

Te Kauwhata Primary School Curriculum and Implementation

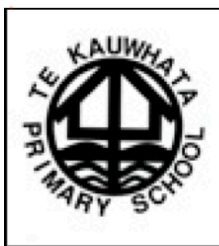


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Curriculum Delivery Policy

Rationale:

To meet the requirements of National Administration Guideline 1:

- The Board of Trustees will foster student achievement by providing teaching and learning programmes that incorporate the national curriculum (learning areas, key competencies, principles and values) as expressed in the New Zealand Curriculum 2007 (and other documents based upon it).

Purpose:

To ensure that Te Kauwhata Primary School provides programmes that meet students' learning needs and that they are consistent with the New Zealand Curriculum.

Guidelines:

The Board of Trustees, through the Principal and staff, will ensure that the local curriculum of Te Kauwhata Primary School is consistent with the New Zealand Curriculum Principles:

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

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.

Cultural Diversity

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

Inclusion

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

Learning to Learn

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

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 whaanau and community.

Coherence

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

Future Focus

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

National Administration Guidelines 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

Our Vision

In 2021, stakeholders of Te Kauwhata Primary School took part in the Strategic Leadership for Principals Programme (SLPP) through Springboard Trust.

The BoT recognised that strategic leadership is a pivotal element for improved school performance, thus giving the opportunity of the principal to attend this PLD. For the principal, the ability to plan, manage and report as the fulcrum of your community ensures strong relationships and the right conditions for everyone to thrive.

A part of this professional learning, was that we needed to update our vision statement from:

'Developing confident, connected, actively involved lifelong learners'

to

'Successful learners in an engaging, inclusive environment'

The BoT and leadership team spent hours coming up with a new statement that they believed was aspirational and one that fits our school in 2021 and one that we will continue to pursue in the years to come. The recognised that this new statement will also be a key driver as the school looks to relocate in 2024 to the Lakeside development on Scott Road as they we want the new school to be a physical environment that is inclusive and engaging and one that promotes success for all students

Our new vision has the following three key words - successful, engaging and inclusive. These three words are the basis on which our strategic goals will be built over the next three years.

Our why?

Success -

In 2019 we asked our community to give us their ideas and thoughts on what success looks like for our children. Out of that wealth of information was birthed the following statements:

- Success means 'Our students and community are engaged'
- Success is when our 'Wellbeing is looked after'
- Success is when 'We are Learning'
- Success is when we 'Grow as people'
- Success is when our school 'Promotes success for all'

As you can see this definition of success is holistic and doesn't focus on the academic achievements of students. This definition of success still drives us and is one that we aspire to get to as a school community.

To meet the aspirations of all our learners having success at TKP our strategic goal is to **'Deliver equitable outcomes for all students at Te Kauwhata Primary School'**.

Engaging -

As a school we recognise that one of the most important indicators of school are the relationships that are formed between student - teacher and teacher to whaanau/families. Without these relationships a child will struggle to learn and function in a school environment. Hence the reason why we have 'engaging' in our vision - we want our students to engage in their learning in the classroom and the wider school community. We want our students to

develop quality relationships with their teachers and for teachers to connect with parents and whaanau.

We believe that we do this well but we can always do better therefore our second strategic goal is to - **'Grow engagement in the classroom, the school and wider community'**.

Inclusive -

The final part of our vision statement focuses on creating an inclusive environment. As a school, we pride ourselves on our culture of CARE and how our staff and children care for students who struggle in their learning, have specific learning needs, and students who need that little bit of extra awahi and aroha to engage in the everyday classroom programme. While we believe this is a strong part of who we are as a school, we know that we aren't perfect and we want to continue to create a learning environment that is culturally inclusive, engages all learners and delivers equitable outcomes for all students.

Therefore that last strategic goal for the next three years is to - **'Strengthen our school culture where learning and success is celebrated'**.

Mission Statement

‘Learning Together’ ~ Kia Ngātahi te Ako

Te Kauwhata Primary School is committed to our mission of ‘Kia Ngātahi te Ako’ and seeks to lift the achievement of all learners through developing student wellbeing and engagement in an inclusive environment.

Learning Together – ‘Kia Ngātahi te Ako’ –

Learning together is our mission statement for all our learners. Our mission for learning together includes:

- Open classrooms for parents and students
- Whānau involvement in school life
- Effective communication between home and school
- Our graduate profile is embedded in our school culture
- Tuakana teina within school
- Tuakana teina beyond out school eg with college, local ECE's
- Use of community experts in our learning
- Family and community involved in learning eg reading in class, teaching skills, sewing, knitting, science etc
- College students visiting to coach sport, perform for us etc
- Engagement with hapu, iwi and local marae
- A child's cultural toolkit is utilised in learning
- Inclusion of ALL cultures, abilities, backgrounds etc
- Culturally responsive pedagogy
- Whānaungatanga
- Environment team is effective – our school, our community, our country, our planet
- Honesty from students and teachers about - what you can do and what you want to learn
- Children knowing their personal strengths and how they can work with others
- Collaboration
- Sharing our successes
- Learning in groups in class
- Maintain a broad view of learning ie not just numeracy and literacy but also key competencies, soft skills, all curriculum areas
- Broaden aspirations by identifying career paths linked to learning
- Staying curious – students experience of culture of life-long learning with the opportunities for students to see whānau and staff learning as well
- Students following their own inquiry and then exchanging information
- Learners becoming the teachers – sharing knowledge with others (could be cultural knowledge, specific skills or interests, sharing of personal stories related to the curriculum)

Community, Parent and staff voice – gathered in 2019

‘Learning together’- ‘Kia ngaatahi te ako’

“

“Kotahi te kohao o te ngira e kuhuna ai te miro maa, te miro pango, te miro whero.

I muri, kia mau ki te aroha, ki te ture, ki te whakapono ko te mea nui ko te aroha hei aha te aha.”

“Through the eye of the needle pass the white threads, the black thread, and the red threads. Afterwards, looking to the past as you progress, hold firmly to the law, to faith but most all to love forsake all else.”

Kiingi Pootatau Te Whereowhero

This tongikura was shared by the first Maaori King, Pootatau Te Wherowhero after he was anointed as the King for all Maaori, in 1858 at Ngaaruawaahia. This proverb is about establishing connections and collaborating to achieve the same vision and goals together.

A maaori view of ‘learning together’ or ‘Kia ngaatahi te ako’ is about establishing teaching and learning relationships where the kaiako and each tamaiti brings their own ‘matauranga’ or ‘knowledge’ to their akomanga (classroom). Creating these reciprocal learning relationships enables everyone to be empowered to learn from each other. In Te Ao Maaori the ‘tuakana-teina’ approach enables reciprocal learning partnerships, where the role can be reversed at any time as the value of this approach is ‘ako’.

Kia ngaatahi te ako is also about kaiako establishing strong, genuine and productive relationships with not only the tamaiti but also their whaanau, wider whaanau, hapu and iwi to ensure learning is collaborative for the benefit of our taonga, the tamaiti. As a result creating connections that will enable experts in our whaanau community to work with tamariki and kaiako at Te Kauwhata Primary. “Ako is grounded in the principle of reciprocity and also recognises that the learner and whaanau cannot be separated.” (Ka Hikitia, 2008, p.20).

‘Kia ngaatahi te ako’

“Kotahi te kohao o te ngira e kuhuna ai te miro maa, te miro pango, te miro whero.

I muri, kia mau ki te aroha, ki te ture, ki te whakapono ko te mea nui ko te aroha hei aha te aha.”

Kiingi Pootatau Te Wherowhero

I te tau 1858 i tuu teetehi kaupapa whakahirahira ki Ngaaruawaahia, aa, ko te koroneihana o te Kiingi Maaori, a Pootatau Te Wherowhero. Naana i tuu hei kiingi moo Ngaai Maaori, naana hoki i tohaina i te tongikura nei. Ko te moemoea, kia here i ngaa maata waka o te ao Maaori, kia hoe tahi te katoa.

Ahako te tamaiti, ka whaanau mai a ia me oona anoo pumanawa, kei a ia hoki oona ake wheako whaiora. Maa ngaa kaiako me oona ake puukenga e awhina a taatou tamariki, e hanga ai te tuuaapapa maatauranga ki te akomanga. Heoi anoo i eetahi waa maa ngaa tamariki e aarahi ana i te kaiako, ‘kia ngaatahi te ako’. Koira anoo teteahi aahua o te tiro a te Maaori ki toona ao. He whakawhanaunga whakautuutu, he mahi tuakana teina. Ko te hua o teenei, ko te whakamana tangata.

Waihoki, ki te mahitahi ngaa kaiako, ngaa maatua, ngaa hapu, me ngaa tohunga o too taatou haapori, ki te waihanga, ki te whakatinana hoki i teenei huarahi “kia ngatahi te ako” e tipu ake ai o taatou nei taonga, ngaa tamariki, hei aakonga pakari, aakonga tuu maia, he kaha hoki te ahurea i te Kura tuatahi o Te Kauwhata. “Ko te ngako o te ako, kia kaua e wehe te whaanau mai te tauira, puumau tonu he tautuutu te hononga.” (Ka Hikitia, 2008, p.20).

Our Values

Students and staff at Te Kauwhata Primary School will be encouraged and supported to explore, adopt and model the following school values (We C.A.R.E.) to uphold the values of the New Zealand Curriculum:

- **Communicate** ~ Kōrerotia: To have a voice and express myself, For friendships, To belong
- **Aspire** ~ Hokaka: Discover, Dream BIG, Take risks, Strive to Succeed
- **Respect** ~ Whakaute: Honesty, Rights and Responsibility, Kindness and Tolerance
- **Engage** ~ Whai Wahi: With self, With others, With the world, With learning, With life.

Key Competencies ~ Capabilities for living and lifelong learning

- The curriculum of Te Kauwhata Primary School will promote the key competencies as capabilities that 'enable learning', these being:
 - Thinking
 - Relating to Others
 - Using Language, Symbols and Texts
 - Managing Self
 - Participating and Contributing

Te Ao Māori

Our curriculum will acknowledge the principles of the Treaty of Waitangi (Protection, Partnership and Participation) and the bi-cultural heritage of New Zealand. All reasonable steps will be taken to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for full time students should their parents request it. All learners will have the opportunity to acquire and develop knowledge of Te Reo Māori me ōna Tikanga.

Indicators will be:

- Te Reo Māori and Tikanga is planned for.
- Te Reo Māori is used effectively in daily classroom interactions.
- All learners have continued opportunities to improve their knowledge of Te Reo Māori me ōna Tikanga.
- Local protocol / 'kawa' is respected and followed.
- Tainuitanga will be taught through our localised curriculum

Cultural diversity

Our curriculum will acknowledge, reflect and celebrate New Zealand's cultural diversity, and value the histories and traditions of its people.

Indicators will be:

- Contexts for learning in English, The Arts and Social Sciences will reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community.
- Our school will offer opportunities for kapa haka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extra-curricula.
- Learning in classrooms will draw upon the cultural toolkit / cultural capital of our students to ensure that contexts for learning are culturally responsive

Whānau Engagement and Local Interests

Our curriculum will draw on and recognise the expertise of all stakeholders including, local businesses, school staff, our students, whānau, Tainui, local hapu and our wider community.

Through ongoing engagement and input from our community the TKP curriculum will evolve to meet the demands of learning in the 21st century.

Localised Context

Our curriculum will also acknowledge Te Kauwhata and its place in the North Waikato region. Over a child's time at TKP they will explore:

- The history of Te Kauwhata
- The history of Rangiriri and its significance in the New Zealand Wars
- The use of land in TK - farming, vineyards etc
- the different marae around Te Kauwhata
- The variety of businesses in TK and how they support our school
- The four waterways that are our Whaanau groups – Waikato, Waikare, Whangamarino and Whangape

Student Agency @TKP

At Year 1 and 2 we define student agency as children taking responsibility for their own learning, knowing their learning intentions, knowing why they have to learn them, making choices in their learning, collaborative learning, how to work as a team, driving own learning and being able to complete tasks independently.

