...) 9 times out of 10, they've solve their problem. Voila!</p> <p>Communication with staff: Whilst emailing is an easier and quicker form of communicating, depending on the situation, am doing face to face where necessary. Trying to work smarter yet improve my professional dialogue with teachers and keep them informed on learning or organisational challenges that arise. Getting on to things asap, rather than leaving them to spiral.</p> <p>Week 2 Maths PD: As a result of the PD my think-tank swang into action. Took the data away, highlighted ESOL throughout the school for maths, reading and writing. ALARMING again! Consulted management with this initiative: No ESOL BLOCK ONE - In classes working with BELOW learners (ESOL and mainstream). Approved and actioned. Week 3, began working in classes with learners. Good for my own PD and practice, as haven't taught maths for 5 years and this is my weakness. Challenging, going back into mainstream, but very exciting and fulfilling. Learnt so much from the teachers: routines, programmes, practices that I can transfer back into ESOL. Teachers have appreciated me being there to support - feedback about learners is given, either written or verbal before I leave classroom, so we are 'working on the same page' - successes achieved, gaps or next steps.</p> <p>Also integrating maths in warmups - focusing on vocab knowledge: Shapes, numbers- words- pictures. Gaps identified - will inform teachers.</p> <p>Week 3: Blogging - thanks to Holly coaching me afterschool in her no-meeting time, I have set up a blog for my classroom.. Now to get footage and comments going.. so excited.</p>

Reflective Questions	
<ul style="list-style-type: none"> • 1 What do I do to establish working relationships with my akonga, their whanau and my colleagues and others to support the learning of those I teach? • 3 How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand? • 5 How do I help support my colleagues to strengthen teaching and learning in my setting? • 7 How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to others in the group? • 9 How does my knowledge of the varied strengths, interests and needs of individuals and groups of akonga influence how I teach them? • 12 How do I advance the learning of my akonga through critical inquiry within my professional learning? 	<ol style="list-style-type: none"> 1. Colleagues: PLG - Fostering leadership for all, opening up opportunities for leadership for all my teachers, more effective delegation of responsibilities, valuing everyones voice, acknowledging 'fruits of labour' Whanau: Sent out a letter to inform on their child's involvement for ESOL programme, set up a class blog - promoted through letter and facebook, Next step to set weekly home learning tasks that required whanau involvement (e.g Belonging - I belong to.. Respect.. I feel respected by my... because etc...). By end of term what to have achieved my goal, to make some contact with all my parents (e.g. via face to face, phone, email, text etc). 3. 5. Sharing resources/ideas/strategies that may have been effective in my practice, encouraging others to share their strengths to lift others teaching practice. Using Atlas reflections - plg - highlight 'effective-pops', encourage my team to share why something was working well, challenges arisen and how the might/have overcome these. Within my plg my next step is to share the leadership even more. On alternate weeks, another teacher to lead our PLG meet - to build their confidence and leadership potential. Also, teachers who host meetings, facilitate/manage the meeting. 7. 9. 12.

- Board of Trustees Map

The board of trustees map allows for all discussion at a board level to be recorded and shared with staff. This has allowed the fluidity of information and decision making to flow from board directed decisions into the classroom and vice versa. CM has created a high level transparency and trust with the board and staff.

- Student Voice Map

The New Zealand Curriculum states that all learners need to be “*confident, connected, actively involved, and lifelong learners*”. There is an importance for all learners to be able to discuss, clarify and reflect on their goals which enhances self directed learning. Curriculum mapping provides this avenue for all learners to become reflective on their own learning and to be able to set their personalized pathways of achieving their desired goals. Teachers in turn can examine their own practice to ensure that their teaching is making a difference.

Conclusion:

When reflecting on the different pathways that schools both in the USA and New Zealand have implemented Curriculum mapping, it has allowed teachers to have immediate access to realistic information which, could help inform their decisions on how to adapt, innovate and deliver their pedagogy in a differentiated way. For schools in the USA “the common core state standards have been written, but the plan for implementing them has not. The goal is clear. The pathway is not”. Curriculum mapping has provided that pathway in developing a plan for implementing and creating a system that supports continuous improvement of instruction and increased shared accountability for raising achievement.

In New Zealand schools reviewing the direction for curriculum development has been important in preparing learners to develop the skills for success. Curriculum Mapping has helped produce a coherent pathway for instructional content for the whole school. It has lent itself to establishment of professional learning groups and communities that has promoted a sharing and transfer of teacher knowledge and expertise through a stringent process of review.

References:

- Curriculum 21 Essential Education for a Changing World – Heidi Hayes Jacobs
- Keys To Curriculum Mapping – Susan Udelhofen
- Mapping the Big Picture – Heidi Hayes Jacobs
- Talk about Teaching – Charlotte Danielson
- New Zealand Curriculum