Curriculum For The Future

THE GAME

They'll learn in the future…
But what will they learn?

Version 1.2

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Welcome to Curriculum For The Future: The Game.

This role play game (RPG) invites you to take on responsibility for shaping the future of curriculum for young New Zealand learners. Please read all the instructions before you start. Allow at least 45-60 minutes to complete the game, with additional time if you want to follow gameplay with a discussion session (recommended).

What you need to play

- Players. Recommended minimum of 10 players but you may also be able to adapt the game for a smaller number of players. Can be played by very large groups (100+).
- Game rules and instruction sheets (included)
- The Storyline (included)
- Proposition Cards (included)
- Constituent Questions (included)
- A six-sided dice (Supply your own)
- A timekeeping device (Supply your own)
- Pens and paper for all players (Supply your own)
- A Scoreboard (supply your own - a whiteboard will do, or a piece of paper on the wall)
- Theme music (Optional: Supply own sound system)

Preparation before the game

In order to play the game, one person must take on the role of Game Moderator (GM). **Decide who will be the GM before you begin the game.** He or she is in charge of organising the game, keeping time, and is the official arbitrator for any questions about rules or protocols for game play. The GM should have good facilitation skills and a sense of humour, and should read through all the instructions before the game begins to ensure he or she is familiar with the game. The GM should also:

- decide how to organise the **physical space and context** for the gameplay in order to support maximum engagement and enjoyment.
- print out materials and ensure there are sufficient copies of **instruction sheets** for all players.
- place **Proposition Cards** face down on the table or in an envelope so their contents can't be seen by players.

The **appendix** provides more explanatory notes that may be useful for the GM.

Roles

All other players will be divided by rolls of the dice into either Curriculum Committee members, or members of Advocacy Groups. The instructions for this are given after the introduction of the Storyline.

The Storyline

The Game Moderator should read this aloud to the group to begin the game..

Option: Set the scene with theme music before you begin.

GM

Welcome to Curriculum For The Future.

It is the year 2029.

The New Zealand Government has embarked on an ambitious research programme called "Curriculum for the future".

New Zealand wants to take a world-leading and innovative process to redesign learning for young New Zealanders. There is widespread public support for change. However, there are very different views about what the curriculum for the future should look like. Many different Advocacy Groups have emerged to campaign for particular ideas and approaches.

The Government believes that decisions about a curriculum for the future are so important that the public needs to help them make an informed decision. They have made an unprecedented decision to establish an elected Curriculum Committee in every New Zealand electorate. These Committees will debate the merits of different ideas presented by the Advocacy Groups and make recommendations to the Government. Any New Zealand resident can put themselves forward for nomination to the Committee.

We will now roll the dice to find out which players have been elected onto the Curriculum Committee for this electorate.

Elected members of the Curriculum Committee will listen to presentations by Advocacy Groups. They will ask probing questions, vote on the ideas they like best, and give the Government their overall recommendations.

Members of Advocacy Groups will each argue their case and answer questions from the Curriculum Committee.

I will give you further information about your roles in a moment.

*GM: Consider the total size of the group and decide how many members of the Curriculum Committee you will need for the game (refer to the next page). Ask each player to roll the dice. Each player who rolls a six is "elected" onto the Curriculum Committee. **Stop rolling** when the required number of Committee members has been reached.*

Deciding how many players to allocate to each role

Use these guidelines to help you decide.

	Curriculum Committee	Advocacy Groups	Public Gallery
Small group (3-8 players)	🔴	🔵 🟢 🟣	N/A
Medium group (9-15 players)	🔴🔴🔴	🔵🔵🔵 🟢🟢🟢 🟣🟣🟣 🟠🟠🟠	Optional
Large group (15+ players)	🔴🔴🔴🔴	🔵🔵🔵 🟢🟢🟢 🟣🟣🟣 🟠🟠🟠	⬛⬛⬛⬛
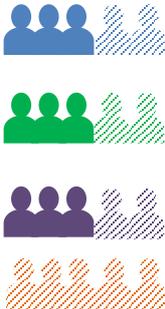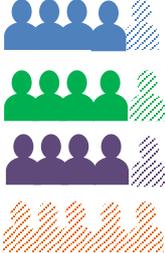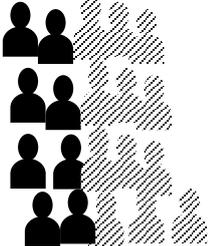
After the roles have been allocated, say this:

GM: Congratulations to the newly elected Committee members! The rest of you are now members of different Advocacy Groups. Please take a few minutes to read the instructions for your respective groups. I will check that you understand your roles before we begin the game.

