West Spreydon School Curriculum

Attitude, Achievement, Adventure
Building on from what we had, and building for the future.

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Attitude Achievement Adventure

Overview

A schematic view of this document

Vision

What we want for our young people

Our vision is for young people:

- who will be creative, energetic, and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring;
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- who will be confident, connected, actively involved, and lifelong learners.

Confident

Positive in their own identity
Motivated and reliable
Resourceful
Enterprising and entrepreneurial
Resilient

Connected

Able to relate well to others
Effective users of communication tools
Connected to the land and environment
Members of communities
International citizens

Actively involved

Participants in a range of life contexts
Contributors to the well-being of New Zealand –
social, cultural, economic, and environmental

Lifelong learners

Literate and numerate
Critical and creative thinkers
Active seekers, users, and creators of knowledge
Informed decision makers

Principles

Foundations of curriculum decision making

The principles set out below embody beliefs about what is important and desirable in school curriculum – nationally and locally. They should underpin all school decision making.

These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised in a school; they are particularly relevant to the processes of planning, prioritising, and review. The values are part of the everyday curriculum – encouraged, modelled, and explored.

All curriculum should be consistent with these eight statements:

High expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Inclusion

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Learning to learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Community engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Future focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Values

To be encouraged, modelled, and explored

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution.

The values on the list below enjoy widespread support because it is by holding these values and acting on them that we are able to live together and thrive. The list is neither exhaustive nor exclusive.

Students will be encouraged to value:

- **excellence**, by aiming high and by persevering in the face of difficulties;
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively;
- **diversity**, as found in our different cultures, languages, and heritages;
- **equity**, through fairness and social justice;
- **community and participation** for the common good;
- **ecological sustainability**, which includes care for the environment;
- **integrity**, which involves being honest, responsible, and accountable and acting ethically;

and to **respect** themselves, others, and human rights.

The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community. They should be evident in the school's philosophy, structures, curriculum, classrooms, and relationships. When the school community has developed strongly held and clearly articulated values, those values are likely to be expressed in everyday actions and interactions within the school.

Through their learning experiences, students will learn about:

- their own values and those of others;
- different kinds of values, such as moral, social, cultural, aesthetic, and economic values;
- the values on which New Zealand's cultural and institutional traditions are based;
- the values of other groups and cultures.

Through their learning experiences, students will develop their ability to:

- express their own values;
- explore, with empathy, the values of others;
- critically analyse values and actions based on them;
- discuss disagreements that arise from differences in values and negotiate solutions;
- make ethical decisions and act on them.

All the values listed above can be expanded into clusters of related values that collectively suggest their fuller meanings. For example, *community and participation for the common good* is associated with values and notions such as peace, citizenship, and manaakitanga.

Key Competencies

Capabilities for living and lifelong learning

The New Zealand Curriculum identifies five 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.

The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. 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. Languages and symbols are systems for representing and communicating information, experiences, and ideas. 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 recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access 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 and how 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, whānau, 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.

The New Zealand Curriculum identifies five key competencies. People use these competencies *"to live, learn, work, and contribute as active members of their communities."The New Zealand Curriculum* **Ministry of Education (2007), p.12**

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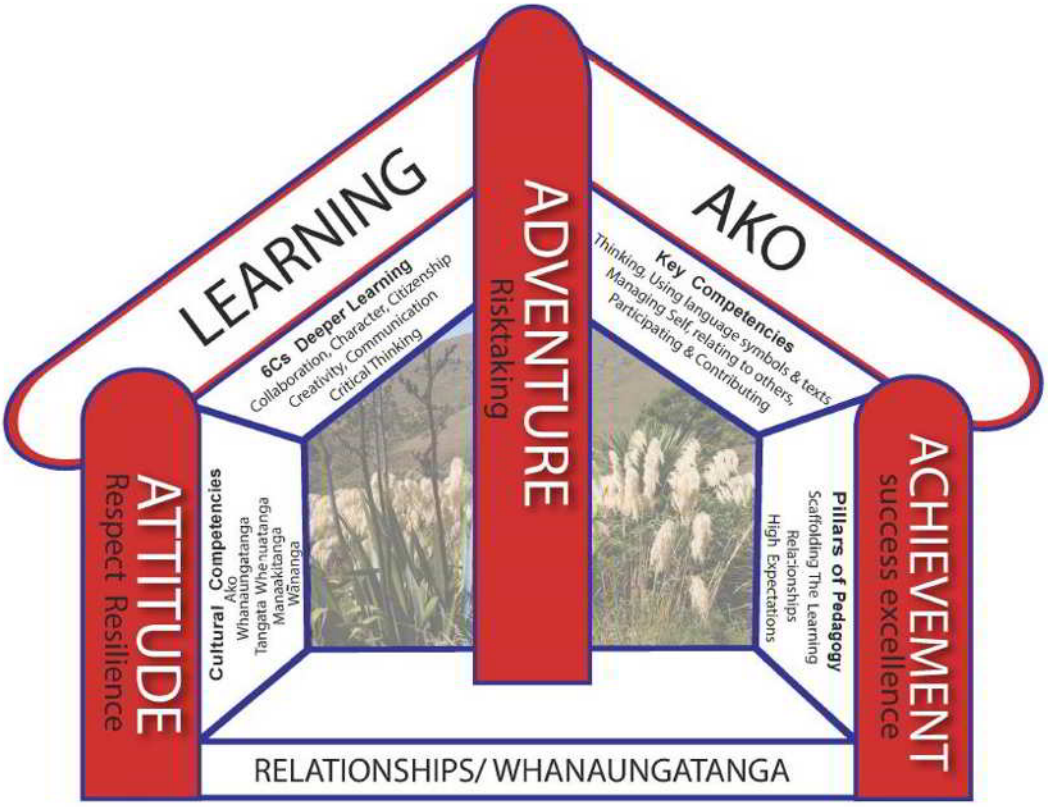

