

New Zealand Curriculum – Key Competencies

The NZ Curriculum is based on Learning Areas, Values & Key Competencies. Key Competencies are important for students developing their capacity to use the knowledge and skills they have gained in Learning Areas.

The NZ Curriculum identifies 5 key competencies:

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

People use these competencies to live, learn, work and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes and values in ways that lead to action. They are not separate or stand alone. They are the key to learning in every learning area.

Thinking

Thinking is about using creative, critical and metacognitive processes to make sense of information, experiences, and ideas. Intellectual curiosity is at the heart of this competency.

Students who are competent thinkers and problem solvers actively seek, use and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions and challenge the basis of assumptions and perceptions.

Using language symbols and texts

Using language, symbols and texts is about working with and making meaning of the codes in which knowledge is expressed. People use languages and symbols to produce texts of all kinds. Written, oral/aural, and visual: informative and imaginative: informal and formal; mathematical, scientific and technological.

Students who are competent users of language, symbols and texts can interpret and use words, number, images, movement, metaphor and technologies in a range of contexts. They confidently use ICT (including, where appropriate, assistive technologies) to assess and provide information and to communicate with others.

Managing self

This competency is associated with self-motivation, a 'can do' attitude and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow and when to act independently.

Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and

when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas and ways of thinking.

Participating and contributing

This competency is about being actively involved in communities. Communities include family, whanau and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles and responsibilities and of contributing to the quality and sustainability of social, cultural, physical and economic environments.