Preparing the Curriculum Committee

Curriculum Committee
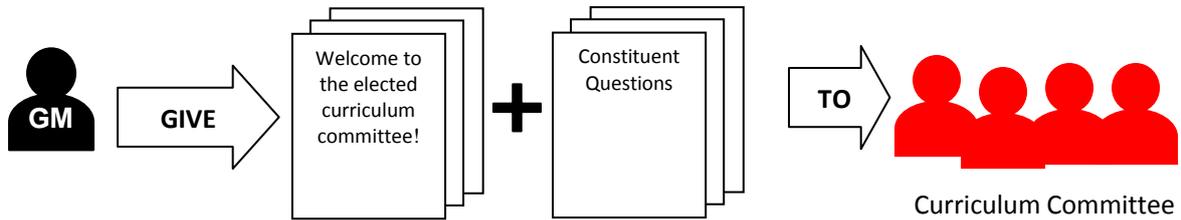
*The Curriculum Committee's first task is to elect a Chair, as explained in their instructions. Give the Committee enough time to read their instructions and look at the constituent questions.*

Preparing the Advocacy Groups

Advocacy group 1

Advocacy group 2
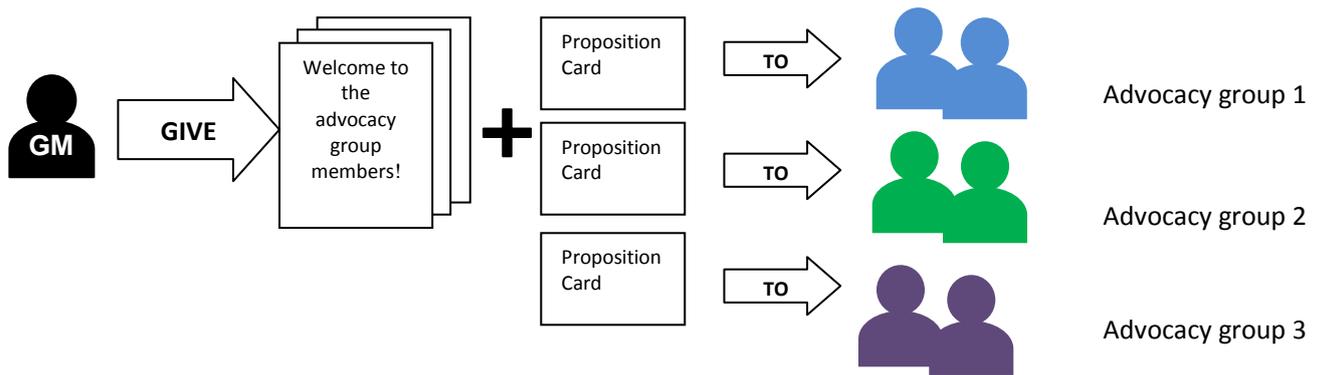
Advocacy group 3

Each Advocacy Group receives <u>one</u> Proposition Card which they will use for the whole game. As GM you decide whether the Proposition Cards are allocated at random or whether you will assign specific Proposition Cards to specific groups. Before the game, you may also decide to create new Proposition Cards to use in addition to, or instead of, those provided. In any game, only some of the Proposition Cards will be used. Give the groups enough time to read their instructions and become familiar with the position they will be arguing for.

Preparing the Public gallery

These players do not need any further instructions. They can sit and observe the game play. At the GM's discretion, members of the Public Gallery may be invited to vote by a show of hands at the end of each playing round.

When all groups are ready, the Committee is in Session and gameplay officially begins.

Welcome to the elected Curriculum Committee members!

(GM: Provide copies of these instructions to the Curriculum Committee players <u>only</u>)

Congratulations on your election to this important Committee!

Your first job as a Committee is to elect a Chairperson. You can either call for a volunteer from your Committee, or roll the dice. The first person to roll a six will be your elected Chairperson. <u>Select your Chairperson now</u>.