Mission statement	To raise student achievement in every area of endeavour Whāia te iti kahurangi ki te tūohu koe, me he maunga teitei (Pursue excellence - should you stumble let it be to a lofty mountain)
School motto	**Attitude** **Adventure** **Achievement**
Vision statement	West Spreydon School is an important part of the local community; its history and its future.

Our values

The values, vision and mission statement were crafted out of consultation with staff, board, students and community and are regularly reviewed to ensure that they are relevant and evident in school practice. Our documents, student awards, website and newsletters reflect these values. The school values, mission statement and vision were revisited at the Board retreat 24-26 June 2018.

At West Spreydon School we believe that:

- Education is a key to equality, democracy and a healthy society
- Numeracy and literacy skills lay the foundation for lifelong learning
- School should be a catalyst to inspire and empower lifelong learning
- Children learn best when the family, school and community work together
- Learning is an adventure

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- We have an obligation to challenge ourselves to do our best to be our best
- We have an obligation to support each other to do our best to be our best
- Our teachers make a difference
- Diversity adds richness to life and life long learning
- A sense of humour brings perspective and resilience
- Every child is special and deserves to have a sense of belonging to a special place
- Every child will leave our school knowing that at least one teacher loved him/her
- Learning can happen anywhere at anytime
- It is the adult's job to believe that every child can reach his/her full potential as a human being

Graduate profile

By the end of their final year we want each child to reflect the following values;

Attitude - each child to leave this school knowing that he/she was loved, that it takes effort to succeed and that he/she has a key role in making the world a better place

Adventure - each child to view learning as an adventure, to be prepared to take risks and to fail in order to learn resilience and to treasure that sense of curiosity and possibilities

Achievement - each child to strive for excellence in every area of endeavour and to flourish in his/her area of genius

Learning Support and Enrichment Strategies

At West Spreydon School all students will have access to:

- accelerated and specialist learning programmes e.g. music tuition, code club, robotics, science club, irish dancing
- remedial and supported learning programmes e.g. ESOL, reading recovery, Quick 60
- out of school programmes e.g. basketball, touch rugby, netball

When achievement data identifies specific learning or wellbeing needs teachers will refer their learners to the SENCO. The SENCO, in consultation with the senior leadership team and teachers, may refer that child to one of the school's learning support or pastoral care initiatives. These include:

- teacher assistant programmes
- Te Mana Ake
- Triple A Attachment intervention
- school based pastoral care team
- Social Worker in Schools (SWiS)
- Resource Teacher of Learning and Behaviour (RTLB)
- Resource Teacher of Literacy (RTLit)
- Ministry of Education
- Public Health Nurse
- Police Liaison
- School Based Mental Health Team
- Health Promoting Schools
- Home and Family
- Te Ora Hou
- Whanau Ora
- Oranga Tamariki

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The SENCO will maintain a register of all interventions and record student progress against the agreed outcomes. The board will receive an annual report on value added interventions.

Deep Learning

"Engaging the world, to change the world."

Deep Learning is the ability to master and leverage existing knowledge making links to re-interpret and create new meaning. It is facilitated through questioning and authentic engagement in meaningful real world challenges.

When we help young people make connections between what they are learning and the real world, they learn that everything is connected and that learning is a continuous process. Learning from experience is one of the best ways to give akonga the skills they need for living, working, and learning in the modern world. Deep learning provides experiences that nurture competencies (i.e. 6 Cs, Key Competencies, Cultural Competencies) and effective learning partnerships. This type of learning supports the values of our school, helping akonga thrive and become confident, connected, actively involved lifelong learners.