At Year 3 and 4 we define student agency as students being goal setters who are motivated and able to complete tasks independently. Students will have an opportunity to extend themselves, pursue their own interests, take part in the decision making processes within learning and choose ways in which they can present their learning.

At Year 5 and 6 we define student agency as learners setting goals, being experts, where they are actively involved in decision making. Learners are more than passive recipients and have an active input into what and how they learn

Curriculum Delivery and Responsibilities:

- The Board of Trustees, through the Principal and Management will ensure all teachers uphold the requirements as stated in the Te Kauwhata Primary School Curriculum Implementation and Design Plan.
- Planning is the responsibility of each teacher and will follow school guidelines.
- Each day students will have the opportunity for:
 - Individual / shared learning experiences
 - Teacher-directed / child-directed learning activities
- Co-operative and collaborative planning between teachers is expected.
- Co-operative and shared teaching between teachers is supported.
- Each teacher is responsible for a 'learning zone' home group, as established by management, and may also teach children from other home groups, however teachers are responsible for ensuring all progress and achievement data is current for students in their home learning zone. Procedures for assessment and evaluation form part of the Te Kauwhata Primary School Curriculum Implementation Plan.

In order to fulfill the policy, the board, management and staff have developed, and will regularly review, the Curriculum Implementation and Design Plan and local indicators towards achieving the intentions of the curriculum principles and values.

Approved by Board _____
Chairperson – signed for Board of Trustees _____ Date _____

Revised: _____
Chairperson – signed for Board of Trustees _____ Date _____

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.

Our definition of success from our community survey in 2019

Success means 'Our students and community are engaged'

- We have engaged learners who participate in the classroom programme
- Having children excited with their learning, and being fully engaged and focused on their work and able "to have a go" at something new
- Learners are empowered to be engaged members of families, community, society
- Parents are actively engaged with the school and their children's learning
- There are fewer classroom problems because students are engaged
- Students are engaged because their interests are catered for, they give everything ago, and they try their best at everything
- Success is when reluctant learners engage in their learning

Success is when our 'Well being is looked after'

- We have happy, contented students
- We have a caring and happy classroom culture
- We are able to tackle the world in whichever situation and be happy
- All our children feel safe and happy
- All stakeholders have a well balanced, happy life and share it with the ones they love
- Students are happy and confident in their own abilities
- For staff there is a positive work-life balance - they are valued and can grow their expertise at TKP
- The school staff are supportive of their colleagues and management supports all staff
- Staff and Students maintain personal health
- Staff look forward to working in the morning
- When our children enjoy going to school and want to learn
- Students are empowered to be a confident learner and enjoy all types of learning.
- Happiness is everywhere in the school
- People have a positive attitude
- Being kind to everyone.
- Showing respect for other people and teachers.
- Students support students - they are empowered to go and help others with their work and sit with them and help them until they understand

Success is when 'We are Learning'

- Students have a solid learning base in literacy, numeracy, science and technology
- Students are engaged in ongoing learning and skill development
- Teachers know the next steps for their students and communicate them to the students
- Staff and students accept and take on new challenges
- Stakeholders have personal goals and growth towards them through a variety of learning opportunities
- Students can see progress in their learning through 'Spotlight'
- Students are confident in their learning
- Students learn their place value and basic facts in maths (maths maintenance).
- Students know the success criteria for learning new things.
- Knowing that one day I will go to college and I need to be prepared for it
- Learning has real-world application
- Students reaching set goals
- Overcoming a problem - socially or academically
- Academic, social, physical and sporting achievements
- Success is achieving goals, developing confidence and being immersed in continual learning
- Success is recognised, celebrated (praise/ certificates) and acknowledged

- Success is setting a goal and then achieving it (Eg learning a new skill, or competing in an event) and then setting another goal, etc
- Success is the ability to be a socially, literate, community focused and inclusive citizen.
- Success is seeing their students progress in their reading, writing and math knowledge
Success in learning is for the students to be working at a level so they are ready for college/intermediate
- Success is seeing children become more confident in their work and also in their ability to interact with others (students and adults) perhaps using other topics like cooking, gardening or outside activities to help those students who are not so academic
- Success in learning is unique and individual for all
- Success can be big or small achievements
- Success is when progress is evident
- Learning success is when you are not afraid to have a go (risk takers) and we reach our full potential
- Success in learning is when our students achieve their potential
- When students understand where they are at in their learning journey (goal setting) and have a clear vision on how to reach her goals and what they need to do to get there.
- Success in learning is when a student has the confidence to approach any problem put in front of them and the knowledge to be able to work through it.
- Success is when we see the huge smiles on students faces when they've struggled with something and they finally understand it and they realise they can do it!
- Success in learning is taking risks, learning a lot and having fun doing it!

Success is when we 'Grow as a person' (We grow as people)

- Students develop friendships and learn to be a good friend
- All students and staff try their hardest and take the opportunities given to them
- Students have the ability to establish healthy relationships with peers, adults, and teachers, etc.
- Students grow as people because their culture is promoted and valued
- Students are proud of their heritage
- Students gain approval from teachers and staff. Hard mahi brings rewards
- Growth and progress are acknowledged
- School provides an equitable environment
- Success comes from entering into an event and competing in it
- Growth comes from trying new things
- Students are true to themselves, they do well, and care for others
- Perseverance is promoted at school
- The school's environment develops confidence in their learners - it is a place that children develop the basic skills to take them through into more complex areas of learning
- Students are able to overcome, push through the negatives, and never give up
- Success for our children is to do the very best they can at everything they do
- Success for our children is to improve their learning and knowledge each year. It is having the right attitude and always pushing themselves to improve
- Developing the skills to work in a team
- Developing a culture where staff and students develop the skills to question, research and problem solve

Success is when our school 'Promotes success for all'

- Students worked in a structured classroom environment -
- Positive behaviour management strategies are used and promoted
- Learning Assistant time is utilized to meet the learning needs of our students
- Professional Development is promoted - staff gain new knowledge through PD or watching each other teach
- There are career opportunities for staff ie. in developing new knowledge in an area e.g for Learning Assistants and Office administrators, as mentors to Beginning Teachers or Student

Teachers, the leadership of a curriculum area or school wide initiative, as team leaders, in middle management, or as senior management.

- *Bold leadership consistently strives for improvement*
- *We have a safe, welcoming, inclusive school*
- *The community has pride in their school*
- *Our curriculum is broad and enables all students to find and pursue their strengths and interests*
- *We celebrate and share success*
- *We understand that all students are unique and promote personal success*
- *There is ongoing support from Senior Staff / Staff (all)*
- *We provide opportunities for fitness, Maori writing, kapa haka, athletics, and the development of our student leaders*
- *Students have success as Maori or Tauhiwi*
- *Te Reo and other languages are normalised*
- *Having staff and students who show empathy and consideration for others*
- *We accept other people's opinions and ideas celebrate our differences*

2023 - Tamariki Motuhake Learning Improvement Plan to deliver equitable learning outcomes for students at TKP

Domains	Strategic Goal	Target	Short Report																																																				
Students' Learning – Literacy Writing Link to Kaahui Ako ~ Too Taatou Haerenga Achievement Challenge: - Improve progress and achievement in literacy for all students in our Kaahui Ako (Year 1 - 6)	Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.	<p>Aim - To raise the achievement of the 27 students in Years 1 - 3 who currently need acceleration in their writing.</p> <p>To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none">• 10 Maaori Learners• 10 NZE Learners• 15 Boys• 12 Girls	Year 1 - 3 Writing Challenge <table><tr><th></th><th>End of 2022</th><th>T2 2023</th><th>EOY - 2023</th></tr><tr><td>All</td><td>27 / 27</td><td>?? / ??</td><td>?? / ??</td></tr><tr><td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr><tr><td>Boys</td><td>15 / 15</td><td>?? / ??</td><td>?? / ??</td></tr><tr><td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr><tr><td>Girls</td><td>12 / 12</td><td>?? / ??</td><td>?? / ??</td></tr><tr><td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr><tr><td>NZE</td><td>10 / 10</td><td>?? / ??</td><td>?? / ??</td></tr><tr><td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr><tr><td>NZM</td><td>10 / 10</td><td>?? / ??</td><td>?? / ??</td></tr><tr><td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr><tr><td>Other (Pac. Learners, Asian, MELAA)</td><td>7 / 7</td><td>?? / ??</td><td>?? / ??</td></tr><tr><td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr></table>		End of 2022	T2 2023	EOY - 2023	All	27 / 27	?? / ??	?? / ??		100% Below	100% Below	100% Below	Boys	15 / 15	?? / ??	?? / ??		100% Below	100% Below	100% Below	Girls	12 / 12	?? / ??	?? / ??		100% Below	100% Below	100% Below	NZE	10 / 10	?? / ??	?? / ??		100% Below	100% Below	100% Below	NZM	10 / 10	?? / ??	?? / ??		100% Below	100% Below	100% Below	Other (Pac. Learners, Asian, MELAA)	7 / 7	?? / ??	?? / ??		100% Below	100% Below	100% Below
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	Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.	<p>Aim - To raise the achievement of the 40 students in Years 4 - 6 who currently need acceleration in their writing.</p>																																																					

	<p>Year 4 - 6 Team challenge</p> <p>To raise the achievement in writing for all Year 4 - 6 learners with a focus on accelerating the students who need it.</p> <p>Key - Red - Not Achieved Blue Achieved</p>	<p>To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> • 21 Maaori Learners • 28 Boys • 14 Girls 	<table border="1"> <tr> <td>Boys</td><td>28 / 28</td><td>?? / ??</td><td>?? / ??</td></tr> <tr> <td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr> <tr> <td>Girls</td><td>14 / 14</td><td>?? / ??</td><td>?? / ??</td></tr> <tr> <td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr> <tr> <td>NZE</td><td>14 / 14</td><td>?? / ??</td><td>?? / ??</td></tr> <tr> <td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr> <tr> <td>NZM</td><td>21 / 21</td><td>?? / ??</td><td>?? / ??</td></tr> <tr> <td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr> <tr> <td>Other (Pac. Learners, Asian, MELAA)</td><td>7 / 7</td><td>?? / ??</td><td>?? / ??</td></tr> <tr> <td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr> </table> <p>Mid - Year Progress towards Year 4 - 6 Writing goal:</p> <p>End of Year Summary - Year 4 - 6 Writing goal::</p>	Boys	28 / 28	?? / ??	?? / ??		100% Below	100% Below	100% Below	Girls	14 / 14	?? / ??	?? / ??		100% Below	100% Below	100% Below	NZE	14 / 14	?? / ??	?? / ??		100% Below	100% Below	100% Below	NZM	21 / 21	?? / ??	?? / ??		100% Below	100% Below	100% Below	Other (Pac. Learners, Asian, MELAA)	7 / 7	?? / ??	?? / ??		100% Below	100% Below	100% Below
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	<p>Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.</p> <p>Ngaa Maramara o Ngaa Muka Team challenge</p> <p>To raise the achievement in writing for all Year 4 - 6 learners with a focus on accelerating the students who need it.</p> <p>Key - Red - Not Achieved Blue Achieved</p>	<p>Aim - To raise the achievement of the 26 students in NMoNM who currently need acceleration in their writing.</p> <p>To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> • 24 Maaori Learners 	<p>NMoNM Writing Challenge</p> <table border="1"> <tr> <th></th><th>End of 2022</th><th>T2 2023</th><th>EOY - 2023</th></tr> <tr> <td>All</td><td>26 / 26</td><td>?? / ??</td><td>?? / ??</td></tr> <tr> <td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr> <tr> <td>Boys</td><td>18 / 18</td><td>?? / ??</td><td>?? / ??</td></tr> <tr> <td></td><td>100% Below</td><td>100% Below</td><td>100% Below</td></tr> <tr> <td>Girls</td><td>8 / 8</td><td>?? / ??</td><td>?? / ??</td></tr> <tr> <td></td><td>100% Below</td><td></td><td></td></tr> </table>		End of 2022	T2 2023	EOY - 2023	All	26 / 26	?? / ??	?? / ??		100% Below	100% Below	100% Below	Boys	18 / 18	?? / ??	?? / ??		100% Below	100% Below	100% Below	Girls	8 / 8	?? / ??	?? / ??		100% Below														
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#Note:

In addition to using our [Localised Curriculum](#) here are a few resources that we will utilise to support our Maaori and Pacific Learners at TKP to ensure we are delivering equitable outcomes for all students:

- Tātaiako, Ka Hikitia, Hautu, Te Takanga o Te Wā - Maaori History, Our Code, Our Standards, TKP Te Reo Maaori / kapa haka overviews
 - [Link to refreshed Ka Hikitia - Ka Hāpaitia | The Māori Education Strategy \(English\)](#)
 - [Tātaiako](#) - Teachers Council
 - [Hautu](#)
 - [Te Takanga o Te Wā](#)
 - [Our Code, Our Standards](#)
 - [TKP Te Reo Maaori / kapa haka overviews](#)
- Tapasā - [Cultural Competencies Framework for Teachers of Pacific Learners](#)
- [Action Plan for Pacific Education Plan 2020 - 2030](#)

2023 - Tamariki Motuhake Action Plan

Action	Who?	How?	Resources/ Resourcing	How will we know it is successful?	Internal Evaluation
<p>Schoolwide Learning Challenge - Writing</p> <p>To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.</p> <p>Aim - To accelerate the achievement of all the students in Year 1 - 6 who are currently below the curriculum expectation in their writing.</p> <p>Maths PLD will still be a focus across the school but our writing challenge will be the big focus for 2023!</p> <p>#This challenge supports our Kaahui Ako achievement challenge to improve Literacy Learning outcomes for all learners from Years 1 - 6</p>	<p>Year 1 - 3 Team</p> <p>Year 4 - 6 Team</p> <p>Team NMoNM</p> <p>Leaders / Learning Assistants</p> <p>BOT</p>	<p>Teachers identify at-risk learners (Tamariki Motuhake) within their classroom / Teams - across teams</p> <p>Close analysis of what baseline data indicates informing practice</p> <p>Teachers to document students acceleration through overviews and plan for ongoing acceleration</p> <p>Teachers to plan for acceleration - sharing the next steps with learners through feedback and feedforward</p> <p>Continue to use 'Spotlight' to support student agency in writing, reading and maths</p> <p>Team Leaders to check that their Teams are responding to the needs of at-risk learners (Tamariki motuhake) - discuss at Team meetings Major focus on accelerating of learners within each teams challenge from Term 1 - 4</p> <p>Collate progress and achievement data each term - using relevant assessment tools - successes shared on data wall</p> <p>Moderation of writing in teams and as a whole school</p> <p>Moderation as whole school for reading and maths</p> <p>Regular check-ins and learning conversations at team / leadership meetings around at-risk learners (Tamariki Motuhake) initiative and what's working well</p>	<p>Monitoring: Ongoing moderation; e-asTTle writing, assessments; running records in reading and the diagnostic recording sheet in maths</p> <p>Monitoring of the children's progress through school overview system</p> <p>Yolanda Soryl prog; monitor progress and ach. of year 1 and 2 cohort</p> <p>Joy Allcock - 'Switched onto Spelling' resource in Years 3 to 6</p> <p>Resourcing: budget considerations: PLD for relevant courses;</p> <p>Learning Assistant support hours; purchase appropriate resources where necessary</p> <p>Teachers to use the Maths "Seed" Videos from Bruce Moody that are linked to our progressions as a resource on how to teach a concept to their children</p> <p>2023 Resourcing - 70 hours from the MOE to be used in 2023. We will use the PLD budget to cover the additional hours for Bruce and Ruth as the majority of hours will be used by Mark Osborne</p>	<p>Our at-risk learners (Tamariki Motuhake) will develop a greater self efficacy in their learning</p> <p>Schoolwide improvement in the achievement of the ??? students who are currently working below or well below the curriculum expectation for their year group in writing.</p> <p>Staff will be empowered as they document how the acceleration occurs through their overviews and share this with others</p> <p>All students will show improvement and we will celebrate their success</p> <p>Our students evidence of learning will show improvement and contain feedback and feedforward from the teacher (AFOL)</p> <p>There will be consistent teaching across the school as our teachers use AFOL principles to enhance their students learning experiences</p>	<p>Term 1:</p> <p>Term 2:</p> <p>Term 3: Data display in corridor</p> <p>Term 4: Data display in corridor</p> <p>As we look to 2023</p> <ul style="list-style-type: none"> Valuation of progress this year - complete AoV Determine priorities for 2024 Celebrate 2023 successes Make any necessary changes to Students Learning Action plan

		<p>Coaching and Mentoring meetings with each teacher by Maths Leader/DP or LSC/ that will focus on at-risk learners and their teams challenge</p> <p>PLD in Maths with Bruce Moody and 'Assessment for Learning' with Ruth Foulkes</p> <p>Teachers will engage in regular learning conversations around the learning of their at-risk learners (Tamariki Motuhake)</p> <p>Teachers will reflect upon their teaching and change their programme to ensure that all learners' needs are being met A focus on learning at all school run events</p> <p>Teachers to be observed using the rongohia te hau observation tool to continue to develop a classroom environment that is culturally responsive for learners</p> <p>Modelling of lessons by Edith Cullen, LSC, and DPs to support the development of teachers practice</p> <p>Teachers will take on new practices that they have seen through working with Bruce Moody and Ruth Foulkes (or through watching 'Seed Videos' - Maths only)</p> <p>Review resources and ideas from PLD so all staff are familiar with them and their place in their classroom programme</p> <p>Staff to attend staff meetings with Bruce or Ruth and put into practice what they learn in these meetings</p>				
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Curriculum Design and Implementation Framework

New Zealand Curriculum Requirements / NAG 1



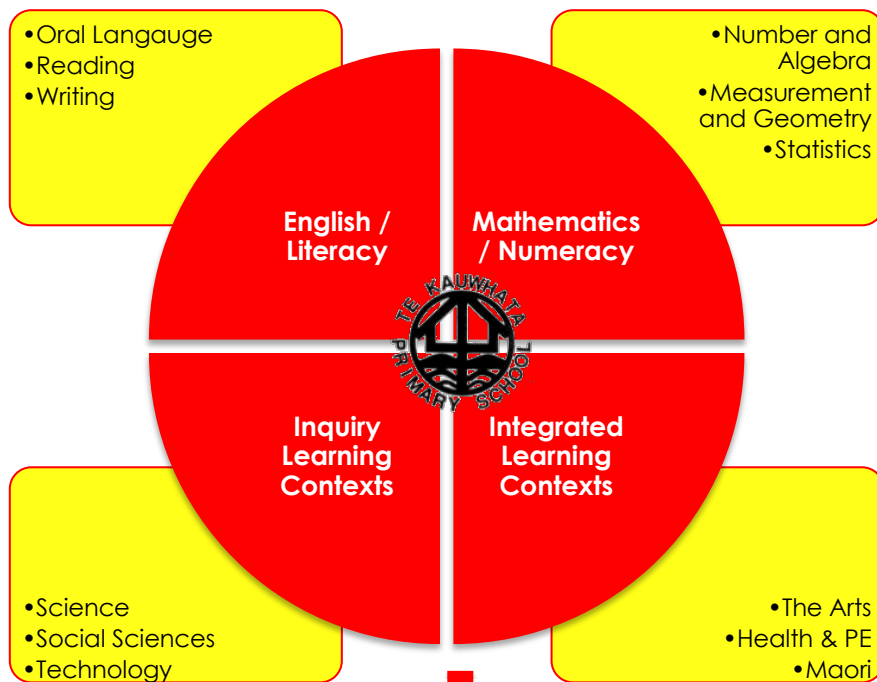
Te Kauwhata Primary School
Curriculum Policy



Curriculum @ TKP



Learning Areas ~ Implementation Plans



Progress against CaAP and Achievements



Reporting to Parents

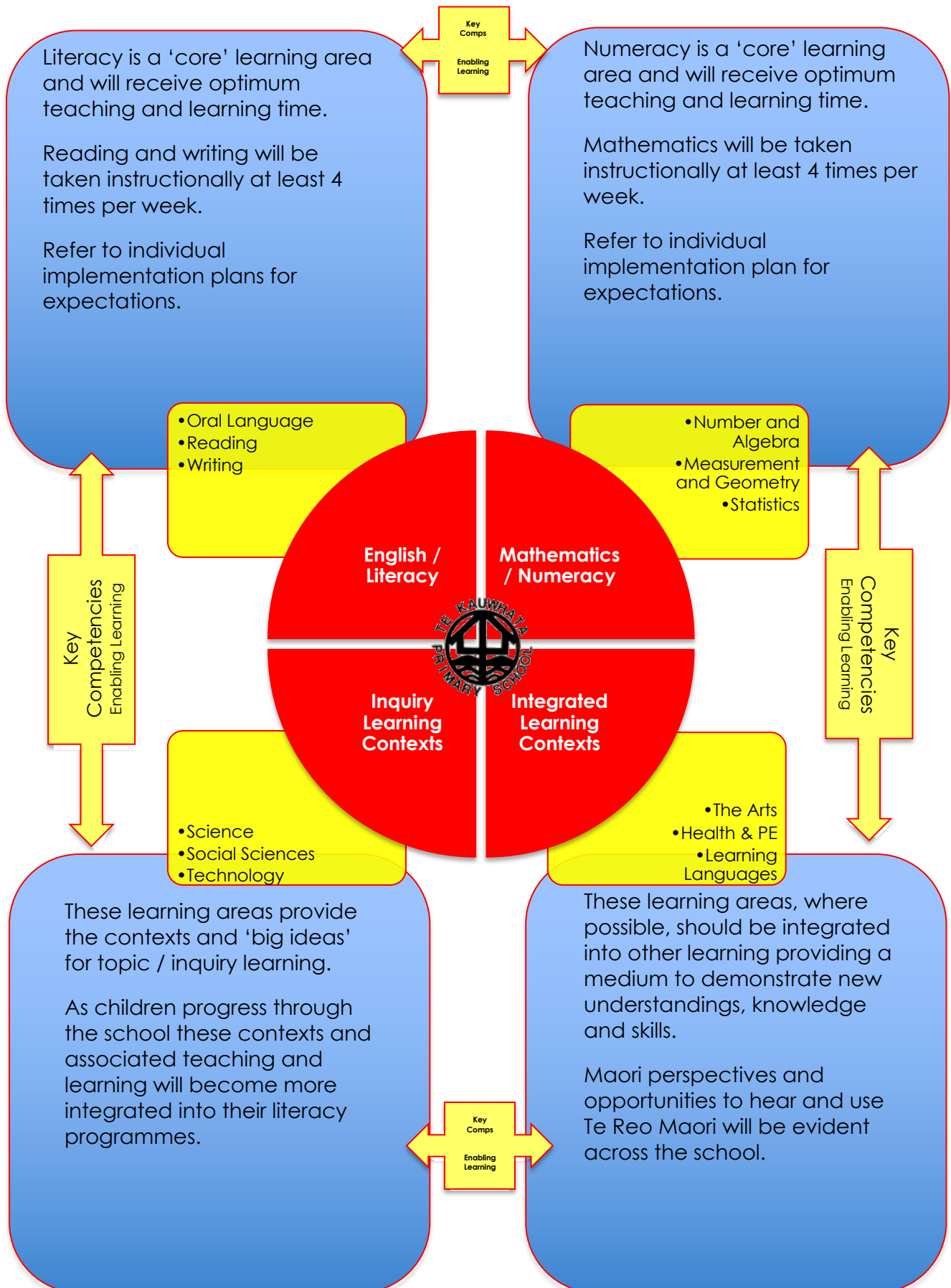


Reporting to / Consulting with Community



School Self-review Processes

Curriculum Guideline Statement



We C.A.R.E about learning

In our teaching and learning we:

Communicate:

- with each other (learners, whaanau, each other, community)
- honestly and professionally
- about learning
- about progress and achievement
- successes and challenges
- by providing both written and/or verbal feedback and feed-forward to learners to support them setting next learning step goals
- in a variety of ways as appropriate for our situation and audience
- next steps for learning (children and teachers)

Aspire:

- to have dreams and aspirations
- to be the best we can be
- strive to succeed
- to set goals that are challenging but achievable
- to support and encourage all learners to achieve their goals
- to provide quality teaching and learning experiences for all
- to provide an environment of inclusion and acceptance
- encourage student voice and leadership

Respect:

- all learners as individuals
- all cultures
- others' opinions and thoughts
- that pathways to success can look different between learners
- that learning for some people takes longer and requires extra support
- our responsibilities in order to have others respect our rights

Engage

- with our students to support them to be engaged learners
- as teachers in our professional learning to ensure we can best meet the needs of our learners
- with parents and whaanau to share successes and challenges
- with each other to collaborate and share our thinking and ideas
- our students through a variety of learning experiences and opportunities across the curriculum
- with our community to provide and seek feedback

KEY COMPETENCIES @TKP

Key competencies are the capabilities people have, and need to develop, to live for today and in the future.