In a few minutes your Committee will hear from a range of Advocacy Groups who want to tell you their ideas about a curriculum for the future. **We recommend that all Committee Members have pen and paper to make notes about what you hear.** The Game Moderator will be responsible for keeping time.

What happens in Round 1

Each Advocacy Group will have **two minutes** to give their initial presentation. This round is a non-scoring round. Your goal as Committee members is simply to understand each of the Advocacy Group's positions. You will not ask questions during this round. However, once you have heard from all the groups you can announce your first **constituent question** (see next page) to give the groups time to think about their responses before round 2.

What happens in Rounds 2 and 3 (scoring rounds)

Round 2 and 3 will be a scoring round. In each round you will ask each Advocacy Group a **constituent question** (the same question for each group). At the end of the round, the Game Moderator will ask each Curriculum Committee member to vote by <u>secret ballot</u> for the Advocacy Group that gave the BEST response to the question during that round. The GM will keep a tally on the Scoreboard so that the results are known to all players at the end of each round.

At the end of each round, announce the next constituent question so that the advocacy groups have time to think about their responses.

Further instructions will be given by the Game Moderator.

Constituent Questions

On the next page you will find questions gathered from your electorate. In each round, roll the dice <u>twice</u> to determine which question to ask the Advocacy Groups. **The first roll** determines the category number. **The second roll** determines the question number. If you land on a CHOOSE YOUR OWN, the Committee can select *any* constituent question from *any* category, or create its own question. The Chairperson is responsible for conferring with Committee members to decide on the question. If you land on a question you have already asked in a previous round you may also CHOOSE YOUR OWN.

Category 1 **Employment and economic productivity**	**Category 2** **Assessment, achievement, and reporting**	**Category 3** **The teaching profession**
1. How will this curriculum equip students with the knowledge and capabilities needed by employers? 2. What impact will this curriculum have on economic productivity in the region? 3. What economic benefits will this curriculum bring NZ? 4-6: CHOOSE YOUR OWN	1. How will you assess for learning? 2. How will you report to parents on student progress? What will you report? 3. How will national achievement be monitored? 4-6: CHOOSE YOUR OWN	1. What reaction to this curriculum do you expect from the teacher unions and how do you propose responding? 2. What support will be needed for teacher professional learning and development as schools transition to this new curriculum? 3. What are the implications for teacher education? 4. What implications will this have for the job of the teacher? 5. How will you monitor the quality of teaching? 6. CHOOSE YOUR OWN

Category 4 **Community**	**Category 5** **Local, national, and global environment**	**Category 6** **Equity**
1. How will this curriculum contribute to community cohesion and connection? 2. Who will be involved in developing the curriculum and the resources to support it? 3. How will the community be informed of and involved in implementing the curriculum? 4. What role do parents, whanau and community members have this curriculum? 5-6: CHOOSE YOUR OWN	1. What impact will this curriculum have on the local environment? 2. How will this curriculum help students develop the skills and knowledge needed for helping to solve big world problems such as climate change? 3. How is the Treaty of Waitangi recognised in this curriculum? 4-6: CHOOSE YOUR OWN	1. Are any learners or communities likely to be disadvantaged in any way by this curriculum? How do you propose dealing with this? 2. How will you ensure student equity in educational access and achievement? 3. How will this curriculum support learners with special educational needs? 4-6: CHOOSE YOUR OWN

Some other questions you could ask

- How will this curriculum make use of the diverse experiences and knowledge of today's learners?
  How will you personalise learning?
- What is the place of knowledge in this curriculum?
- What opportunities are there for students to build knowledge?

- What are the opportunities for developing competencies such as thinking or relating to others?
- What do you see as the three main challenges in introducing or implementing this curriculum, and how do you propose addressing these?

- What changes to the physical learning environments of today's schools will be needed?
- Will this curriculum be workable within the current education budget, and if not, how will the difference be met?

Welcome to Advocacy Group members!

Congratulations on your willingness to argue for ideas that you believe ought to inform the curriculum for the future!

In a moment you (or your pair/group) will draw a Proposition Card that explains your Advocacy Group's key ideas. Please take time to read through your Proposition Card to ensure you understand your Advocacy Group's position.

