



Grow  
Waitaha

## What is authentic curriculum?

Authentic curriculum is one of the aspects of the Grow Waitaha Monitoring and Evaluation framework. The vision for a schools' authentic curriculum is that curriculum and pedagogy is in place which allows for:

- + multiple pathways for all students to select and reach their personalised learning goals, and experience success as a learner
- + a balance between structure /guidance by the teacher and space for substantial self-regulated and self-determined learning
- + clarity of expectations of student learning and a strong culture of formative feedback
- + culturally inclusive content and pedagogy reflective of Ka Hikitia and Tātaiako competencies
- + inclusion for all.

There are many different teaching and learning approaches that support the development of authentic learning contexts, experiences and assessment.

**Learning through play** is being implemented in many New Zealand classrooms. It is a teaching and learning approach focused on play as a vehicle for learning.

**Project or problem based learning (PBL)** is a teaching approach where students gain knowledge and skills as they work together to investigate and respond to a complex question, problem or challenge.

**Makerspaces** – Many New Zealand schools are purposely designing makerspaces as places where students can tinker, invent and create.

**STEAM** is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student learning. Sometimes the Arts is omitted and the acronym STEM is used.

Grow Waitaha uses the following definitions from [The New Zealand Curriculum](#) and the [Education Review Office Modern New Zealand Learning Practice Glossary](#) to help define authentic curriculum:

- Curriculum** *The New Zealand Curriculum* is a clear statement of what we deem important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled, and explored. It defines five key competencies that are critical to sustained learning and effective participation in society and that underline the emphasis on lifelong learning. *The New Zealand Curriculum* states succinctly what each learning area is about and how its learning is structured.
- Authentic** Real - something students can relate to.
- Authentic Assessment** Evaluating how well a student is progressing using real contexts for learning with flexibility in how and when each student is assessed.
- Authentic Learning** Learning opportunities that enable students to solve challenging problems in 'real- life' contexts. These can be in or across any learning area and often involves students working collaboratively.