Six Deep Learning Competencies:

- **Collaboration** - work in teams, learn from and contribute to the learning of others, social networking skills, empathy in working with diverse others
- **Critical thinking and problem solving** - think critically to design and manage projects, solve problems, make effective decisions using a variety of digital tools and resources
- **Creativity and imagination** - economic and social entrepreneurialism, considering and pursuing novel ideas, and leadership for action
- **Citizenship** - global knowledge, sensitivity to and respect for other cultures, active involvement in addressing issues of human and environmental sustainability
- **Communication** - communicate effectively orally, in writing and with a variety of digital tools; listening skills
- **Character** - honesty, self-regulation and responsibility, hard work, perseverance, empathy for contributing to the safety and benefit of others, self-confidence, personal health and well-being, career and life skills

  At West Spreydon School effective teaching is about the principles of deep learning including:
  - relevant contexts
  - meaningful outcomes
  - the teachers knowledge of each learner so that teaching is directed at next step learning

  At West Spreydon School learning is about:
  - learning activities that address the next step learning of each child (one shot does the lot is not acceptable)
  - learning activities that address revision, consolidation or extension of what the teacher has taught
  - connecting learning with real world solutions and innovation

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Going Deep with our teaching...

To ensure we are creating a deep task we need to consider the 4 quadrants during planning and decide how they will be apparent in our lessons

Pedagogical Practices - learning and teaching strategies

- ➔ The learning task includes pedagogical practices that best match the learning goals and needs of the students.
- ➔ The learning task models the new pedagogies by merging research proven pedagogies with emerging pedagogies that leverage digital to deepen and accelerate learning.
- ➔ The learning task extends through co- creation of the learning task with students and families.
- ➔ Students see themselves as partners in the learning design process.
- ➔ The design ensures student voice and agency are activated, and that families are a critical element in supporting the deep learning outcomes to be achieved.
- ➔ The learning task engages students in a range of assessment approaches with rapid cycles of self and peer feedback to promote metacognition and self-regulation.

Learning Partnerships

- ➔ The learning task is a co-created partnership between students, teachers and family, with a clear focus by all of deep learning outcomes for all students.
- ➔ The learning partnership moves beyond the school to involve external partners, community and global resources addressing significant challenges.
- ➔ Student voice, agency and contribution has been critical to improving the learning task.
- ➔ The learning partnership is driven by high levels of partner equity, transparency, mutual benefit and accountability.
- ➔ There are clear collaborative processes and measures to ensure all partners know and communicate success.

Leveraging Digital

- ➔ The learning task includes students in deepening their own learning and competency development by innovating on the ways that digital may be used to deepen learning and create new knowledge.
- ➔ Digital is used to iteratively and collaboratively inform and innovate on the use of digital to improve and accelerate learning processes and outcomes.
- ➔ Digital is used to share new knowledge, processes and innovations within and beyond the learning group.

Learning Environment - Conditions for learning

- ➔ The learning task builds on earlier successes in creating interactive learning environments where all students are deeply engaged and motivated.
- ➔ These include both authentic and virtual learning environments.
- ➔ Student voice drives the way we work together, as do genuine learning partnerships with and between students and family.
- ➔ The learning climate is highly productive with a positive culture and climate that works extremely well at supporting deep learning outcomes for all.

Pedagogy:

At West Spreydon School our teachers will...

Dimension	New Pedagogies
Learning Partnerships	Take the role of activator of learning
	Create transparent learning goals and expectations in partnership with students and families
	Use collaborative processes and measures to engage families with student learning and communicate progress
Learning Environments	Create a learning environment that is interactive and student centered
	Use a range of tools and processes to assess student interests, talents and academic needs
	Build a climate and culture for learning anytime/anywhere with any learner
	Intentionally build collaborative work processes and social skills
	Use student voice as a driver for learning design and improvement
	Use strategies to engage and motivate students to accelerate and deepen learning
	Use strategies to build partnerships with students and families
Pedagogical Practices	Design learning tasks and processes using evidence based models and practices
	Design deep learning tasks that scaffold thinking and levels of complexity
	Use strategies to develop the deep learning competencies
	Use a variety of learning and assessment strategies to scaffold and personalize the learning process
	Provide student choice to increase engagement and motivation
	Engage students in rapid cycles of self and peer feedback to promote metacognition
Leveraging Digital	Foster student innovation to use digital to deepen learning, create knowledge and apply digital in innovative ways
	Use digital to increase engagement and motivation
	Scaffold learning processes using digital
	Enable connecting and collaborating locally and globally
	Enable authentic and rich contexts for learning
	Foster student access to digital that enables timely and accurate feedback for learning