Round 1

In the first round, each Advocacy Group will be invited to give a short oral presentation to the Curriculum Committee (no more than two minutes). Your goal is to present your position clearly. This is a non-scoring round.

Q & A Rounds (Scoring rounds)

After Round 1, each Q&A round will be a scoring round. In each round the Curriculum Committee will ask each Advocacy Group a question. Your group will have a few minutes to plan your response to the question before you are called on to present to the Committee.

At the end of the round, the Game Moderator will ask each Curriculum Committee member to vote by secret ballot for the Advocacy Group they believe gave the BEST response to the question during that round.

The GM will randomly select which order the Advocacy Groups will present in for each round, and he/she is responsible for timekeeping and will tell you when your time is up.

When you have read these instructions, please ask the GM for your Proposition Card.

Example Scoreboard
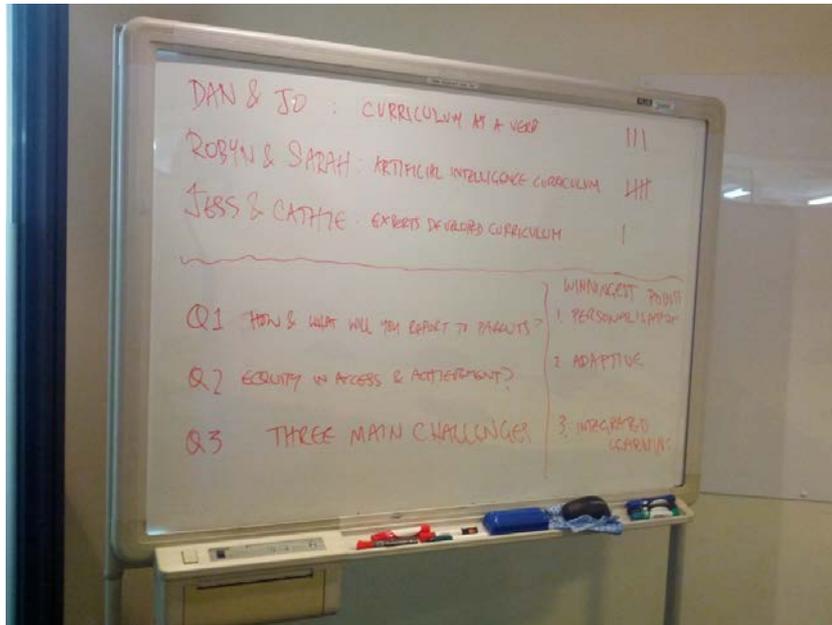
To end the game

After the desired number of rounds (we recommend a minimum of 3 Q&A rounds), tally the scores to determine which team won the most votes from the Curriculum Committee and/or the Public Gallery. This team may be declared the "winning" team.

However, this is not the end of the game. The final act of the Curriculum Committee is to confer for a few minutes and make an announcement about which THREE KEY IDEAS they will carry forward in their recommendations to the Government regarding the future of the Curriculum. These three ideas could be drawn from any of the Advocacy Group presentations or from the combination of ideas presented.

The game ends when the Committee has announced and explained their three favoured key ideas.

At this point we recommend opening up the space for an out-of-role debriefing session and discussion of ideas that have been generated through playing the game.

PROPOSITION CARDS

"The artificial intelligence curriculum"

(Read this aloud to the Curriculum Committee in round 1. Remember, you are trying to be convincing with your position! But you are not limited to what is written on this page - You can also use your own ideas to strengthen your argument!)

OUR POSITION

It's obvious that the curriculum is best developed by artificial intelligence systems. The technology makes it possible to track and record every learners' progress, interactions, habits, from the earliest age. It's possible to collect and analyse every detail - everything the learners do online, we can even record and analyse their interactions with each other as they play games, do learning activities, exchange messages, browse content, and so on.

An artificial intelligence curriculum system will be able to predict what will interest and motivate the learner at any point in time. The system learns from billions of interactions with billions of learners what "works" and what doesn't work, and adapts accordingly.

As for deciding what people should learn at any given time, the system does this by analysing massive amounts of information from the internet about how different bits of knowledge are connected with what other bits of knowledge, and how people all over the world interact with that knowledge. The system matches up the global pool of human knowledge with each learners' needs, interests, and prior knowledge so everything is just in time rather than just in case.

