



NEW ZEALAND
CURRICULUM DESIGN INSTITUTE

Te Wānanga Hoahoa Mātauranga Aotearoa

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PROFESSIONAL SERVICES

www.nzcdi.ac.nz



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ABOUT US

The New Zealand Curriculum Design Institute – Te Wānanga Hoahoa Matauranga Aotearoa (NZCDI) was founded in 2006 to research, design, and support implementation, quality, and evaluation of transformative and culturally responsive, and evidence-based learning experiences.

The vision of NZCDI is to empower people by optimising and accelerating learning.

Since 2006 NZCDI has:

Designed more than 360 learning programmes (from NZQA levels 1 to 9) including many requiring specialist industry, professional council, iwi, board, and quality assurance body approvals and accreditations.

Led and managed numerous learning, culture change, consultation, audits, reviews, evaluations, and research for clients

We have



- achieved external approvals
- achieved client requirements
- delivered on budget and
- delivered to planned timeline.

NZCDI Learning Philosophy

Quality learning is supported by:

A coherent philosophy that is theoretically logical, underpinned by research evidence, culturally relevant, inclusive, experiential, and interactive, progressive, authentic, and holistic plus valid in practice, and enjoyable and valuable from a learner's perspective.

NZCDI Research Philosophy

NZCDI believe quality research is:

Philosophically aware and open, underpinned by theory or supportive of its development, informed by past research evidence while seeking new knowledge, ethnically and culturally respectful, valid in practice and cognizant of practice findings, significant, robust, critical, ethical, and disseminated to those who can benefit from it in an accurate, accessible, and honest manner.

What is unique about us?

1. We view quality learning as resulting in a permanent change in behaviour.
2. We identify our client's needs and address these precisely.
3. Our level of expertise and experience in designing transformative curricula.
4. Our one stop shop approach to meeting client needs.
5. The way we ensure your privacy, confidentiality, and support for your intellectual property (IP) rights and business requirements.

I. OUR SERVICES

NZCDI provides the following services to diverse education, health, community, not for profit, community, and business organisations:

1. Organisational learning architecture
2. Programme, and qualification design
3. Programme delivery and implementation support
4. Assessment, moderation, and monitoring
5. Quality management and assurance
6. Consultations, reviews & audits
7. Governance, te Tiriti
8. Operational systems, and processes
9. Relief and flexible staffing
10. Professional learning and development
11. Capability development programmes
12. Research and evaluation

All NZCDI Services are:

- **Evidence-Based**
- **Culturally Responsive**
- **Customised**
- **Effective in the real world**
- **Value for investment**

Qualification & Programme Design

NZCDI is best known for high quality and effective qualification and programme design. All designs follow a unique 14 step iterative development process which ensures qualifications and programmes are informed by consultation, and highly supportive of both learners and those facilitating and teaching.

Deep and permanent learning is achieved and maintained through the inclusion of knowledge, skills and the attitudinal approaches needed to foster success. Embedded in qualifications and programmes are components that increase engagement and motivation.



Innovative designs can be accompanied by capability development, implementation coaching, quality assurance system developments and continuous improvement strategies and supports, all ensuring the new qualification or programme will make a measurable difference in the real world.

2. FACILITATORS & CONSULTANTS

Facilitators & Consultants

NZCDI have permanent full-time staff, expert consultants, and twelve Ministry of Education approved Professional Learning and Development Facilitators dedicated to supporting the success of our clients and your school, kura, institution or organisation.

Our Consultants and Facilitators are:

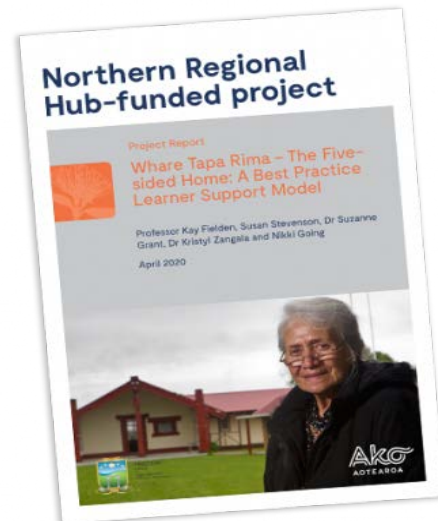
- trained, qualified facilitators and/or teachers
- hold expertise, Masters or PhD qualifications
- are subject matter and practice experts and
- engaged in or are contributing to research.

