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**ENHANCING STUDENT ACHIEVEMENT THROUGH
CURRICULUM INTEGRATION BASED ON NEW ZEALAND'S KEY
COMPETENCIES:**

A Descriptive Case Study

A thesis submitted in partial fulfilment of the requirements for the degree of Master of
Philosophy (Education) at Massey University, Palmerston North, New Zealand

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STATEMENT OF AUTHENTICITY

I certify that the thesis entitled Enhancing student achievement through curriculum integration based on New Zealand's key competencies: a descriptive case study and submitted as part of the degree of Master of Philosophy (Education) is the result of my own work, except where otherwise acknowledged, and that this research thesis (or any part of the same) has not been submitted for any other degree to any other university or institution.

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ABSTRACT

New Zealand schools are constantly searching for means for enhancing student achievement, maximising learning potential and utilising effective teacher pedagogy. Curriculum integration is widely supported as an effective pedagogical approach to curriculum design and has been identified within The New Zealand curriculum (Ministry of Education, 2007) as a method that would successfully aid in implementation of all aspects of the new curriculum, including the *Key Competencies*.

This research used a descriptive case study approach to attempt to enhance student achievement through the creation of a model of curriculum integration that was based on the Queensland *New Basics* model and yet unique to a New Zealand setting so that it developed the teaching and learning of the *Key Competencies*. Through the conducting of semi-structured interviews, extensive observations of students and teachers, and document analysis, there were five emergent themes identified. One of these themes effectively led to a working model of curriculum integration that enhanced student achievement and overall learning experiences. Central features of the model include the development of a personalised school curriculum: *Deeper Understandings* and learning dispositions, recognition and development of effective pedagogical tools and approaches, culminating rich assessments encompassing self, peer, formative and summative assessment; and greater student engagement, levels of higher order thinking and transferability of learning.

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TABLE OF CONTENTS

STATEMENT OF AUTHENTICITY	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF FIGURES AND TABLES	xiii
CHAPTER 1: INTRODUCTION	1
1. Background to the Study	1
2. The Research Questions	2
3. Te Tuara Primary School	3
4. Organisation of the thesis	3
CHAPTER 2: LITERATURE REVIEW	5
1. Chapter Introduction	5
2. Curriculum Integration	5
2.1 Introduction to Curriculum Integration	5
2.2 Theoretical Underpinnings of Curriculum Integration	7
2.2.1 Constructivist Theory	7
2.2.2 Theory of Curriculum Integration	8
2.3 History of Curriculum Integration	9
2.3.1 United States of America	9
2.3.2 Britain	10
2.3.3 Australia	11
2.3.3.1 Influences & History	11

2.3.3.2	<i>Introduction to New Basics in Queensland</i>	11
2.3.4	<i>New Zealand</i>	12
2.4	Models of Curriculum Integration	13
2.4.1	<i>Introduction</i>	13
2.4.2	<i>Multidisciplinary approaches</i>	13
2.4.3	<i>Integrative/ Transdisciplinary Approaches</i>	14
2.4.4	<i>A Continuum or not?</i>	15
2.5	Implementing Curriculum Integration	16
2.5.1	<i>Preparing for Curriculum Integration</i>	17
2.5.2	<i>Key Considerations and Planning</i>	17
2.5.3	<i>Models of Implementation</i>	18
2.5.4	<i>Pedagogical Strategies for Curriculum Integration</i>	19
2.5.5	<i>Curriculum Standards in Curriculum Integration</i>	19
2.6	Benefits of Curriculum Integration	20
2.7	Barriers to Curriculum Integration	20
2.8	Criticisms of Curriculum Integration	21
3.	Key Competencies in Education	22
3.1	Introduction	22
3.2	Theoretical Underpinnings of Key Competencies	23
3.3	History of Key Competencies	24
3.3.1	<i>Worldwide</i>	24
3.3.1.1	<i>The DeSeCo Project through the OECD</i>	24
3.3.2	<i>Australia</i>	26
3.3.3	<i>New Zealand</i>	26
3.4	Examining New Zealand's Key Competencies	27
3.4.1	<i>The New Zealand Curriculum Key Competencies: An overview</i>	27
3.4.2	<i>Thinking</i>	28
3.4.3	<i>Using Language, Symbols & Texts</i>	28
3.4.4	<i>Managing Self</i>	29
3.4.5	<i>Relating to Others</i>	29