(Here's what some of the people in your advocacy group have said. You might like to use some of their quotes to strengthen your case in round 1 or in any of the subsequent rounds!)

Artificial Intelligences are the way to go.. These systems are a real lifelong learning tool, because learners can choose to continue to have their learning tracked and a bespoke curriculum generated for them for the rest of their lives. (Josh)

The curriculum developed by these systems will never be out of date because it's adaptive and highly personalised. Learners are always connected with the global pool of human knowledge. Basically the whole world is learning together and teaching each other and themselves because the system makes that possible (Tobi)

We humans built these systems, now they're smarter than us. Let's harness the power of our creations and use them to help us become powerful human learning machines! (Nicki)

"The arts based curriculum"

OUR POSITION

We promote an arts-based curriculum. We believe that the arts provide opportunities to develop embodied, aesthetic, emotional, social, and intuitive ways of knowing. These ways of knowing are necessary for living and learning in a complex and dynamic world. Through the arts students can develop, not just their knowing but also their being – a sense of themselves in the world. Creative people are our future. We believe there is creative potential in everyone, it's time we did a better job of helping learners find the artistic power inside themselves.

(Here's what some people in your advocacy group have said. You might like to use some of their quotes to strengthen your case in round 1 or in any of the subsequent rounds!)

The arts are necessary for intellectual, affective, perceptual, and imaginative development. All of human history shows us that this is true. (Daniel)

Far too much attention is given to logico-mathematical thinking at the expense of other ways of knowing – perceptual, embodied, aesthetic, emotional, social, and intuitive. (Jessica)

The arts provide ways of expressing things that cannot be said in words. That opens up a whole new way of thinking (Talitha)

Artists can change the world, because they can dream and imagine and create. Who else is good at that? Children. Let's grow that potential in our kids rather than drive it out of them (MaiLynn).

"The competencies curriculum"

OUR POSITION

We believe that we must focus on teaching *competencies* at school such as thinking, relating to others, and communicating. Competencies or capabilities can be taught through *any* form of knowledge so there doesn't need to be a pre-determined body of knowledge in the curriculum. Teachers and communities can choose that themselves or get expert advice if they need it. The most important thing for the curriculum to provide is guidance on how to talk about, teach, and assess the development of learner's competencies or capabilities.

(Here's what some people in your advocacy group have said. You might like to use some of their quotes to strengthen your case in round 1 or in any of the subsequent rounds!)

Competencies are what make people capable in every aspect of their lives. If we want kids to develop these competencies we have to put them at the centre of our educational focus and find every possible opportunity to help them develop and use those capabilities (Maia)

What's so important about Science, maths and English? Why not gardening, animē, knitting, computer games, or jigsaw puzzles? If the goal is to teach for capability development then does it really matter *what* knowledge we use? (Leni)

The sorts of things I look for in employees are creativity, initiative, and the capacity to communicate, solve problems, and get on with others. Those are the sorts of things that should be taught in schools. (Simon)

"Curriculum as a verb"

(Read this aloud to the Curriculum Committee in round 1. Remember, you are trying to be convincing with your position! But you are not limited to what is written on this page - You can also use your own ideas to strengthen your argument!)

OUR POSITION

We think that curriculum should be thought of as a verb - a "doing" word. The curriculum should be enable learners to *use* knowledge to make, do, or create things in response to authentic problems.

We don't have a strong view about *who* should select the problems or challenges. We also don't have a fixed idea of what *kinds* of knowledge learners might need to draw on. We don't think these can necessarily be known in advance anyway. The curriculum shouldn't be "stuff to learn", it should be "learning to *do* stuff" or "learning to *make* stuff".

(Here's what some people in your advocacy group have said. You might like to use some of their quotes to strengthen your case in round 1 or any subsequent round!)

How do you think humans managed to create civilisations before we had schools? It's because we are a species of makers and doers! Doing is learning and learning is doing. (Carl)

We've got a world full of unsolved problems, unanswered questions, and possibilities that no-one has thought of yet. Kids are creative, we should be harnessing that natural talent and helping them find questions and problems that interest and motivate them to make, do, create, invent, and share. (Liann)

It's like we've been so obsessed with what knowledge should be in people's brains that we've forgotten that in the real world what actually counts is what you can create, invent, build and whether it *works. That's* how you really see what people know. You only learn how to do it by doing it. (Te Rawhiti)

"The elite curriculum"

OUR POSITION

We believe that to compete in the global economy New Zealand must develop its creative industries and a top tier of professionals to work in and develop these industries. We propose developing an 'elite' curriculum for those students identified as having the potential to become part of the global talent pool.

