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.

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Thanks to:
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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 be 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
- “...its 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 where 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 where a 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 school visited had shifted to using the internet-based mapping system (Rubicon Atlas)
- Most schools where 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 where 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:
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.

**What’s Working?**

How have I been effective in my teaching practice? How do I know it is the evidence?

Week 1.07.22.14

- ESL 2041: Revising past ESL programme, thinking critically about what worked, what didn’t work and why?
  * Analysing why some big changes have been made to improve my practice and programmes, to align with schematic POA/Action learning initiatives - POME, WARDS, ITP, ECO, etc, focusing on data and addressing the learners who are currently in ESL 2041, I have been focusing extensively on ESL 2041 and how it might look for this year, overwhelming and encouraging when you see a common pattern of "BELONGs for ESL learners. How can I make a positive difference for ESL learners, and therefore give them a better quality to their learning needs and also teachers to support as well as give better quality to my PUG.

**Challenges**

How have challenges arisen in my practice?

Week 1.07.22.14

- New intake of approx 12 ESL learners, taking my role up to 8.
  * New learners to assess - time-consuming, need to build trust first, before they will open up to valuable outcomes. These are now forthcoming, have meeting their goals. 
  * Teaching and students feedback: "Belong" and "Cognitive style in learning" ["in the "12/12, 51%]. 
  * Needs to see a cut-off intervention - How do I connect with IB learner's qualifying for ESL, but not for our program, E.g. students who are "Belong". 
  * ICT integration is going to be an exciting challenge. As part of my action research, my goal is to lift community engagement with my ESL learners, will be looking at how I can utilise the PUG donated to ESL end of last year (more with technology and less technology but not in the 12/12). I need to maximise their potential, to communicate with parents, and involve them in their child's learning. First step: class blogging. As part of my Action Research, I will investigate the impact of blogging and its effects parent engagement. 

**Next Steps**

So what needs to change in my practice? How do I overcome these challenges? What strategies can I put in place?

Week 1.07.22.14

- Once all new referrals are assessed, will need to look at the dynamics and logistics, open off the top-line to make room for more recently. Consider ways to support learners, both in mainstream classes, who will be withdrawn from ESL programme. More time for teachers to implement ESL/LLP’s, ELP’s?
  * Deliberate date of workshops, aligning milestone dates and teacher feedback/Revitalisation, as the driving force for my practice.
  * Blogging skills: Self-learning with my learners: Language for blogging, ethics, social media skills etc. 
  * Use examples of blog comments to start to open blogging stage. 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 partial/schools. Possibly a blog PD session for ESDS parents.
  * More effective communication and collaboration with classroom teachers, as we are on the same page with our learners: when I can support, consolidate or select what they're learning in class. Transparency & Alignment!
• 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