3.4.6	<i>Participating & Contributing</i>	30
3.5	Implementing the <i>Key Competencies</i>	30
3.5.1	<i>Planning for key competency learning</i>	31
3.5.2	<i>Assessing the Key Competencies</i>	31
3.6	Potential Barriers for <i>Key Competencies</i>	32
4.	Queensland <i>New Basics</i>	33
4.1	What is the Queensland <i>New Basics</i> Project?	33
4.1.1	<i>Project Overview</i>	33
4.1.2	<i>Purpose of the project</i>	34
4.2	Theoretical Underpinnings of the Queensland New Basics	35
4.3	Queensland <i>New Basics</i> Findings	35
4.4	Relevance to New Zealand	36
5.	Managing the Change Process	37
5.1	Introduction	37
5.2	The Culture of Change	37
5.3	Enabling Successful Change	38
6.	Chapter Summary	39
CHAPTER 3:	RESEARCH METHODOLOGY	41
1.	Introduction	41
2.	Research Questions	41
2.1	Research Sub-Questions	41
3.	The Boundary of Investigation	42
3.1	Research Design Type	43
4.	Case Study Research Design	43
4.1	Introduction	43

4.2	Case Study Designs	45
4.2.1	<i>Descriptive Case Studies</i>	45
4.3	Data Collection in Case Study Research	46
4.3.1	<i>Interviewing in Case Study Research</i>	46
4.3.2	<i>Observation</i>	47
4.3.3	<i>Document Analysis</i>	49
4.4	Data Analysis and Reporting in Case Study	49
4.5	The Role of the Researcher	50
4.6	Planning for the Case Study Research Process	51
5.	Theoretical Considerations	52
5.1	Validity & Reliability	52
5.1.1	<i>Interval Validity</i>	52
5.1.2	<i>Reliability</i>	53
5.1.3	<i>External Validity</i>	54
6.	Ethical Considerations	54
7.	Conclusion	56
CHAPTER 4:	THE CASE FINDINGS	57
1.	Introduction	57
2.	Teacher Understanding	57
2.1	Prior to the Unit	58
2.1.1	<i>Curriculum Integration</i>	58
2.1.2	<i>The curriculum</i>	59
2.1.3	<i>Pedagogy & Expectations</i>	61
2.2	During the Unit	62
2.3	After the Unit	63
2.3.1	<i>Curriculum Integration</i>	63
2.3.2	<i>Key Competencies & The curriculum</i>	65
2.3.3	<i>Pedagogy & Expectations</i>	66

3.	Constraints	68
3.1	Prior to the Unit	68
3.2	During the Unit	68
3.3	After the Unit	69
4.	The Change Process	70
4.1	Prior to the Unit	70
4.2	During the Unit	71
4.3	After the Unit	71
5.	Student Achievement	72
5.1	Prior to the Unit	73
5.2	During the Unit	73
5.2.1	<i>Juniors (Year 0-4)</i>	73
5.2.2	<i>Seniors (Year 5-8)</i>	74
5.3	After the Unit	75
5.3.1	<i>Juniors (Year 0-4)</i>	75
5.3.2	<i>Seniors (Year 5-8)</i>	76
6.	Student Learning	78
6.1	Engagement	79
6.1.1	<i>Prior to the Unit</i>	79
6.1.2	<i>During the Unit</i>	79
6.1.2.1	<i>Juniors (Year 0-4)</i>	79
6.1.2.2	<i>Senior (Year 5-8)</i>	79
6.1.3	<i>After the Unit</i>	80
6.1.3.1	<i>Juniors (Year 0-4)</i>	80
6.1.3.2	<i>Senior (Year 5-8)</i>	80
6.2	Higher Order Thinking	81
6.2.1	<i>Prior to the Unit</i>	81
6.2.2	<i>During the Unit</i>	81
6.2.2.1	<i>Juniors (Year 0-4)</i>	81
6.2.2.2	<i>Senior (Year 5-8)</i>	82
6.2.3	<i>After the Unit</i>	82
6.2.3.1	<i>Juniors (Year 0-4)</i>	82
6.2.3.2	<i>Senior (Year 5-8)</i>	83