(Here's what some people in your advocacy group have said. You might like to use some of their quotes to strengthen your case in round 1 or in any subsequent round!)

Investing in those with the capacity for innovation in technology, science, and the creative industries will not only enhance our competitiveness in the global market place, but will increase the quality of life for all New Zealanders. (Hine)

It is time we abandon the tall poppy syndrome by recognising and fostering those with the creative talent needed to build a place for New Zealand in the global knowledge economy. (Jill)

We need to dominate the field of knowledge work by developing a top tier of designers, inventors, researchers, and professionals. (Greg)

"The expert-developed curriculum"

OUR POSITION

We believe that students should have access to the most up-to-date knowledge available, especially given the increasingly rapid rate of change. What we need is a small, national, annually elected team of disciplinary experts working at the cutting edge of their fields to ensure that the curriculum is constantly updated as new knowledge emerges.

(Here's what some people in your advocacy group have said. You might like to use some of their quotes to strengthen your case in round 1 or any subsequent round!)

Curriculum should be developed by disciplinary experts. They are the ones who know the right knowledge to include. (Judith)

There is no place for teachers, policy analysts, subject associations or unions in the development of curriculum because we'll just end up with a curriculum full of knowledge that is outdated, watered down, or simply wrong. The curriculum ends up being filled with the type of knowledge learnt when *they* were at school. We need experts who are at the leading edges of their fields (Bill)

I feel embarrassed by the way in which my discipline is represented in the national curriculum. In the real world mathematicians do not think or work in this way, and the knowledge is out of date. (Kylie)

"The localised curriculum"

OUR POSITION

The era of the industrialised, inefficient, carbon-based society is over. The future depends on our communities being much more localised. We believe in integrated planning systems for education, transport, housing, economic development, and health services that help communities to flourish in all ways.

We want a locally-developed curriculum that connects learners with the knowledge, people, and resources in their community. This curriculum will help learners find their interests and passions as well as contributing to the overall economic and social viability of the community.

(Here's what some people in your advocacy group have said. You might like to use some of their quotes to strengthen your case in round 1!)

People come and go, but we want our community to be here and flourishing for hundreds or maybe thousands of years. While kids are in our community they should have the opportunity to learn from this place and all the people and resources that we have right here on our doorstep. (Shayne)

It's crazy that we have stuck with this Industrial Age "one size fits all" curriculum mindset for so long. The future is going to be about localised sustainable meshworks of knowledge about how to keep communities healthy, happy, productive, and efficient. That's what our kids should be learning. (Ayesha)

We know that kids won't necessarily stay in one community their whole lives. We're not saying they should. Our kids will be adaptable, because they'll have such rich connected learning opportunities. They'll take that adaptability with them even if they do end up living, studying, or working somewhere else. (Chiara)

"The problem based, integrated curriculum"

(Read this aloud to the Curriculum Committee in round 1. Remember, you are trying to be convincing with your position! But you are not limited to what is written on this page - You can also use your own ideas to strengthen your argument!)

OUR POSITION

We see the division of knowledge into learning areas as artificial. We argue for curriculum integration in the service of solving a real community problem. This will make the purpose of disciplinary knowledge more apparent and the school curriculum more relevant to the lives of young people.

(Here's what some people in your advocacy group have said. You might like to use some of their quotes to strengthen your case in round 1!)

I think the *purpose* of what is covered in school is often lost on students. Rather than start with maths and English, why not start with a *real* community problem or big question, and then integrate the teaching of the subject areas into the process of solving that problem? (Royden)

I don't see the point of most of the things we learn at school. Like when in life will I ever need to know the theorem of Pythagoras or what the three witches say to Macbeth? There are *real* problems in the world and school should help us learn how to deal with *those*. (Tyanna)

"Co-development with learners"

OUR POSITION

We strongly believe that curriculum should be co-developed with learners. We believe that failing to involve learners in this way is a breach of Article 12 of The United Nations Convention on the Rights of the Child which states that children have the right to express opinions and have their views taken into account in any matter impacting on their wellbeing.