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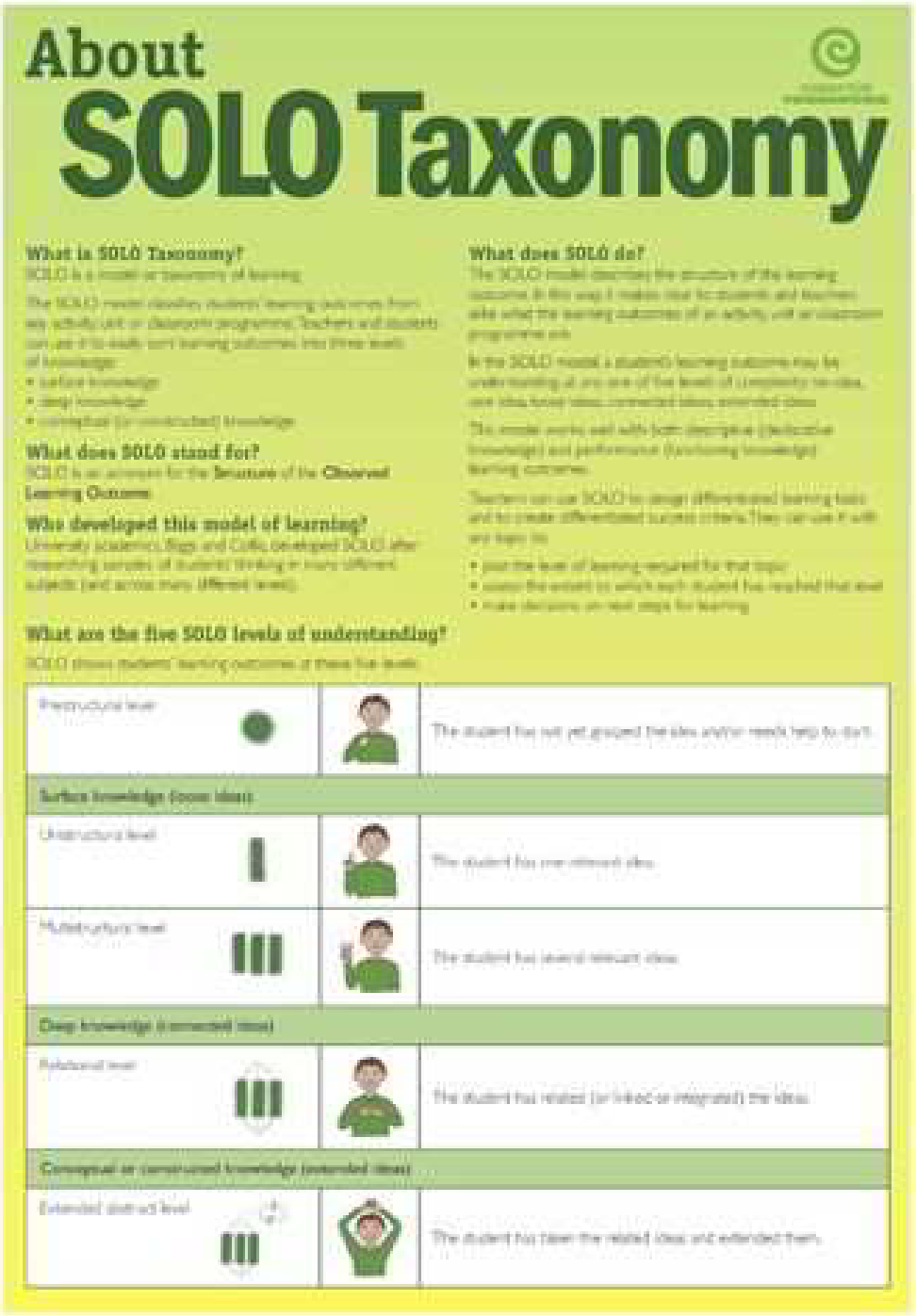
About
SOLO Taxonomy
What is SOLO Taxonomy?
What does SOLO stand for?
Who developed this model of learning?
What does SOLO do?
What are the five SOLO levels of understanding?