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.

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.

Thinking

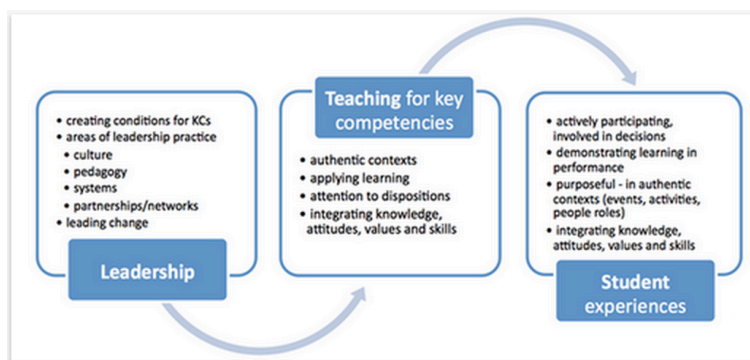
Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart 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.

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.



What could Key Competencies look like?

Some indicators (from Key Competencies ~ TKI)

Students are likely to:

- ❖ take an active role in decisions about content, process, and assessment of learning
- ❖ take an active role in learning
- ❖ wait less, and learn more
- ❖ be interested in their learning
- ❖ feel empowered to make suggestions
- ❖ ask questions of themselves, the teacher, and others

The teacher is likely to:

- ❖ notice, recognise, and respond to learners – which may necessitate adapting plans in the teaching moment
- ❖ give quality feedback and feed-forward that relate to the learning areas as well as the key competencies
- ❖ alter and adapt plans in response to learners
- ❖ revisit learning plans with students
- ❖ show themselves as learners
- ❖ do things they've never done before

Content, topics or foci are likely to:

- ❖ be (or become) interesting to students
- ❖ draw on authentic contexts – related to things that are happening in the local and global community
- ❖ relate to students' existing knowledge and experience
- ❖ broaden students' competencies

Resources are likely to:

- ❖ come from a range of sources – local, national, global
- ❖ draw on diverse perspectives
- ❖ include a range of media
- ❖ be sourced not only by teachers, but also by students, parents, community members, and others

Activities are likely to:

- ❖ take students into real, authentic contexts
- ❖ be flexible and adaptable
- ❖ be dynamic – activities that lead to and generate activities unforeseen
- ❖ be both for individuals and groups
- ❖ be purposeful and worthwhile
- ❖ be aligned to important outcomes

The classroom culture is likely to:

- ❖ focus on learning
- ❖ embrace flexibility
- ❖ feel like a place where students have a say
- ❖ encourage questions, contributions, suggestions, learning from mistakes and successes
- ❖ enable risk taking

Language is likely to:

- ❖ reflect curriculum and school values
- ❖ invite students to initiate learning
- ❖ call for students' suggestions
- ❖ focus attention on content together with the language of the topic

We C.A.R.E. and the Key Competencies

We are helping our learners to develop the Key Competencies while demonstrating and 'living' our values of We C.A.R.E.

They closely align in the following ways:

Using language, symbols and texts	C ommunicate and E ngage
Thinking	A spire and C ommunicate
Relating to others Managing self	R espect and A spire
Participating and contributing	E ngage and C ommunicate

- ❖ Key competencies – thinking / relating to others / using language, symbols and texts / managing self / participating and contributing

Understanding language, symbols and text ~ Communicate and Engage - Literacy	Novice I am beginning to understand the purpose of different written/spoken forms. I am beginning to speak/write using a variety of written/spoken forms. I am beginning to identify where in the world I can use some written/spoken forms.
	Developing I can sometimes understand the purpose for different written/spoken forms. I sometimes write/speak using a variety of written/spoken forms. I can sometimes identify where in the world I can use some written/spoken forms.
	Proficient I can often understand the purpose and meaning of a variety of different written and spoken forms. I can often write/speak using a variety of written/spoken forms. I can often identify where in the world I can use some written/spoken forms.
	Advanced I consistently understand the purpose and meaning of a variety of different written and spoken forms. I can consistently write/speak using a variety of written/spoken forms. I can consistently identify where in the world I can use some written/spoken forms.
	Novice I am beginning to understand different mathematical ideas and strategies. I am beginning to use 1 or 2 mathematical strategies to problem solve. I am beginning to identify where in the world I can use some mathematical strategies.
Understanding language, symbols and text ~ Communicate and Engage - Numeracy	Developing I can sometimes understand different mathematical ideas and strategies. I sometimes use 3 or 4 mathematical strategies to problem solve.

	I can sometimes identify where in the world I can use some mathematical strategies.
	Proficient
	I can often understand different mathematical ideas and strategies. I can often use 3 or 4 mathematical strategies to problem solve. I can often identify where in the world I can use some mathematical strategies.
	Advanced
	I consistently understand the different mathematical ideas and strategies. I consistently use 3 or 4 mathematical strategies to problem solve. I can consistently identify where in the world I can use some mathematical strategies.
Understanding language, symbols and text ~ Communicate and Engage - Make connections to other areas	Novice
	I have beginning knowledge, language, skills and other relevant items associated with a learning subject. I am beginning to refer back or make connections with other subjects. I am beginning to use the correct subject vocabulary.
	Developing
	I have some knowledge, language, skills and other relevant items associated with a learning subject. I sometimes attempt to refer back or make connections with other subjects. I sometimes use the correct subject vocabulary.
	Proficient
	I can often understand different mathematical ideas and strategies. I can often use 3 or 4 mathematical strategies to problem solve.
Understanding language, symbols and text ~ Communicate and Engage - Using ICT	Advanced
	I consistently understand and am able to usually apply knowledge, language, skills and other relevant items associated with a learning subject. I consistently refer back to these, make connections in other areas and consistently use correct vocabulary.
	Novice
	I am beginning to use ICT to access information. I am beginning to use ICT to produce and present information I am beginning to use ICT to communicate with others.
	Developing
	I sometimes use ICT to access information. I sometimes use ICT to produce and present information I sometimes use ICT to communicate with others.
	Proficient
	I often use ICT to access information. I often to use ICT to produce and present information I often to use ICT to communicate with others.
	Advanced
	I consistently use ICT to access information. I consistently use ICT to produce and present information I consistently use ICT to communicate with others.

Thinking ~ Aspire and Communicate - My Own Thinking	Novice
	I am beginning to think in class. I am beginning to share my thoughts.
	Developing
	I sometimes think about the teachers questions. I sometimes share my thoughts.
	Proficient
	I often think about the teachers questions. I often share my thoughts.
Thinking ~ Aspire and Communicate – Recording My Thinking	Advanced
	I think hard about the teacher's questions and what others have to say. I consistently share my thoughts.
	Novice
	I am beginning to explain to my teacher what I am thinking. I am beginning to know how to record my thinking.
	Developing
	I sometimes record my thoughts and ideas in a few ways like eg in a diary, on my hand, in a book.
Thinking ~ Aspire and Communicate - Asking Questions	Proficient
	Often I can organise and write down my thoughts and explain some of my ideas,
	Advanced
	I consistently write freely and independently about how I go about thinking. I consistently use, explain and justify my thinking.
	Novice
	I am beginning to ask questions in class. They are usually closed questions.
Thinking ~ Aspire and Communicate - Using supporting tools to help	Developing
	I sometimes ask some relevant 'higher order' questions.
	Proficient
	I often ask relevant 'higher order' questions.
	Advanced
	I consistently ask 'higher order questions and often find their answers.
Thinking ~ Aspire and Communicate - Using supporting tools to help	Novice
	I know about some thinking tools. I am beginning to use them to organise my thinking.
	Developing
	With support I can use a PMI, brainstorm, six hats and flow chart.
	Proficient
	I often use a variety of thinking tools such as PMI, thinking hats, Venn diagram and bubble maps to support.
Thinking ~ Aspire and Communicate - Using supporting tools to help	Advanced

	I consistently select and use thinking tools independently to help me organise my thinking.
Relating to others ~ Respect and Aspire - Active listening	Novice
	I am beginning to listen to others. I am beginning to ask questions about what others are saying. I am beginning to repeat what others have said.
	Developing
	I sometimes actively listen to what others are saying. I sometimes ask questions about what others are saying. I sometimes paraphrase what others said.
	Proficient
	I often actively listen to what others have said. I often ask questions about what others have said. Often, I can paraphrase what others have said.
	Advanced
	I actively think deeply about what others have said. I consistently ask questions about what others have said. I consistently paraphrase what others have said.
Relating to others ~ Respect and Aspire - Working with others	Novice
	I am beginning to work constructively in a group to achieve a result. I take easier roles on during group work. Eg getting the resources.
	Developing
	I sometimes work constructively in a group to achieve a result. I sometimes take on slightly harder roles in group work like recording.
	Proficient
	I often work constructively in a group to achieve a result. I often take on more difficult roles in group work like presenting in public.
	Advanced
	I consistently work constructively in a group to achieve a result. I consistently take on challenging roles in group work like leading the group.
Relating to others ~ Respect and Aspire - Sharing Ideas	Novice
	I am beginning to share my ideas and opinions. I am beginning to encourage others to share their views. I am beginning to accept others ideas and opinions.
	Developing
	I sometimes share my ideas and opinions. I sometimes encourage others to share their view. I sometimes accept others views and opinions.
	Proficient
	I often share my ideas and opinions. I often encourage others to share their views. I often accept others ideas and opinions.
	Advanced

	<p>I consistently share my ideas and opinions clearly.</p> <p>I consistently encourage others to share their views.</p> <p>I consistently accept that others may have different ideas and opinions.</p>
Relating to others ~ Respect and Aspire - Co- operation	Novice
	<p>I am beginning to know when to co-operate with others.</p> <p>I am beginning to help others to co-operate with others.</p>
	Developing
	<p>I sometimes co-operate with others.</p> <p>I sometimes help others to co-operate with others.</p>
	Proficient
	<p>I co-operate with others often.</p> <p>I often help others to co-operate with others.</p>
	Advanced
	<p>I consistently know when it's appropriate to co-operate with others.</p> <p>I consistently help others to co-operate with others.</p>
Managing self ~ Respect and Aspire - Shows initiative	Novice
	<p>I am beginning to show leadership in small groups.</p> <p>I am beginning to follow all instructions.</p> <p>I am beginning to display a positive attitude.</p>
	Developing
	<p>I am starting to show leadership in small groups.</p> <p>I sometimes follow instructions.</p> <p>I sometimes show a positive attitude.</p>
	Proficient
	<p>I often show leadership in big and small groups.</p> <p>I usually follow instructions.</p> <p>I have a positive attitude most of the time.</p>
	Advanced
	<p>I show good leadership in a range of activities.</p> <p>I always follow instructions.</p> <p>I always display a positive attitude.</p>
Managing self ~ Respect and Aspire - Identifies learning goals	Novice
	<p>I am beginning to explain my next learning goals.</p> <p>I am beginning to achieve my learning goals.</p> <p>I am beginning to reflect on my performance.</p>
	Developing
	<p>I need a little help to explain my next learning goals.</p> <p>I sometimes achieve my learning goals.</p> <p>I sometimes reflect on my performance.</p>
	Proficient
	<p>I can often explain my next learning goals.</p> <p>I can often explain how I will achieve my goal.</p> <p>I often reflect on my performance.</p>
	Advanced