It's time we stopped creating the curriculum *for* them and started creating the curriculum *with* them. We believe this can be done with learners of any age.

(Here's what some people in your advocacy group have said. You might like to use some of their quotes to strengthen your case in round 1!)

Children aren't just vulnerable people in need of care and protection by adults - they are people in their own right. They can form and express opinions, participate in decisions, and help to develop solutions to problems that affect them. They have the right to be involved in all educational decisions, including the most important decisions of all - what they should learn. (Himani)

We aren't saying that children know everything or that they can make all their learning decisions for themselves. What we're saying is that they <u>must</u> have the right to participate alongside adults in shaping not just how they learn but what they learn. As adults it's our job to ensure that children and young people are they are able to exercise this right. How else can we expect them to develop as fully participating citizens and members of their communities? (Jillian)

That's right, we're saying it's time to share some of that power with the learners. I suppose some people might find that a scary thought but I think they aren't giving the learners enough credit - when we give them this chance to shine and lead they're amazing! (Aaron)

The "let's stick with what works" curriculum

(Read this aloud to the Curriculum Committee in round 1. Remember, you are trying to be convincing with your position! But you are not limited to what is written on this page - You can also use your own ideas to strengthen your argument!)

OUR POSITION

We've heard all the carry-on about redesigning the curriculum and doing things differently, but we really can't see the point. What's wrong with the curriculum we've got? All this questioning and change, all it does is waste time that people could spend learning. What's wrong with maths, science, English, maybe a bit of sports and PE, social studies, or whatever it is kids are doing at school these days Whatever we've got now seems to be good enough.

If it ain't broke, don't fix it. (Lorna)

I can't believe this is what taxpayers money is being spent on. Aren't there more important things to worry about than what's in the curriculum? (David)

Asking everyone's opinion is just a big waste of time. You might as well just let teachers get on with the job and stop messing around with these questions. There are just too many interfering pointy-head types wanting to control society with their ideas. (Clint)

Where's the common sense? That's what school taught in my day. (Leigh)

Appendix: Explanatory Notes from the Game Creators

What kind of resource is this?

Curriculum for the future is a set of resources designed to support open-ended, thought-provoking conversations about learning and curriculum today and into the future. The three resources can be used separately or together, and in any order.

- Part 1 is a workshop resource designed to support modular activities and discussion.
- Part 2 (this resource) is the *Curriculum for the future* live action role play game.
- Part 3 is the *Curriculum for the future* digital game.

All of the resources can be found online at http://www.nzcer.org.nz/research/curriculum-future.

What is the intention behind this game?

We created this resource in the form of a game with the intention that it should be provocative, challenging, strange, and fun. The game is modelled on other tabletop role-play games (RPG), where "players act out their role by deciding and describing what actions their characters will take within the rules of the game"[1]. Dungeons and Dragons is a famous example, but there are hundreds of other games in this style, set in a variety of contexts from the fantastical to the mundane. Although not everyone likes role-play games, many people do, and it is a format that invites creative exploration within a tried-and-tested blueprint.

The role play game *Curriculum for the future* gives players permission to suspend some of their own ideas and assumptions about curriculum (and many other things) in order to playfully explore the question "what *could* the curriculum be?" Players can try out ideas that might seem outlandish or unworkable in current real life. They can argue for positions that they may or may not really agree with, or even fully understand. It's safe to do this kind of exploration in a game because there are no real or serious consequences - there are no ways to "get it wrong", and the curriculum ideas that the group of players collectively generates or imagines do not necessarily have to be acted on. The worst case scenario is that the game is boring or pointless - but since so much of the game's success depends on what players put into it, we think the chances of this are small.

What if people don't want to play?

Some people just aren't into role play games, we understand. If people in your group say they don't want to play, you could suggest they "observe" in the role of members of the public gallery. They won't have to do much, but can still be part of the game and hear what others have to say.

You might also like to check out the digital game version of *Curriculum for the future*.

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[1] http://en.wikipedia.org/wiki/Tabletop_role-playing_game

Thanks for using this resource!

We'd love to hear your comments and feedback.

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