Our PLD Facilitators include a principal, film makers, Hamilton Māori Garden designer, Matauranga Māori experts, historians, literacy, mathematicians, artists, physical education, health, assessment, digital, science, languages, literacy and numeracy experts and others.

For more information see:

<https://www.nzcdi.ac.nz/our-peoplea> and

<https://www.nzcdi.ac.nz/pld-facilitator-profiles>



3. MOE SUPPORTED PLD SERVICES

NZCDI has been contracted to provide custom supports that meets the needs and specifications of diverse staff, Kaiako, schools, kura and Kahui Ako nationally and in all seven new curriculum priority areas:

1. Te āheitanga ahurea, Cultural Capability:
2. Te hoahoa marau ā-kura, Local Curriculum Design:
3. Te aromatawai mō te ako, Assessment for Learning:
4. Mātauranga me te reo Māori, Mātauranga Māori, te reo Māori:
5. Marau ā-kura:
6. Aromatawai:
7. Te matatautanga ā-matihiko, Digital fluency.

NZCDI can provide our services via:

- Face to face
- Interactive online
- Materials
- One to one or small group coaching
- At times that suit you

Specialised Professional Programmes

NZCDI also provide extended, and advanced interactive online and face to face programmes in:

- Te Reo & Tikanga
- Learning Facilitation



- Curriculum Design
- Learning Management



- Professional Leadership
- Research Leadership

See <https://www.nzcdi.ac.nz/programmes>

4. PLD WORKSHOPS

NZCDI provides a range of custom and focused workshops for our clients, schools and kura. The following are brief outlines of our most sought after one day PLD workshops.

A. Accelerating Learner Achievements Workshop (1 Day)

Includes: - Learning how to conduct detailed and multi-level learning analyses to be able to support diverse learners. The workshop also introduces, and practices custom John Hattie (Visual Learning) based feedback and feed forward skills which supports the achievement levels of diverse learners.



B. Fostering Engagement & Positive Behaviours (1 Day)

Includes: - Learning strategies and approaches that increase the engagement of individual learners and groups of learners within a school-kura community. New strategies and approaches to learner management and support are also experienced to support improvement in positive learner behaviour.

C. Local Curriculum Curricula Planning (1 Day)

Includes: - Drawing together diverse curriculum components into a unified and coherent micro to macro, and Horizontal and Vertical Plan that ensures your learners progress and staff-kaiako can provide clear and consistent learning experiences. This workshop includes Session and Unit Planning utilising new Curricula concepts.

(1 of 4 Local Curricula Workshops: Foci include planning, teaching & learning approaches, assessment and support approaches and resource creation)

D. Curriculum Design Capability Workshops (Day 1)

Includes: - Learning about strength supporting curricula design that is ethnic and culturally responsive and that excites and motivates diverse learners. Includes - Self-assessment, reflection, review and moderation, and evaluation processes that support curriculum design quality and implementation.