	<p>I consistently explain my next learning goals.</p> <p>I consistently and clearly explain how I will achieve my next learning goals.</p> <p>I consistently reflect on my performance.</p>
Managing self ~ Respect and Aspire - Responsibility for choices	Novice
	<p>I am beginning to follow the rules.</p> <p>I am beginning to understand the consequences for my choices.</p> <p>I consistently blame others for the consequences of my choices.</p>
	Developing
	<p>I sometimes follow the rules.</p> <p>I am learning the consequences for my choices.</p> <p>I often blame others for the consequences of my choices.</p>
	Proficient
	<p>I often follow the rules.</p> <p>I can often explain my choices.</p> <p>I sometimes blame others for the consequences of my choices.</p>
	Advanced
	<p>I consistently follow the rules.</p> <p>I consistently and clearly explain my choices.</p> <p>I never blame others for my choices.</p>
Managing self ~ Respect and Aspire - Aim High	Novice
	<p>I am beginning to try my best at my school work.</p> <p>I am beginning to complete my school work to a high standard.</p>
	Developing
	<p>I sometimes try my best at my school work.</p> <p>I sometimes complete my work to a high standard.</p>
	Proficient
	<p>I often try my best at my school work.</p> <p>I often complete my school work to a high standard.</p>
	Advanced
	<p>I consistently try my best at all my school work.</p> <p>I consistently complete my work to a high standard.</p>
Participating and Contributing ~ Engage and Communicate - Across the School	Novice
	<p>I am beginning to participate in school wide activities.</p> <p>I am beginning to help to organise a school wide activity.</p>
	Developing
	<p>I sometimes participate in school wide activities such as lunches and fund raisers.</p> <p>I sometimes organise school wide activities.</p>
	Proficient
	<p>I often participate in school wide activities.</p> <p>I often help organise school wide activities such as discos.</p>
	Advanced
	<p>I consistently participate in school wide activities offered me.</p> <p>I consistently help organise school wide activities.</p>
	Novice

Participating and Contributing ~ Engage and Communicate - My Class	I am beginning to take a role in class learning activities. I am beginning to help organise a class activity.
	Developing
	I sometimes take an active role in class learning activities. I rarely help organise class activities.
	Proficient
	I often take an active role in class learning activities. I often help organise class learning activities.
	Advanced
Participating and Contributing ~ Engage and Communicate - In the Community	I consistently participate in all class learning activities like completing my work.
	Novice
	I am beginning to participate in a range of organised outside school activities. I am beginning to help others outside my family.
	Developing
	I sometimes participate in a range of outside school activities. I sometimes help others.
	Proficient
Participating and Contributing ~ Engage and Communicate - Communication	I often participate in a range of organised outside school activities. I often help others.
	Advanced
	I consistently participate in a range of outside of school activities such as sport.
	Novice
	I am beginning to communicate with others using two media. Eg conversation and writing. I am beginning to share my thoughts and ideas. I am beginning to encourage others to share their thoughts and ideas. I am beginning to accept differing points of views.
	Developing
Participating and Contributing ~ Engage and Communicate - Communication	I sometimes communicate with others using 3-4 media. I sometimes share my thoughts and ideas. I sometimes encourage others to share their thoughts and ideas. I sometimes understand and accept differing views.
	Proficient
	I often communicate with others using 3-4 media. I often share my thoughts and ideas. I often encourage others to share their ideas. I often understand and accept differing views.
	Advanced
	I consistently communicate with others using a variety of media such as blogs, slide shows. I consistently and confidently share my ideas and thoughts. I consistently encourage others to share their thoughts and ideas. I consistently and sensitively accept different points of view.

Student Leadership...

Te Kauwhata Primary School is committed to providing leadership opportunities for its students to develop and support:

- student voice
- empowered students
- positive role models
- reliable and responsible students
- students who C.A.R.E.

The following programmes are offered as part of our school curriculum:

Year 5 Leadership Programme

As year 5 students move towards becoming our senior students they are given the opportunity to demonstrate leadership qualities and strengths in a range of situations. Each year they will participate in:

- Co-operative team challenges with local Fire Brigade (eg. ladder carrying, hose rolling, water bath construction)
- Wall climbing
- Water safety challenges and practice
- Gorge and tunnel walk
- Working with 'new' friends
- Exploring what good leaders do and say.

This programme takes place in term 4 while the year 6 students are at camp. During this week all students are encouraged to apply for a position of responsibility for the following year.

Peer Mediators

In support of the Cool School's philosophies and practice year 6 students are invited to apply to become Peer Mediators. As peer mediators they will have mediation responsibilities to support the playground being a safe and happy place for everyone.

Each year a teacher / s are designated as the peer mediators co-ordinator. The school will provide release for this teacher to be able to meet regularly with the mediators providing guidance and support in the implantation of the programme.

Other leadership opportunities and initiatives:

- Radio announcers??
- Librarians
- Lunch time game facilitators
- PE shed monitors
- Junior support and friendship
- Lunch monitors
- Milk monitors
- Assembly hosts
- Kai korero
- Buddy readers

***Haere taka mua, taka muri
Kaua e whai***

Be a leader, not a follower

Effective Pedagogy

From the NZC...(page 34 and 35)

Teacher actions promoting student learning

While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- create a supportive learning environment;
- encourage reflective thought and action;
- enhance the relevance of new learning;
- facilitate shared learning;
- make connections to prior learning and experience;
- provide sufficient opportunities to learn;
- inquire into the teaching-learning relationship.

Creating a supportive learning environment

Learning is inseparable from its social and cultural context. Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive. They also build good relationships with the wider school community, working with parents and caregivers as key partners who have unique knowledge of their children and countless opportunities to advance their children's learning. Effective teachers attend to the cultural and linguistic diversity of all their students. The classroom culture exists within and alongside many other cultures, including the cultures of the wider school and the local community, the students' peer culture, and the teacher's professional culture.

Encouraging reflective thought and action

Students learn most effectively when they develop the ability to stand back from the information or ideas that they have engaged with and think about these objectively. Reflective learners assimilate new learning, relate it to what they already know, adapt it for their own purposes, and translate thought into action. Over time, they develop their creativity, their ability to think critically about information and ideas, and their metacognitive ability (that is, their ability to think about their own thinking). Teachers encourage such thinking when they design tasks and opportunities that require students to critically evaluate the material they use and consider the purposes for which it was originally created.

Enhancing the relevance of new learning

Students learn most effectively when they understand what they are learning, why they are learning it, and how they will be able to use their new learning. Effective teachers stimulate the curiosity of their students, require them to search for relevant information and ideas, and challenge them to use or apply what they discover in new contexts or in new ways. They look for opportunities to involve students directly in decisions relating to their own learning. This encourages them to see what they are doing as relevant and to take greater ownership of their own learning.

Facilitating shared learning

Students learn as they engage in shared activities and conversations with other people, including family members and people in the wider community. Teachers encourage this process by cultivating the class as a learning community. In such a community, everyone, including the teacher, is a learner; learning conversations and learning partnerships are encouraged; and challenge, support, and feedback are always available. As they engage in reflective discourse with others, students build the language that they need to take their learning further.

Making connections to prior learning and experience

Students learn best when they are able to integrate new learning with what they already understand. When teachers deliberately build on what their students know and have experienced, they maximise the use of learning time, anticipate students' learning needs, and avoid unnecessary duplication of content. Teachers can help students to make connections across learning areas as well as to home practices and the wider world.

Providing sufficient opportunities to learn

Students learn most effectively when they have time and opportunity to engage with, practise, and transfer new learning. This means that they need to encounter new learning a number of times and in a variety of different tasks or contexts. It also means that when curriculum coverage and student understanding are in competition, the teacher may decide to cover less but cover it in greater depth. Appropriate assessment helps the teacher to determine what "sufficient" opportunities

mean for an individual student and to sequence students' learning experiences over time.

Culturally responsive and Relational Pedagogy

Taken from the WWW - <https://kep.org.nz/dimensions/culturally-responsive-and-relational-pedagogy>

Culturally responsive and relational pedagogy is understood to be contexts for learning where learners are able to connect new learning to their own prior knowledge and cultural experiences. Each learner's '**cultural toolkit**' (Bruner 1996), is accepted as valid and legitimate. In this way, cognitive levels and learning activities are responsive to the interests and abilities of individual learners.

Learning activities are interactive, dialogic and spiralling and students have opportunities to engage within their zone of proximal development (Vygotsky, 1976).

Teaching and learning roles are interdependent, fluid and dynamic; students and teachers are able to learn with and from other learners (**ako**). Feedback and feed forward provides learners with specific information about what has been done well and what needs to be done to improve.

Key Pedagogical Interactions that we promote at TKP:

Used with permission from Poutama Pounamu

Feed Forward Academic - To support student learning through the provision of responses that aim to promote future learning, greater depth or breadth of thinking.

Feedback Academic - To support student learning through the provision of responses that aim to acknowledge students' current understanding and promote reflection on learning that has already occurred.

Co-construction - To work as a learner with co-learners in order to negotiate learning contexts and content in order to actively construct knowledge.

Cultural Toolkit - To support student learning through the collaborative identification, acknowledgement and authentic inclusion of students' prior knowledge and experiences as well as their own sense making strategies.

Feed Forward Behaviour - To promote more appropriate student behaviour by identifying future consequences, thus encouraging a degree of self-reflection and self-determination. FFB can also be positive or negative.

Feedback Behaviour - To manage students' behaviour by applying or enforcing consequences. FBB can be both positive and negative. FBB that is negative tends to contain emotional rather than behavioural statements and is often delivered in a manner that intends to demean.

Instruction - To teach something, to impart knowledge, to explain how to do something.

Monitoring - To check whether instructions are being carried out appropriately, whether students understand what they are supposed to be doing or what they have negotiated to do. To check whether students have understood current and/or previous learning.

Key Relational Interactions that we promote at TKP:

Manaakitanga - Belief in and care for Māori learners

Teachers establish a caring, secure and safe environment for learners as culturally located individuals.

Mana Motuhake - High expectations for Māori learners and their learning

Teachers develop relationships that model, vocalise and set high expectations for the learning of all learners.

Whakapiringatanga - Well-managed learning contexts, focused on learning

Teachers' roles and responsibilities are used to bring together all of the elements required to establish well-managed learning environments.

Ako - Effective teaching strategies to promote learning

Teachers engage in effective teaching interactions with learners as culturally located individuals. They use a range of strategies that promote effective teaching interactions and relationships with their learners.

Whakataunaki - Evidence-based learning

Teachers use a wide range of formative and summative evidence to inform their classroom practice and planning.

Whai Pikinga - Accelerating improvement for Māori learners

Teachers promote, monitor, and critically reflect and act on evidence of outcomes in order to respond in ways that lead to accelerated achievement for Māori learners.

On the next page is our continuum of effective pedagogy and classroom practices that are culturally responsive and are considered effective teaching practices at TKP and within our Kahui Ako.

