

High Expectations

Our curriculum supports and empowers all staff and students to learn as they strive to achieve personal excellence, regardless of their individual circumstances.

Indicators:

- Learners can talk about their strengths and weaknesses, and with support from teachers and/or family/whanau, set challenging but achievable goals for future learning.
- Teachers use rich assessment data to set meaningful 'growth' targets for future learning by all groups of learners.
- Teachers 'inquire' into the impact of their teaching (Teaching as Inquiry) and act appropriately to improve practice.

Treaty of Waitangi

Our curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural heritage of New Zealand. All learners will have the opportunity to acquire and develop knowledge of te reo Maori me ona tikanga.

Indicators:

- Te Reo and Tikanga are evident in teacher planning.
- Te Reo is used effectively in daily classroom interactions.
- All learners have continued opportunities to improve their knowledge of Te Reo and Tikanga.
- Local protocol / 'kawa' is respected and followed.

Cultural Diversity

Our curriculum acknowledges, reflects and celebrates New Zealand's cultural diversity, and values the histories and traditions of its people.

Indicators:

- Contexts for learning in English, The Arts and Social Sciences reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community.
- Our school offers opportunities for Kapahaka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extra-curricula.

Inclusion

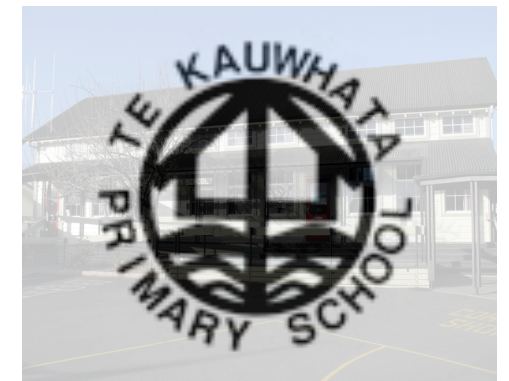
All learners have equal opportunities to learn and succeed regardless of gender and /or ethnicity. Learning and success will be recognised and celebrated.

Indicators:

- Individual learner's strengths are recognised and extended.
- Classroom and school programmes reflect the needs of all groups of learners.
- Learner progress is not hindered for reasons of gender, ethnicity or disability.
- Knowledge of, and opportunity to interact with diverse groups of learners is evident for all.

Curriculum @ TKP

'Learning Together ~ We **C.A.R.E**'
'Kia Ngatahi te Ako ~ Manaakitia'



Learning to Learn

All staff and students are reflective learners and take responsibility for their own learning processes, learning how to learn.

Indicators:

- Teaching, learning and assessment reflects meta-cognitive and Key Competency development.
- Assessment for Learning practices are evident in all learning zones with all learners being able to drive and reflect on their learning.
- Planning incorporates e-learning approaches.
- Inquiry by all learners is built upon curiosity and the desire to discover!

Community Engagement

Our curriculum reflects learning through current and topical events that connect with learner's wider lives, drawing on and recognizing the expertise and support of whanau and community.

Indicators:

- Our school community is regularly consulted about the school curriculum and learning, including whanau support
- Support and skills of whanau and community are utilised wherever appropriate and possible.
- Student-led conferences are understood and supported by all the school community.
- Parents / caregivers and the wider school community are actively involved in school activities.
- Our 'open door' policy is maintained.

Coherence

Our curriculum reflects a shared understanding and enables coherent transitions between all learning zones and teams while opening up pathways to further learning.

Indicators:

- Our vision is shared and modeled by all.
- There is consistent understanding and knowledge of current pedagogy evident through quality teaching and learning programmes school-wide.
- Contexts for learning reflect the school's curriculum and annual plan.
- Further learning is evident through knowledge of and use of higher order thinking skills.
- Learning Zones are print rich environments and reflect current teaching and learning across the curriculum.

Future Focus

Our curriculum encourages all learners to look to the future by exploring such issues as sustainability, citizenship, enterprise and globalization.

Indicators:

- Learners understand the concept of 'sustainability' through the principles that underpin being an Enviro-School.
- Citizenship is modeled through the 'Cool Schools' programme and TKP values; this incorporates digital citizenship.
- Learners seek to solve problems by exploring a wide range of possibilities with a view to future outcomes and impact.
- Learners grow to become global citizens and understand the significance of this for today and the future.