E. Curriculum Design Capability Workshops (Day 1)

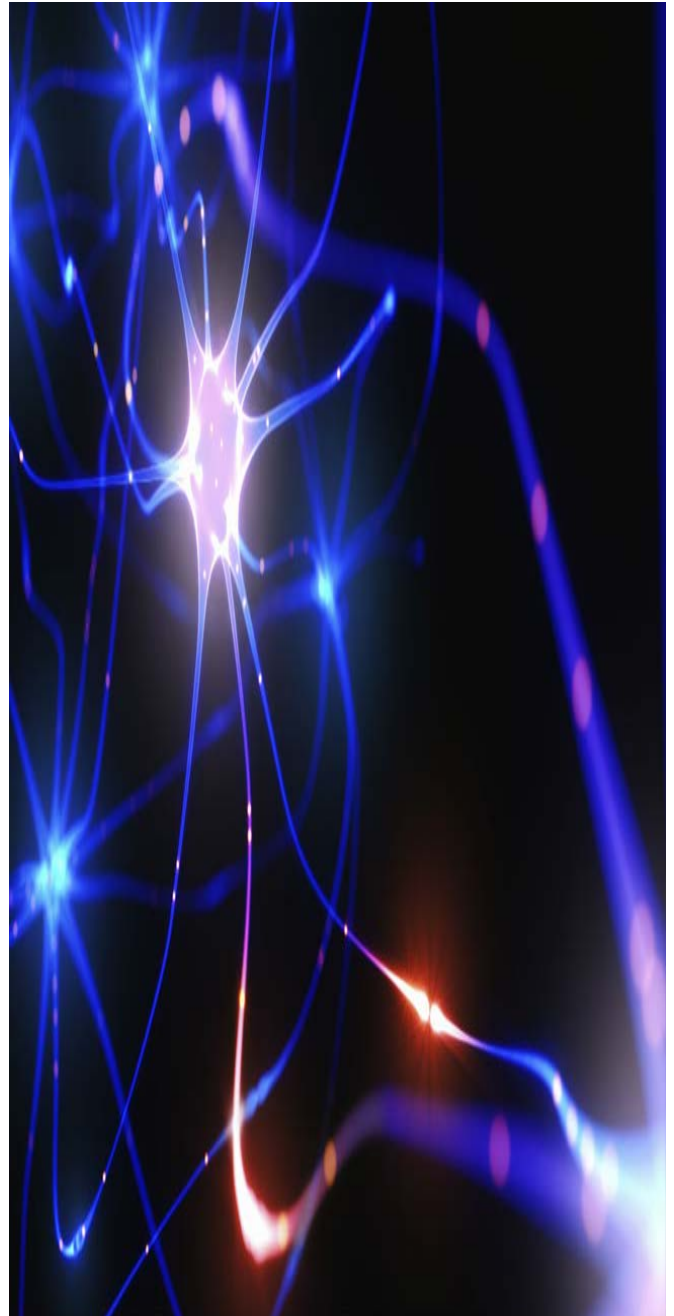
Includes: - Introduction to the application of the Universal design principles and Universal Wellbeing Model to support inclusive and success in school-kura settings. Assessments, feedback and feed forward plus self-assessment and reflection are coaching to improve the effectiveness of teaching and learning practices.

Customised PLD Workshops

NZCDI staff can also create custom workshops, and learning experiences for individuals or groups of staff, kaiako, or Kahui Ako to solve challenges and progress learner achievements.

Workshops we have developed include:

- Implementing te Tiriti o Waitangi in your workplace
- The Five Cornerstones of Governance
- Moderation that supports quality teaching and learning
- Equity supporting assessment practices
- Reflection that supports excellence teaching practice
- Self- Assessment and Evaluation
- Learner Analytics: the difference between hoping and knowing
- Becoming Ethnically and Culturally Intelligent
- Diversity and Inclusion Supporting Practices
- Advanced Thinking Skills that Move Mountains or What to do when you Don't What to Do
- Universal Wellbeing for Teachers or
- Do you know You're Okay
- Higher and Associative Thinking for Leaders
- Understanding and Developing Creative Thinking



5. TEACHER AIDE PLD

NZCDI provides an extensive range of evidence-based and highly customised professional development workshops, coaching and extended programmes to support the achievement of all the Teacher's Aide Competency categories.

Our current professional development support programmes have the capacity to support A, B, C and D Grade skills, responsibilities and demands falling under the General Support, Additional Support and Te Ao Māori broad areas of the Teacher Aide Work Matrix. Also available are evidence-based professional development workshops, coaching and extended programmes to support progress toward the Facilitator Capabilities set out in the Framework.



For advanced Teacher Aide programmes

- Certificate in Universal Wellbeing
- Certificate in Whakatō te Reo
- Certificate in Learning Facilitation

see <https://www.nzcdi.ac.nz/teacher-aide-education-programmes>

Teacher Aide Certificate (Grade A)	
Modules	
1.	Teacher Aide Introduction <ul style="list-style-type: none"> - Examine Teacher Aide Values - Examine good Teacher Aide Practice - Demonstrate responsible record keeping - Demonstrate te Tiriti implementation - Demonstrate inclusive and equitable practices
2.	Supporting Wellbeing <ul style="list-style-type: none"> - Identify holistic wellbeing needs - Observe and monitor wellbeing to maintain health and safety - Identify and respond to risk and child protection needs - Support whanau - family wellbeing literacy and need meeting - Demonstrate basic trauma-informed practice
3.	Physical Support Practices <ul style="list-style-type: none"> - Demonstrate consent and other dignity maintaining practices - Demonstrate feeding and physical hygiene practices - Administer physiotherapy and occupational supports - Demonstrate health needs and medical support need meeting e.g., mic-key - Demonstrate safe physical mobility practices (Lifting and Handling)