Assessment

The purpose of assessment is to raise student achievement by:

- gathering and recording reliable data (from a variety of sources) refer to Effective Assessment: Teacher Professional Judgement diagram below
- analyse the data to show successes and areas to target
- using the data to inform planning and teaching

West Spreydon School Assessment Schedule 2019								
All data entered by 9am Monday - Week 10 of each term								
TERM	Term 1		Term 2		Term 3		Term 4	
	Assessment	Completed by week	Assessment	Completed by week	Assessment	Completed by week	Assessment	Completed by week
Te Pihinga Junior Team Year 1/2	JAM	9	JAM	9	JAM	9	JAM	9
	EasTTle writing	6			EasTTle writing	9		
	Running Record / Probe	9	Running Record / Probe	9	Running Record / Probe	9	Running Record / Probe	9
			Student Learning Conversations	10			End of year reports	5
Raupō Middle Team Year 3/4	JAM / Gloss	9	JAM / Gloss	9	JAM / Gloss	9	JAM / Gloss	9
	EasTTle writing	6			EasTTle writing	9		
	Peters Spelling Test A	9	Peters Spelling Test A	9	Peters Spelling Test A	9	Peters Spelling Test A	9
	Running Record / Probe	9	Running Record / Probe	9	Running Record / Probe	9	Running Record / Probe	9
	STAR reading Y3 - Test A Y4 - Test B	6			STAR reading Y3 - Test B Y4 - Test C	9		
							PAT Maths	2
			Student Learning Conversations	10			End of year reports	5
Harakeke Senior Team Year 5/6	Gloss	9	Gloss	9	Gloss	9	Gloss	9
	EasTTle writing	6			EasTTle writing	9		
	Peters Spelling Test B	9	Peters Spelling Test B	9	Peters Spelling Test B	9	Peters Spelling Test B	9
	Probe	9	Probe	9	Probe	9	Probe	9
	STAR reading Y5 - Test A Y6 - Test B	6			STAR reading Y5 - Test B Y6 - Test C	9		
							PAT Maths	2
			Student Learning Conversations	10			End of year reports	5

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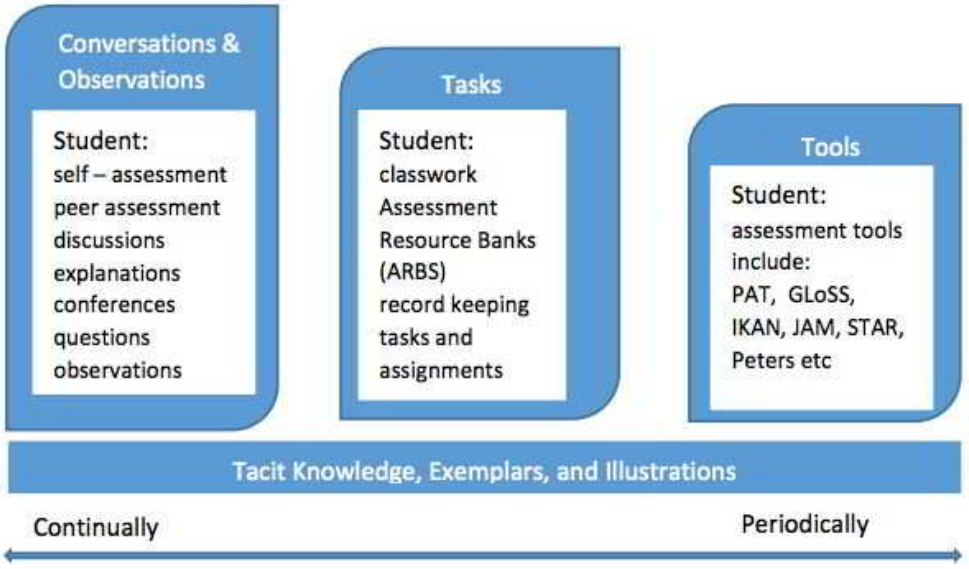
Effective Assessment: Teachers Professional Judgement

What matters most is not so much the form of assessment, but:

- why and how the information is gathered and used to improve teaching and learning
- how it supports a learner's agency and ownership in their own learning, and
- how it supports a reciprocal conversation with parents and whānau that values the role they play in their child's learning.



Refer to the TPJ supporting documents folder

Reporting

The purpose of a report is to focus on student progress, achievement and successes and to highlight areas that require further development. Reports should also state the areas in which children shine.

The following schedule and actions are a part of our reporting process:

- January / February Student Learning Conversations
- End of Term 2 Student Learning Conversations (with written record)
- End of year written report
- Seesaw
- Hui / Fono
- Class / Team / School-Wide Celebrations of Learning
- Assemblies
- Emails
- Phone calls
- Notes home
- Meetings with parents / caregivers by appointment

Reporting to the Board of Trustees

Reporting to the board is scheduled as part of the curriculum review process. The board requires start of year data after the March testing schedule. At mid-year and end of year teachers will collate Teacher Professional

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Judgements and enter this data on Assembly SMS to report to the board in July and November of each year. The cumulative data will provide the board with an overall scope of school data.

Accelerated Learning:

Accelerated learning is when a student has made more than one year's progress over a year. Progress is also considered to be accelerated when a student's progress is noticeably faster than might otherwise have been expected from their past learning, when using norm-referenced tools that assess the breadth of reading, writing and mathematics.