6.3	Transferability	84
6.3.1	<i>Prior to the Unit</i>	84
6.3.2	<i>During the Unit</i>	84
6.3.3	<i>After the Unit</i>	85
6.3.3.1	<i>Juniors (Year 0-4)</i>	85
6.3.3.2	<i>Senior (Year 5-8)</i>	85
7.	Chapter Summary	86
CHAPTER 5: DISCUSSION		87
1.	Introduction	87
2.	Getting Started	87
2.1	Teacher Understandings about Curriculum Integration	88
2.2	Teacher Understanding of Pedagogy	90
2.3	Teacher Knowledge of the Curriculum	92
2.4	Teacher Understanding of Assessment	94
2.5	Constraints and Influences on the School	95
2.5.1	<i>The Graduate Cluster</i>	95
2.5.2	<i>The Ministry of Education Policies and Changes</i>	98
3.	Letting go of Achievement Objectives	98
3.1	Teacher Understanding of Pedagogy	99
3.2	Teacher Understanding of the Curriculum	101
3.3	Teacher Expectations and Philosophies	103
3.4	Teacher Fear	104
4.	Encouraging Transferability	105
4.1	Danger of Over-packing	106
4.2	Shifts in Teacher and Student Control	107
5.	Impact on Students	108
5.1	Student Achievement	109

5.2	Student Learning	110
5.2.1	<i>Engagement</i>	110
5.2.2	<i>Transferability</i>	111
5.2.3	<i>Higher Order Thinking</i>	112
6.	Towards a Curriculum Integration Model	112
6.1	The Model: <i>Rich Learning</i>	113
6.1.1	<i>Deeper Understandings</i>	114
6.1.2	<i>Learning Dispositions</i>	115
6.1.3	<i>Significant Questions</i>	116
6.1.4	<i>Context</i>	116
6.1.5	<i>Deeper Knowledge</i>	117
6.1.6	<i>Productive Pedagogies</i>	117
6.1.7	<i>Culminating Rich Tasks</i>	117
6.2	Planning a Unit of Learning	118
6.3	Supporting Resourcing	119
6.3.1	<i>Long Term Plans</i>	120
6.3.2	<i>Rich Learning Overview</i>	120
6.3.3	<i>Shared Development of Learning Dispositions</i>	120
7.	Conclusions of the Study	121
	REFERENCES	123
	APPENDICES	134
1.	The Queensland <i>New Basics</i> Model	135
2.	The Mayer Key Competencies	136
3.	Interview Schedules	137
i.	Teacher Pre-Interview Schedule	137
ii.	Teacher Post-Interview Schedule	138
iii.	Student Post-Interview Schedule	139
4.	School Observational Matrix Tools	140
i.	School Observational Matrix Tool – Teachers	140
ii.	School Observational Matrix Tool – Students	141

5. Research Plan	142
6. Consent Form Samples	144
i. Teacher Consent Forms	144
ii. Student Consent Forms	145
7. Information Sheet Samples	146
i. Information Sheet Sample – Students	146
ii. Information Sheet Sample – Teachers	148
8. Teacher Observations During the Unit	151
9. Student Observations During the Unit	152
10. <i>Rich Learning</i> Collaborative Plan – A World of Mystery	153
11. Figure for Deeper Understanding – Example	154
12. Planning Template	155
13. Learning Journey Template	157
14. Long Term Plan	159
15. Figure linking Learning Dispositions with Deeper Knowledge and Productive Pedagogies – Example	160

LIST OF FIGURES AND TABLES

Figures

2.1	Comparisons of key competencies in New Zealand with DeSeCo	28
2.2	Comparisons of New Zealand's <i>Key Competencies</i> with the Queensland <i>New Basics</i> referents.	36
3.1	Deeper Understandings and Deeper Knowledge focus for unit of research	42
5.1	<i>Rich Learning</i> Model	113
5.2	Deeper Understandings	114
5.3	Learning Dispositions	115
5.4	<i>Rich Learning</i> Planning Model Overview	119

Tables

4.1	Individual Teacher Summary	58
4.2	Curriculum Integration: Teacher Understanding Prior to the Unit	59
4.3	Key Competencies & the Curriculum: Teacher Understanding Prior to the Unit	60
4.4	Teacher Pedagogy & Expectations: Teacher Understanding Prior to the Unit	61
4.5	Curriculum Integration: Teacher Understanding After the Unit	64
4.6	Key Competencies & the Curriculum: Teacher Understanding After the Unit	65
4.7	Pedagogy & Expectations: Teacher Understanding After the Unit	67
4.8	Summary of Changing Student Achievement	78