Tō Tātou Haerenga ~ North Waikato Kāhui Ako ~ Rongohia te Hau continuum

No evidence	Little evidence	Some evidence	A lot of evidence	Embedded practice
Teacher's culture dominates and defines the classroom. <ul style="list-style-type: none"> Other cultures (language, knowledge, history) are minimally incorporated 	Teacher's culture dominates and defines the classroom. <ul style="list-style-type: none"> Other cultures (language, knowledge, history) are minimally incorporated 	Both teacher and students' cultures (language, knowledge, history) are incorporated, no one culture defines the classroom.	Students' cultures are predominately reflected in the classroom language, knowledge, history are significantly incorporated	Students' cultures are strongly reflected in the classroom language, knowledge, history are fully incorporated into the classroom <ul style="list-style-type: none"> Students contribute to this
Children's prior knowledge and experiences are not acknowledged or valued Behaviourism - focus is on behaviour and teachers knowledge	Children's prior knowledge and experiences are not acknowledged or valued Behaviourism - focus is on behaviour and teachers knowledge	Some children's prior knowledge and experiences are acknowledged. Cultural capital is acknowledged. Learning is pre-determined by the teacher (Students are guessing the correct answer)	The teacher engages with all the children's prior knowledge and experiences - Cultural capital is acknowledged and valued, and visible Guided Inquiry - teacher and learner are co-constructing the learning together	
An unsafe tone exists <ul style="list-style-type: none"> Negative language Unsafe arguments/fighting ignored by teachers Can be silent and/or loud and chaotic with Groups of learners are being ignored Children's emotional, cultural and learning needs are not being responded to Teacher expectations and instructions are ignored No respectful humour or laughter 	A safe tone exists, however, all or some of the following exist: <ul style="list-style-type: none"> Negative language Put-downs Unsafe arguments/fighting ignored by teachers Can be silent and/or loud and chaotic with Groups of learners are being ignored Children who repeatedly approach the teacher for emotional, cultural or learning support are responded to Teacher instructions and expectations are sometimes acted on when repeated Little humour and laughter, and often not in respectful ways 	A mostly happy and safe tone exists with some of the following evident: <ul style="list-style-type: none"> The positive tone of language Little or no put-downs The teacher is more responsive to arguments and/or fighting Some children's emotional, cultural and learning needs are being responded to, without needing to approach the teacher. A silent and/or louder, but less chaotic, classroom tone exists with less off-task talk and behaviour Most children respond to teacher instructions and expectations when first told There is some humour and laughter evident and mostly in respectful ways 	A happy and safe tone exists with the following evident: <ul style="list-style-type: none"> The positive tone of language No put-downs The teacher is aware of and responsive to children's emotional, cultural and learning needs Students and teachers use respectful and positive language between each other Children are on-task, a working tone exists, a little reminder is needed Teacher instructions and expectations are responded to Humour and laughter in respectful ways is evident 	A positive classroom culture exists where: <ul style="list-style-type: none"> Children are respectful and supportive of each other Is very aware of and responsive to children's emotional, cultural and learning needs, knows all learners well. Students and teachers use support and encouraging language and gestures when they see that others need that Children are on-task and engaged Teacher instructions and expectations are understood and responded to Humour and laughter in respectful ways is valued
There is not a culture of high expectation in the following and school values: <ul style="list-style-type: none"> Learning - relative to cognitive ability Behaviour - in line with school expectations Social interactions Self-management / Student agency Compliance vs. engagement - little of either 	There is not a culture of high expectation in the following and school values: <ul style="list-style-type: none"> Learning - relative to cognitive ability Behaviour - in line with school expectations Social interactions Self-management / Student agency Compliance vs. engagement - little of either 	There is a culture of high expectation mainly set by the teacher in the following and school values: <ul style="list-style-type: none"> Learning - relative to cognitive ability Behaviour - in line with school expectations Social interactions Self-management / Student agency Increased compliance and engagement 	A culture of high expectations exists that has been collaboratively set between teacher and children in the following and school values: <ul style="list-style-type: none"> Learning - relative to cognitive ability Behaviour - in line with school expectations Social interactions Self-management / Student agency High level of compliance AND engagement 	
Ako - reciprocal teaching and learning, does not exist <ul style="list-style-type: none"> Children's expertise is not utilised Students cannot articulate their learning and expectations Learning is not differentiated 	Ako - reciprocal teaching and learning is emerging: <ul style="list-style-type: none"> Children's expertise is not utilised Students cannot articulate their learning and expectations, but can talk about what they are 'doing' There is little differentiation of learning 	Ako - reciprocal teaching and learning, is becoming more evident <ul style="list-style-type: none"> Some children's expertise is utilised Some students can articulate their learning and expectations, making links to what they are doing Increased differentiation of learning for some children 	Ako - reciprocal teaching and learning, is evident <ul style="list-style-type: none"> Children's expertise is utilised Students can articulate and evaluate their learning and expectations Learning is differentiated 	Ako - reciprocal teaching and learning is a natural component of the classroom culture <ul style="list-style-type: none"> Children's expertise is utilised and normalised Students can articulate and evaluate their learning and expectations Learning is differentiated with student voice evident
Little or no grouping for collaborative learning Students are focussing on activities and conversations that are not learning-focussed	Little or no grouping for collaborative learning Students are focussing on activities and conversations that are not learning-focussed	Some grouping for collaborative learning Some students are focussing on activities and conversations that are learning-focussed	Determined and deliberate grouping for collaborative learning Students are engaged and focussed and activities and conversations that are learning-focussed	
No evidence of whānau involvement and participation in learning	No evidence of whānau involvement and participation in learning	There is some evidence of whānau representation and involvement, but not a significant acknowledgement of whānau/whi	Whānau are represented and involved in the learning <ul style="list-style-type: none"> Whānau/whi connections are acknowledged 	
Use of other languages <ul style="list-style-type: none"> Not evident 	Use of other languages: <ul style="list-style-type: none"> Minimal or none 	Use of other languages: <ul style="list-style-type: none"> Evidence of some 	Use of other languages: <ul style="list-style-type: none"> Evident a lot of the time 	Use of other languages: <ul style="list-style-type: none"> Used frequently and naturally
Minimal or no use OR: <ul style="list-style-type: none"> mispronounced and used in a negative way Negative commands used frequently 	Te Reo: <ul style="list-style-type: none"> Used but mostly for commands or greetings Can sound negative at times 	Te Reo: <ul style="list-style-type: none"> Used sometimes beyond only commands and greetings Used (mostly) in a positive way and context 	Use of Te Reo: <ul style="list-style-type: none"> Used frequently with correct pronunciations Used positively to respond to children in a learning context 	Te Reo is used naturally and in positive ways in the classroom. <ul style="list-style-type: none"> Children increasingly respond using Te Reo
No evidence of cultural imagery other than the teachers. Environment only reflects the teacher's interests/work.	Minimal evidence of cultural imagery (any culture) Minimal evidence of children's learning displayed.	Some evidence of cultural imagery includes Te Ao Māori Some evidence of children's learning displayed.	Cultural Imagery is evident, includes Te Ao Māori and is connected to students learning. Evidence of children's learning displayed.	Cultural imagery across cultures is evident, includes significant Te Ao Māori and is connected to students learning. The environment is fully child centred.

To Tātou Haerenga ~ Revised in 2020

At TKP we also implement the document [Tapasā](#) - Cultural competencies Framework for Teachers of Pacific Learners as a part of our classroom programme, our appraisal programme and also as a resource to teach Pacific Learners. The following competencies tie in well with our cultural responsive pedagogy @TKP.

Turu 1 - Identities, languages and cultures

Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners.

Turu 2 - Collaborative and respectful relationships and professional behaviour

Establishes and maintains collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners.

Turu 3 - Effective Pacific pedagogies

Implements pedagogical approaches that are effective for Pacific learners.

Teaching as inquiry

Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students.

Inquiry into the teaching-learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. In this process, the teacher asks:

- What is important (and therefore worth spending time on), given where my students are at?

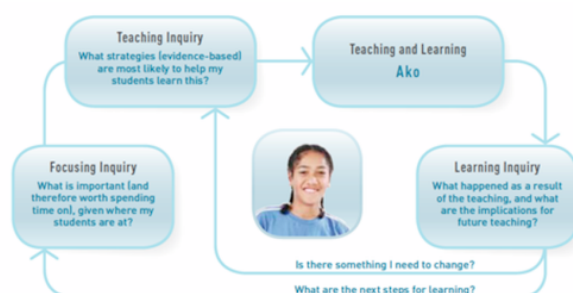
This *focusing inquiry* establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.

- What strategies (evidence-based) are most likely to help my students learn this?

In this *teaching inquiry*, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.

- What happened as a result of the teaching, and what are the implications for future teaching?

In this *learning inquiry*, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.



Bilingual Education @TKP

Bilingual education is most effective when families, the school and the wider community see it as good for students to learn a second language and to become confident in two languages. This is called an "additive" approach, because students are "adding" a second language rather than replacing one language with another. This is the approach that we will be using at TKP. Research shows that additive approaches are very effective educationally and result in students becoming bilingual as well as biliterate – being able to read and write in two languages.

The research also highlights that becoming biliterate is one of the keys to academic success. Students who are biliterate are more likely to succeed academically and also often outperform students in English-medium schools. Of course, they also end up knowing two languages rather than just one.

ADVANTAGES OF BEING BILINGUAL:

Learning two or more languages has many advantages. Some of these advantages currently publicised are:

- Wider communication ability (extended family, community, international links, employment)
- Literacy in two languages.
- Broader understanding of cultures, a deeper multi-culturalism, and two "language worlds" of experiences.
- Greater tolerance and less racism
- Thinking benefits (creativity, sensitivity to communication)
- Raised self-esteem
- Security in identity
- Increased curriculum achievement (higher academic skills)
- Easier to learn a third language
- Future economic and employment benefits

Advantages for the school:

- It creates an opportunity for early diversity and discussions about culture
- Better academic achievement across groups of learners
- Cross cultural appreciation and a celebration of culture within the school environment
- Acceptance of difference
- Māori language is revitalised
- Increase in community engagement
- An environment where te reo and tikanga māori are enhanced

At TKP, Ngaa Maramara o Ngaa Muka, will give the opportunity for students to be a part of a bilingual environment, where students will have the opportunity to learn Te Reo Māori me ona tikanga and Tainuitanga from Years 1 - 6. In 2022 there are three bilingual classrooms that will cater for our tamariki.

Assessment and Evaluation

From the NZC...(page 39)

Assessment

The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides.

The principles of 'Assessment for Learning' will apply across all 'core' learning areas, including those that form part of the integrated curriculum. See next page for expectations at Te Kauwhata Primary. Teachers should use this resource regularly to reflect on current classroom practice and set personal goals to continue to improve their own teaching and learning.

A formal assessment overview will be prepared and reviewed each year to provide whole-school progress and achievement data. Teachers will ensure they accurately meet the requirements of this in a timely manner to enable reports to be collated and shared with all stakeholders.

Ongoing formative assessment data will assist teachers and students when determining next learning steps. A record of learning showing evidence of this is expected for all learners.

Teachers will use the 'Teaching as Inquiry' model to 'inquire' into their teaching and plan efficiently and appropriately for future teaching and learning. It is an expectation that teachers will be 'reflective practitioners' who strive to improve the quality of their teaching through personal inquiry and evaluation.

From the NZC...page 35

Clarity about learning:

- Learning intentions are linked directly to what the children need to learn and understand and derived from a variety of sources and:
 - Curriculum and supporting documents
 - Diagnostic information
 - Other assessments (eg. PAT, asTTle, STAR)
 - Reflective discussions between teachers and students identifying next steps
- Learning intentions – displayed and in ‘child-speak’
- Intended learning is **relevant**, has a **purpose** – children know ‘**why**’ they are learning this and ‘**how**’ they are going to learn it.
- Modeling books / sheets are used as a ‘**record of learning**’ and in a place where children can view, revisit and access them easily. They act as a ‘**learning resource**’ for the children. They will be dated.
- Exemplars are available and children refer to them.
- Success criteria, where possible, is **co-constructed** with the children and displayed.
- Checking for **understanding** is happening in a variety of ways:
 - **Plenary** sessions
 - Quick thumbs up / thumbs down **indicators**
 - **Learning conversations** with peers and teacher
 - **Self** and **peer** assessments
 - Reference to **success criteria**
 - Group **conferencing**
- Children having ‘**time**’ to reflect on their learning and know how to talk about it
- Teacher planning is **adapted** as necessary to **reflect formative practice**
- Children **transferring** and **demonstrating new learning** in other contexts.
- Children explaining their ‘**next steps**’ for learning.