English

What is English about?
English is the study, use and enjoyment of the English language and literature. It encompasses learning the language, learning through the language and learning about the language.

How is English taught in our school?
English is structured around two interconnected strands encompassing the oral, written and visual forms. The strands modes are:

- making meaning of ideas or information they receive (**listening, reading and viewing**)
- creating meaning for themselves or others (**speaking, writing and presenting**)

The processes and strategies include developing knowledge skills and understanding related to:

- text purposes and audience
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts

Literacy learning will:

- be cumulative and build on from existing expertise
- happen anytime, anywhere.
- be supported with digital technologies.
- be scaffolded using rubrics, anchor charts, flipped classrooms, graphic organisers, exemplars, templates etc.

Recommended writing overview

	Year 0/1		Year 2		Year 3		Year 4		Year 5/6	
Text Types	Taught	Exposed	Taught	Exposed	Taught	Exposed	Taught	Exposed	Taught	Exposed
Recount	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Description	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Information Report		❑	❑	❑	❑	❑	❑	❑	❑	❑
Narrative		❑	❑	❑	❑	❑	❑	❑	❑	❑
Procedure				❑	❑	❑	❑	❑	❑	❑
Exposition				❑	❑	❑	❑	❑	❑	❑
Explanation				❑		❑	❑	❑	❑	❑
Discussion				❑		❑	❑	❑	❑	❑
Response									❑	❑

As learning opportunities arise the appropriate genre will be taught in the learning context. For example Year 1 students undertaking a science experiment can be taught procedural writing.

Mathematics and Statistics

How is maths taught in our school?
Effective Pedagogy in Maths – Educational Practice Series - No 19

Ethic of Care:
We expect teachers to provide a safe and supportive environment where children feel safe and know their ideas and contributions are valued.

Planning for Learning:
Teachers will provide opportunities for students to work:

- **independently** away from distractions where they can quietly work by themselves
- with the **whole class** where teachers manage, facilitate and monitor student participation, recording solutions and asking for explanations
- with **partners and small groups** where students learn to look and understand the task then solve the problems

Building on student's thinking:
We expect teachers to know where the students' learning level, where they were and where they need to be. Teachers will build on students existing thinking and modify tasks to provide alternative pathways to understanding.

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Worthwhile Mathematical Tasks:
We expect teachers to use worthwhile tasks to develop, use and make sense of mathematics. The tasks will reflect cultural responsiveness and relate to the students' worlds.

Making Connections:
Teachers will know their learners and use this knowledge to support students to solve problems in different ways and in everyday contexts. This provides students with opportunities to make connections with mathematics and how mathematics fits into their lives.

Assessment for Learning:
Teachers will use a range of formal and informal assessment practices to monitor learning progress, diagnose learning issues and determine what they need to do next for further learning.

Mathematical Communication:
Teachers will use "maths talk" to communicate and support mathematical ideas. Students will be taught to give sound mathematical explanations and justify their solutions. Students will communicate their ideas orally, in writing and by using a variety of representations.

Mathematical Language:
Using mathematical language alongside modelling helps students to grasp the meaning of the concept. It helps to link what they are learning with the mathematical language. It is important that the language used at school is reinforced at home otherwise misconceptions can develop. This becomes vital for children of other cultures. Using their home language in mathematics can assist the children to grasp the underlying concept or meaning.

Tools and representations:
Tools and representations will be used to support students' mathematical development. These include the number system, algebraic symbolism, graphs, diagrams, models, equations, notations, images, analogies, metaphors, stories and technologies. With guidance, technology will support independent inquiry and shared knowledge building. Technological tools will link students with the real world making maths more accessible and relevant.

Teacher Knowledge:
Teachers will have a sound knowledge of mathematics to enable them to respond to the needs of all their students. Knowing the relevant content and how it is taught enables teachers to assist students in developing mathematical ideas that can be used in different contexts. It is important that teachers have content knowledge of all levels of mathematics. This assists the teacher in making decisions about where to go next with their students learning to support their mathematical development. Sound knowledge enables teachers to respond and question effectively.

Long Term Plan:
Every year each teaching team will design a LTP for the team based on analysed data from the previous year. From this LTP, individual teachers will adapt a LTP to meet the learning needs of every student in his/her classroom.

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Science and Social Science

What is Science about?
Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe.
It involves:

- Generating, trialling and fair testing ideas.
- Gathering evidence – including making observations, carrying out investigations, modelling, communicating and debating with others.
- Developing a scientific knowledge, understanding and explanations.

What are the Social Sciences about?
It is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and the future and from places within and beyond New Zealand.