Teacher Aide Certificate (Grade B)	
Modules	
4.	Supporting Learning <ul style="list-style-type: none"> - Demonstrate learner engagement and participation practices - Demonstrate literacy, numeracy, or other knowledge support practices - Demonstrate online and e-learning programme support strategies - Demonstrate support of individuals and small groups - Apply basic learning and human development theories
5.	Supporting Positive Behaviours <ul style="list-style-type: none"> - Demonstrate understandings of behaviour, including drivers - Respond to expressions of distress and challenging behaviours - Apply behaviour theories - Demonstrate emotional health behaviours support practices - Apply and support behaviour programmes - Demonstrate de-escalation and defusing strategies with learners and adults
6.	Understanding Inclusive Practices <ul style="list-style-type: none"> - Demonstrate Universal Design for Learning principles - Demonstrate building positive learning environments - Apply inclusion practices to diverse learners with complex needs - Demonstrate support for cross school-kura, staff and peer inclusion

Teacher Aide Certificate (Grade C)	
Modules	
7.	Culturally Competent Practices <ul style="list-style-type: none"> - Examine the importance of ethnicity - culture to identity and learning - Demonstrate including the ethnically and culturally diverse - Understand and apply te reo, tikanga and te Ao Māori - Understand and apply appropriate ethnic-cultural understandings for migrants and refugees
8.	Supporting Neurodiversity <ul style="list-style-type: none"> - Demonstrate understandings of neurodiversity - Demonstrate respect, and support strategies - Reduce barriers for neurodiverse learners - Apply support for autism, dyslexia, dyscalculia, ADHD etc.
9.	Advancing Professional Skills <ul style="list-style-type: none"> - Support the development of digital skills and fluency - Build trusting relationships with learners and teaching staff - Collaborate as the member of a learner, whānau – families and staff team - Demonstrate ability to develop and maintain networks - Demonstrate ability to develop and maintain collaborative partnerships



Teacher Aide Certificate (Grade D)	
Modules	
10.	Communication Support <ul style="list-style-type: none"> -Apply Te Reo in workplace -Apply Braille in workplace -Apply Sign Language in workplace - Apply Makaton in workplace - Demonstrate support for language development
11.	Kaupapa Māori and Māori Medium Support Practices <ul style="list-style-type: none"> - Demonstrate competencies and confidence to work with whānau and Kaiako - Demonstrate teaching of te reo Māori - Demonstrate teaching of tikanga - Demonstrate teaching of te ao Māori - Support a Māori and or Kaupapa Māori space
12.	Language Supports <ul style="list-style-type: none"> - Communicate appropriately with learners, parents/whanau, and colleagues - Communicate in te Reo Māori - Communicate in NZSL - Demonstrate English support for second language learners - Create language resources - Adapt curricula for language learners

6. WELLBEING SERVICES



NZCDI has been conducting wellbeing research and providing consulting services to schools, kura, institutions and organisations since 2006. This work has been supported by two national Best Practice Ako Aotearoa Research grants to date.

NZCDI is now releasing the new and cutting edge finding in this field nationally and internationally through publications and wellbeing consulting services. Our services are based on the Universal Wellbeing Model that emerged from our 14-year research programme.



Request the NZCDI Wellbeing Services Brochure today for more information from:

Email: admin@nzcdi.ac.nz

NZCDI services include:

- Co-design and collaborative planning,
- Clients briefing NZCDI on their needs and context,
- Customisation of learning so it is fit for purpose,
- Powerful new learning experiences,
- Before and after evaluations,
- Evidence-based content and materials
- Holistic Wellbeing Support.
- Materials and Resources



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To optimise and accelerate learning
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