Learning-focused relationships:

- Relationships reflect the **primary focus** is on **learning**
- **Mutual respect** between **teacher** and **children** is evident and genuine.
- **Understanding** of what is to be learnt is **shared**.
- ‘**Shared ownership**’ of the classroom is evident
- Children feeling **confident** and **comfortable** to engage in **learning conversations** with each other and their teacher, sometimes **spontaneously**.
- Children **working with each other** and **supporting** each others learning
- Teachers ensuring children have **opportunities** to talk about and **share their learning**.
- Teachers **facilitating** learning and letting the children have a ‘**voice**’
- Children learning through a **variety of teaching approaches** and **experiences**
- **Engagement** is evident by **teacher** and **children**.
- Children’s **learning** is **valued, marked** and appropriate **feedback** and **feed-forward** is provided (written and verbal)

I know what I am learning! ~ I know why I am learning it! ~ I know how I am going to learn it! ~ I know if I have learnt it! ~ I know what I need to learn next!

Tracking and Monitoring of learning @TKP



At TKP we use the etap learning management system 'Spotlight' to monitor and track the achievement of learners. Teachers plan for learning that is based on the strengths and needs of the students in their classroom. Learning goals are assigned to learners on 'Spotlight' and the students endeavour to achieve these learning goals that are taken from our curriculum documents (progressions). It is important to note that for a student to be viewed as achieving a specific learning goal, they must demonstrate the appropriate skill at least twice independently. Teachers show this on spotlight by 'Marking as Achieved' and including a comment or piece of evidence. Comments need to be written in 'report format' as this transfers to the Spotlight printable report. There must be at least two examples of work for each curriculum area each term. Evidence could be a photo of a piece of learning, a voice recording, a video of the children completing the learning task or explaining their learning.

In Year 1 - 2 this is teacher - directed and in Year 3 - 6 students are given opportunities to self manage their learning and will use their agency to monitor their own learning
Through the use of Spotlight to track and monitor the achievement of learners against our curriculum documents we are endeavouring to create a pathway of acceleration for each learner.

Te Kauwhata Primary School - Assessment Overview ~ revised 2022

Year Level specific (as indicated below)														
Assess. Tool / measure	5.1 survey	5.6 survey	6.0 survey	J.O.S.T	H.P.P	Word Power	Phonics	Schonell Spelling A	Reading Age /level	Probe	e-asTTle Reading	PAT Listening	PAT Maths	STAR
Data Entry Markbook	91	93	16	148 165	156 161 162 163 164	233	242	52	99 100 101 102	109 110 112 114	Auto Online e-asTTle 248	PAT Marking site	PAT Marking site	PAT Marking site
Frequency for data entered	As required or at age				Term 2 and 4 Week 9			Terms 2 and 4 Week 4/5	At least once per term	As req. by ind. chn	By Week 8 T1-T3 74 Week 4	Term 1 Week 4	Terms 1 and 4 Week 4	Terms 2 and 4 Week 4
By Who?	Teacher	DP/ LSC	DP/ LSC	DP/ LSC	LSC	Teacher				Teacher to online site - Leadership/Admin will upload to eTap				Teacher
Year 1														
Year 2								If relevant						
Year 3							If req.							
Year 4									If req.					
Year 5														
Year 6														

Notes:

- PAT Maths and Listening assessment to be done during **weeks 3 and 4**, Term 1
- Reading Age / Level or Probe: Please add **last or only entry** for the term in **Column E** of the markbook. Column E is picked up for analysing school progress term by term, the other columns provide you with how a child is tracking.
- e-asTTle reading - all students should have at least one assessment per term to see how they are tracking against their goals and assist in setting next goals. These assessments do not need to all be at the same time but should all be completed by week 8 each term. Teachers should upload the Curriculum Level based on the CAP of the highest e-asTTle reading test for each term.
- Reading age / level data **will** be entered for **all children to the end of Year 3 (longer if required for individual learners)**. (e-asTTle Reading is not available until Y4 and may not be suitable for higher needs students)
- e-asTTle writing - the writing samples for these assessments need to be completed during **weeks 3 or 4** to ensure marking and moderating is completed prior to data being entered online.
- STAR testing will be differentiated as per individual student achievement. Assessment to be done during **week 4 of terms 2 and 4**.
- Probe comprehension assessments complement e-asTTle where required. This assessment is not normed but does provide valuable information about how a child is tracking in various aspects of comprehension. The markbooks are there for your record. Please do not use a Probe assessment for students younger than Year 4 or who are not fluent at Gold.
- Whole school tracking is now more streamlined through the whole school markbooks established. However your teams can also select their relevant sub-group and access just your team data for tracking and analysis.

Important:

- The assessment data being collected via this overview links directly to our Curriculum Achievement Plan and Reading, Writing and Maths progressions. As always these assessments form just a part of the information you have as a teacher about a child's progress and achievement. Records of learning and learning conversations with the children contribute significantly to the 'best-fit' judgements that are made against the curriculum levels. No single part of these assessments will be used to form a judgement.
- The data to be entered into the Markbooks will be where the child is **achieving at**. If a child has demonstrated through a Running Record they have successfully read a text at Level 12, this is the level you will enter. If the child has successfully shown mastery of a Stage 5 GLoss question, this is the stage you will enter.

Planning Expectations @ TKP

Literacy and Numeracy

Term Overviews

The Overview Cycles for Reading, Writing, Maths, and Integrated Studies run as follows:

- Cycle 1 - Term 1 Week 3 - Term 2 Week 2
- Cycle 2 - Term 2 Week 3 - Term 3 Week 2
- Cycle 3 - Term 3 Week 3 - Term 4 Week 3

Desired achievement for each group

- Where do you want these learners to be achieving by the end of the term? By the end of the year? – big picture expectations
 - Intended learning strategies for Reading, Writing, and Maths, depending on children's' specific needs are taken from school curriculum documents for guided teaching groups during an overview cycle.

Global learning intentions for each group

- In order for the children to achieve the above expectations what learning needs to happen. Start more general with your global learning intentions.

Evaluation at end of term

- Reflect on the children's achievements against desired achievement – note who has moved up throughout the term, think about those who haven't and possible reasons why as you look ahead. This should be happening as part of good formative practice all the time.

Your term overview should be a working document, add 'comment', write notes – refer to it to guide your short-term planning.

Overviews are due the Friday before commencing the cycle using the following [template](#).

These need to be placed into your Team Drive and shared with your Team Leader and Management (management@tkp.school.nz).

School Curriculum Documents (Progressions)

Reading	Writing	Maths
Reading Level 1 Reading Level 2 (to end of Year 3) Reading Level 2 (to end of Year 4) Reading Level 3	Writing Level 1 Writing Level 2 Writing Level 3	Maths Level 1 Maths Level 2 Maths Level 3

Short term / daily planning

Teachers are expected to add there planning to 'Spotlight' each week and for it to include the following:

- A weekly timetable
- Reading, Writing, and Maths planning, including:
 - Specific Learning Intentions (SLI's) that link to intended learning strategies from Curriculum Overviews.
 - Planning for guided groups, whole class learning, and independent learning activities.
 - Outline the teaching and learning linked to the specific learning intention, including the follow-up activity / learning.
 - Planning for Guided groups in Reading, Writing, and Maths should include the names of students, their current data/levels, with 'at risk' students (Tamariki Motuhake) highlighted.
 - Planning for Guided Reading should also include the text names and levels.
 - Reading, Writing, and Maths is expected to be taught Monday – Thursday
 - Resources - These need to be identified as part of your planning and clearly linked to the specific learning intentions and follow-up learning / activities.
- Weekly Te Reo foci
- Other Curriculum Areas - Health & P.E, Science, Social Sciences, Technology, The Arts (including an outline of the lesson focus and any relevant resources)
- Planning for Learning Assistants (as appropriate)
- Brain Breaks and/or Daily Fitness
- PB4L focus and learning activities
- Enviroschool focus and learning activities
- Any changes to your weekly planning should be noted and relevant anecdotal observations related to student learning should be recorded as comments.
- Planning for any intervention groups to deliver targeted teaching to 'at risk' students (Tamariki Motuhake) with clear explanations of how you plan to accelerate their achievement.

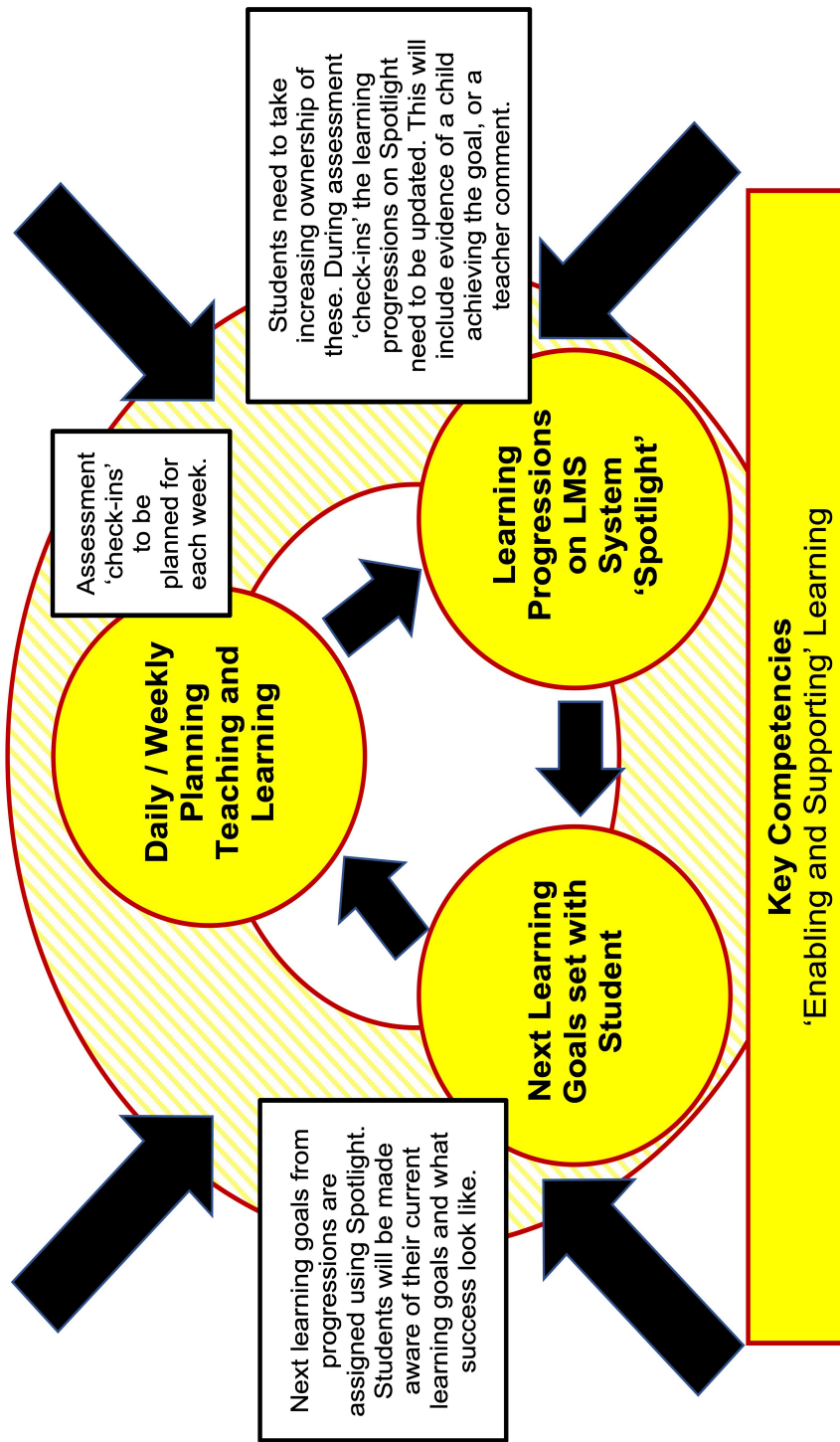
Assessment

- Plan for assessment – is there a particular group you want / need to focus on? Is a group ready to have running records taken? Is there a numeracy group that appears ready to move?