How is Science and Social Science taught in our school?
Science and Social Science will be integrated into other learning areas such as Literacy, Mathematics through the vehicle of deeper learning tasks. Science and Social Science will be motivating and meaningful, taught through practical experiences and experiments, using authentic contexts.

Teachers are also encouraged to use 'teachable science moments' e.g. – mini inquiries following up from a reading book, a current event, ABCD time and other similar one off experiences.

The Arts

Curriculum Context: The Arts

What are The Arts about?
The arts are about expressing creativity. Ideas, feelings, moods and experiences are communicated through sound, movement and images. Students are encouraged to be creative and to respond by engaging and connecting their thinking, feelings and senses. The Arts are a powerful form of expression (movement, sound and image) that recognise, value and contribute to the unique bicultural and multicultural character of Aotearoa. They have their own language and can transform people's' creative ideas into expressive works that communicate meaning.

The Arts in the New Zealand Curriculum is broken down into Music, Drama, Dance and Visual Arts. Further information can be found on page 20 of the New Zealand Curriculum.

How are The Arts taught in our school?
The Arts will be integrated into learning areas such as Literacy, Social Science and/or Science through the vehicle of deep learning tasks. This requires learning to be presented in creative and interesting ways. For example learning can be presented using the visual arts (posters and paintings), music (creating raps or songs), dance (creating routines that explain a concept) or drama (re-enacting a famous event). This allows for both

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creative thinking and the arts to be used in a real life context. In addition to this, explicit teaching of the elements of the arts may be taught within classrooms throughout the school year. The arts will be motivating and meaningful, taught through exploration, practical skill sessions, exploring visual art techniques, art appreciation, art history and exposure to new concepts.

Music	Dance
Beat and Rhythm Playing Creating Appreciating	Space Body awareness Different styles Elements
Drama	**Visual Arts**
Techniques Movement Role Facial expressions and action	Drawing and painting Collage and or photography Fabric and fibre or mixed media Sculpture and or structure

Health and PE

What is Health and PE about?
Learning about the wellbeing of themselves, others and of society through health related and movement contexts. Further information can be found on page 22 of the New Zealand Curriculum.

How is Health and PE taught at our school?
Where possible Health is integrated with our wider curriculum. At times some aspects are taught as separate, stand alone topics. PE and some aspects of health are delivered through their respective Programme Overviews, which can be viewed in the Appendices.

Explicit (purposeful) acts of teaching

Health

- Health topics are selected to reflect the aspects of health that are most relevant for our students. Consultation with parents takes place as per Section 60B of the Education Act 1989 (amended 2001).
- There is flexibility for teachers to identify the specific health needs of their class and teach topics that address those needs. These are often identified once teachers have built relationships with their class but may also become apparent during the year at any time.
- Our school policy ensures that Teachers ensure Sun Safe practices are taught as part of their classroom program and we follow the procedures for Sun Safety at all times.

Physical Education (PE)

- It is expected that all students will have had opportunities to learn basic aquatic and "Swim-safe" skills each year.

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Links to Deep Learning Tasks (DLTs)

Deep Learning Tasks provide an excellent opportunity to include and review content from these two curriculum areas. The focus is on real world learning as well as the questioning of common held beliefs, as well as commonly held misunderstandings. It is also an excellent opportunity to delve deeper into the parts of the curriculum that focus on Relationships with Other People and Healthy Communities and Environments.

Suggested Health Programme Overview

Themes	Me, Friendships, Positive Classrooms	Keeping Healthy	Keeping Safe	Coping with Change
Yr0-1	**Kia Kaha** Yr0-3	**Dental Hygiene**	**Cyber Safety** **http://www.netsafe.org.nz** Keeping Ourselves Safe Fire Safety	**Starting School** (New Entrants)
Yr 2	**Kia Kaha** Yr0-3	**Growing Healthy Food**	**Cyber Safety** **http://www.netsafe.org.nz**	**Sparklers** Allright.org.nz
Yr 3	**Kia Kaha** Yr0-3	**Eat Healthy Food**	**Cyber Safety** **http://www.netsafe.org.nz**	**Sparklers** Allright.org.nz Circle time
Yr 4	**Kia Kaha** Yr4-6	**Healthy Eating**	**Cyber Safety** **http://www.netsafe.org.nz**	**Sparklers** Allright.org.nz Circle time
Yr 5	**Kia Kaha Yr4-6**	**Sexuality Road**	**Cyber Safety** **http://www.netsafe.org.nz**	**Sexuality Road** **Sparklers** Allright.org.nz Circle time
Yr6	**Kia Kaha Yr4-6**	**Sexuality Road**	**Cycle Safety** **Cyber Safety** **http://www.netsafe.org.nz**	**Sexuality Road** **Sparklers** Allright.org.nz Circle time **Transition to Intermediate**

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Cyber Safety: It is expected that all teachers will include a focus on cyber-safety, appropriate to the level of their students. https://www.netsafe.org.nz/
Sexuality Education: The content of the program is shared with parents prior to the delivery and parents have the right to exclude their children from this program.
Sun Safe program: It is expected that all teachers will touch on Sun Safety each year to remind children how to be 'sun-smart'. Curriculum resources and information on sun safety can be downloaded from www.sunsmartschools.co.nz

All teachers have access to Leading Lights (Te Mana Ake online resource) for information and guidelines when issues arise with regard to hauora and student wellbeing.

Technology

Technology is about invention by design, developing products and addressing real world problems. Students learn practical skills as they develop and adapt models, products and systems that are innovative and creative (tinkering). They learn how technologies have changed over time. Students will learn computer programming and computational thinking through the use digital technologies.

Curriculum Contexts: Learning Languages

Te Reo Māori and New Zealand Sign Language (NZSL) are official languages of New Zealand. Pasifika languages also have a special place. (refer pages 14 & 24 of NZC)

How is Te Reo Māori/Tikanga Māori taught at our school?

Te Reo and Tikanga are integrated into our school practises. This happens in the classroom, staff meetings and at board level. Staff meetings, board meetings and each class day starts with a karakia and waiata. All staff have completed staff development through Te Wānaga o Aotearoa. All staff and students complete a digital mihi, these are shared in assemblies, Monday morning meetings and in classrooms at regular intervals. Our Kaupapa website has a large number of waiata that two of our staff members have created to use in classrooms.

	Term 1	**Term 2**	**Term 3**	**Term 4**
Term focus	Ko Au / Te Marae Myself and my friends	Taku Akomanga My classroom	Our school cultural narrative	Te Ahua o te Rangi Weather and time
Possible Events		Matariki	Maori Language week	

(Reference He Reo Tupu, He Reo Ora)

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Cultural Competencies

Tātaiako (Ministry of Education 2011) provides a framework that can support professional development and learning for teachers, leaders and aspiring principals.

The framework identifies five competencies and provides indicators for each four levels: entry to initial teacher education, graduating teachers, registered teachers, and leaders.

Supporting the indicators are possible outcomes expressed aa examples of learner voice and of whanau voice.

The competencies are:

Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.

Teachers will (pedagogy):
● use specific strategies and protocols for effective communication with Māori parents, whānau, hapū, iwi and community. ● communicate effectively with Māori parents and whānau about their child's learning. ● engage with Māori learners, whānau, hapū, iwi and Māori communities in open dialogue about teaching and learning. ● acknowledge and access the expertise that Māori parents, whānau, hapū, and iwi offer.

Whānaungatanga: actively engaging in respectful working relationships with Māori learners parents, whānau, hapū and iwi.

Teachers will (pedagogy):
● respect working relationships with Māori learners and their whānau which enhance Māori learner achievement. ● actively seek ways to work with whānau to maximise Māori learner success.

Manaakitanga: showing integrity, sincerity, and respect towards Māori beliefs, language and culture.

Teachers will (pedagodgy):
● display respect, integrity and sincerity when engaging with Māori learners and their whānau, hapū, iwi and communities. ● demonstrably care about Māori learners, what they think and why. ● display respect for the local Māori culture (ngā tikanga ā iwi) in engaging with Māori learners, their parents, whānau, hapū, iwi and communities. ● incorporate Māori culture (including Tikanga ā iwi) in curriculum delivery and design processes. ● describe how the treaty of Waitangi influences their practice as a teacher in the New Zealand educational setting.

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Tangata Whenuatanga: affirming Māori learners as Māori, providing contexts for learning where the language, identity, and culture of Māori learners and their whānau is affirmed.

Teachers will (pedagogy):
● harness the rich cultural capital which Māori learners bring to the classroom by providing culturally responsive and engaging contexts for learning. ● actively facilitate the participation of whānau and people with the knowledge of local context, tikanga, history and language to support classroom teaching and learning programmes. ● consciously uses and actively encourages the use of local Māori contexts (such as whakapapa, environment, tikanga, language, history, place, economy, politics, local icons, geography, etc) to support Māori learners' learning.

Ako: taking responsibility for their own learning and that of Māori learners.

Teachers will (pedagogy):
● consciously plans and uses pedagogy that engages Māori learners and caters for their needs ● plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement levels ● actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-forward. ● validates the prior knowledge that Māori learners bring to their learning. maintains high expectations of Māori learners succeeding, as Māori. ● takes responsibility for their own development about Māori learner achievement. ● ensures congruence between learning at home and at school.