As with your term overview all short-term / daily planning should be working documents reflecting formative assessment practice.

There needs to be clear links between your long-term and short-term planning, along with evidence of formative assessment that guides your teaching and learning.

Planning for Learning – Reading, Writing and Maths Overviews
x3 per year (by Week 2 – Terms 1, 2, and 3)
Previous overviews evaluated by Week 1



Underpinned by the Standards for the Teaching Profession



TKP Planning for Learning Cycle

Our Curriculum

Curriculum essence statements @TKP

The essence statements below are our vision for our students across the curriculum. Each statement contains one of our core values of communicate, aspire, respect and engage that are embedded in our localised curriculum and its achievement objectives. Each curriculum area contains our achievement objectives for our tamariki, and our community and student voice collected in 2019 as a part of our ongoing self-reflection on our learning @TKP.

In english, students will be inspired to study, use, and enjoy language and literature, and communicate orally, visually or in writing.

In the arts, students will be inspired to use our senses and feelings to explore, develop and communicate ideas of our own work and others.

In health and physical education, students will nurture and respect our own and others wellbeing and be empowered to be physically active.

In learning languages, students will aspire to communicate in an additional language and be inspired to recognise how language can shape our views of the world.

In technology, students will aspire to be innovators, designers and creators of products, and systems that enhance our world. Students will be discerning consumers who are empowered to think critically about different technologies and use digital technologies to engage with the 21st century.

In the social sciences, students will develop respect and an awareness of how societies work, how they can participate and be empowered to take action as informed, respectful, global citizens.

In mathematics students will engage with number, algebra, measurement, geometry and statistics, effectively and use them to explain the world around them.

In science, students will engage with the natural and physical world, gather and interpret data about the world they live in. They will use and critique evidence and interpret information to explain scientific phenomena.

Achievement Objectives

Our curriculum uses the concept of a global TKP achievement objective that covers all students from Year 1 – Year 6. The TKP Localised Curriculum has used key learnings at Level 1, 2 and 3 of each curriculum area of the NZC to create a global achievement objective for our students from Year 1 – 6. All achievement objectives include our values of We C.A.R.E.

Note: Every year at least one curriculum area is reviewed with the community, students and staff to ensure that our curriculum is reflecting our growing community and changing learning context.



*In English, students will be inspired to study, use, and enjoy language and literature, and **communicate** orally, visually or in writing.*

At Te Kauwhata Primary School all children will

- Making Meaning by receiving (listening, reading, viewing)
- Creating Meaning for themselves and others (speaking, writing, presenting)

We believe all children need to develop the knowledge, strategies and competencies to be successful and confident communicators in a multimodal world.

Literacy will be taught 4 days per week. Sufficient time will be given to ensure a balanced programme is implemented. Children will be taught in this curriculum area throughout their time at TKP.

TKP Achievement Objectives in English Years 1 – 6 (Levels 1 – 3 of the NZC)

- Students will **communicate** effectively with others to make meaning and create meaning of tasks and text. They will use skills which are increasingly sophisticated and challenging.
- Students will persevere and **aspire** to do their best when they make meaning and create meaning of tasks and text for themselves and others. They will have a can do attitude when developing skills which are increasingly sophisticated and challenging.
- Students will reflect on their learning in order to make meaning and create meaning of tasks and text for themselves and others. They will be **respectful** of other's opinions and flexible when developing reviewing skills which are increasingly sophisticated and challenging.
- Students will draw on a range of resources from the wider world in order to **engage** in their learning, and to make meaning and create meaning of tasks and text. They will develop thinking skills which are increasingly sophisticated.

Student and Community Voice

Community Voice (2019)	Student voice (2019)
<ul style="list-style-type: none"> • We want to see our children have acceleration in English achievement • Competent in reading, handwriting and the ability to 'report' - to set them up to develop in other areas • Focus on spelling • A love for reading • I want my child to read instructions, directions, and recipes, to be able to put their thoughts and learning into written text and into digital formats • Everything is important but literacy and numeracy are the most important • They need to literate - can apply what they have learned to real-world contexts • Interpret and use words, numbers images, and technologies 	<p>Our students want to learn:</p> <ul style="list-style-type: none"> • How to use a dictionary, • How to work in groups, • How to spell, • How to use punctuation, • How to write a good story. • How to spell hard words • How to use punctuation • How to spell using a dictionary, • How to use onomatopoeia, • How to read and write. • How to Reading novels. • Write a story. • Sounding out big words. • How to use Literacy cards. • How to write a book report and keep up with other people

Teaching and Learning English @TKP

<p>Handwriting Handwriting will be planned for across all age levels at this stage. In the formation years pencil grip and correct letter formation, beginning with being able to write the first name, is critical to establishing good practice and ongoing progress towards a fluent and legible style of handwriting.</p> <p>Instruction and practice will be part of the handwriting program (Casey the Caterpillar in the Junior School).</p> <p>Spelling Teachers will plan for spelling according to students needs. At this stage the following spelling lists are being used formatively for determining words to learn:</p> <ul style="list-style-type: none"> ❖ TKP Sight / High frequency word lists ❖ Joy Allcock Switched onto Spelling Rules ❖ You Can Spell ❖ Errors from own writing ❖ Class lists <p>Refer to writing statements for how spelling progress and achievement is being monitored.</p> <p>Visual Language: Teachers will plan for visual language learning according to the needs of their students. This may take different forms across the different levels of learning. Securing basic visual language competence is critical for students to be able to create their own messages, and make meaning from other people's messages.</p> <p>Teachers will incorporate visual language learning into reading and writing within the classroom programme</p>	<p>Oral Language: Teachers will plan for oral language learning according to the needs of their students. This may take different forms across the different levels of learning. Securing basic oral language competence is critical for students to be able to create their own messages, and make meaning from other people's messages.</p> <p>Monitoring of oral language progress and achievement:</p> <ul style="list-style-type: none"> ❖ 5.1 survey (ROL, J.O.S.T) ❖ 5.6 survey (above if concerns at 5.1 survey) ❖ 6.0 survey (ROL) and as required ❖ Years 3-6: PAT Listening Comprehension (ability to actively listen – links to reading comprehension) ❖ Student / teacher conversations ❖ Teacher observations <p>Support and intervention programmes to accelerate oral language development:</p> <ul style="list-style-type: none"> ❖ Speech / language groups ❖ HPP programme ❖ Dyslexia Group @TKP ❖ Referrals to specialised support intervention agency ❖ In-class support and monitoring <p>Oral language development is supported through the following (as examples of programmes of learning and as appropriate for needs and year level):</p> <ul style="list-style-type: none"> ❖ News / Buzz groups /Think – Pair-Share ❖ Barrier games ❖ Listening to stories ❖ Role play ❖ Co-operative games and learning ❖ Drama <p>Presenting to small and large audiences (eg. Speeches)</p> <ul style="list-style-type: none"> ❖ h-making, Whaanau assemblies, school performances) ❖ Following and giving instructions in a variety of contexts <p>Support material for teachers:</p> <ul style="list-style-type: none"> ❖ Learning Through Talk (Years 1-3; Years 4-8) ❖ Effective Literacy Practice (Years 1-4; Years 5-8) ❖ ELLPs / ESOL Online ❖ Sounds and Words (TKI) 	<p>Writing: Teachers will plan for writing according to the students needs. Refer to 'Planning Expectations @ TKP' for further notes and requirements.</p> <p>Teachers will plan programmes of learning to include modeling, shared, guided and independent writing.</p> <p>Monitoring of writing progress and achievement:</p> <ul style="list-style-type: none"> ❖ 5.1 survey (writing) ❖ 5.6 survey (writing, writing vocab) ❖ 6.0 survey (writing vocab, hearing and recording sounds and words) ❖ Years 1/2 spelling – Yolanda Soryl – Phonics Programme ❖ Years 3-6 ~ Schonell spelling ❖ Switched onto Spelling phonemic awareness test – Joy Allcock ❖ STEPs programme ❖ Years 1/2 ~ TKP writing progressions ❖ Years 3-6 ~ e-asTTle writing and TKP writing progressions ❖ Student / teacher conversations ❖ Ongoing teachers observations and records of learning ❖ Student 'I can Write' progressions (Spotlight) <p>Support and intervention programmes to accelerate writing development:</p> <ul style="list-style-type: none"> ❖ STEPs Literacy programme (❖ In-class support and monitoring (Targeted Literacy / Learning Assistant SEG time) ❖ Resource Teacher of Literacy <p>As children progress through the school writing will become increasingly integrated across the curriculum. Writing programmes are supported and enhanced through both paper-based and digital modes.</p> <p>Support material for teachers:</p> <ul style="list-style-type: none"> ❖ Effective Literacy Practice (Years 1-4; Years 5-8) ❖ Literacy Learning Progressions ❖ Literacy Online ~ Writing Hub / Writing Illustrations ❖ Curriculum and Achievement Plan ❖ E-asTTle exemplars ❖ TKP Writing Progressions 	<p>Reading: Teachers will plan for reading according to students needs. Refer to 'Planning Expectations @ TKP' for further notes and requirements.</p> <p>Teachers will plan programmes of learning to include shared, guided and independent reading.</p> <p>Monitoring of reading progress and achievement:</p> <ul style="list-style-type: none"> ❖ 5.1 survey (Letter ID, Letter /sound) ❖ 5.6 survey (Letter ID, Letter/sound, Clay word reading); reading level ❖ 6.0 survey (Letter ID, CAP, Clay word reading, BURT), reading level ❖ Sight word knowledge ❖ Running Records (also refer to 'Reading Assessment Practice @TKP for guidelines and further notes) ❖ Probe (non-standardised) ❖ Years 3-6 ~ STAR (2nd edition) ❖ E-asTTle (formatively) ❖ Student / teacher conversations ❖ Ongoing teacher observations and records of learning ❖ Student 'I can Read' progressions (Spotlight) <p>Support and intervention programmes to accelerate reading development:</p> <ul style="list-style-type: none"> ❖ HPP ❖ STEPs Literacy Programme ❖ TARP / CARP ❖ Resource Teacher of Literacy / RTLB ❖ In-class support and monitoring (Targeted Literacy / Learning Assistant SEG time) <p>As children progress through the school reading will become increasingly integrated across the curriculum. Reading programmes are supported and enhanced through both hard-text copy and digital content.</p> <p>Support material for teachers:</p> <ul style="list-style-type: none"> ❖ Effective Literacy Practice (Years 1-4; Years 5-8) ❖ Literacy Learning Progressions ❖ Curriculum and Achievement Plan ❖ Literacy Online / Illustrations ❖ TKP Reading Progressions
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Literacy OTJ's @TKP

The following tables indicate the tools, assessments and learning information that will be used to support teachers when making their overall teacher judgments against the TKP CaAP. Refer to the TKP Reading and Writing progressions for more specific detail around alignment of scores to levels of achievement. Staff will meet a minimum of twice a year to moderate in literacy.

After 1 and 2 Years at School

Informal Assessment Opportunities: <ul style="list-style-type: none"> ▪ Focused classroom observation ▪ Running Records ▪ Records of learning / Modeling bks ▪ Reading activities / tasks ▪ Reading Progressions 	Reading OTJ	Informal Assessment Opportunities: <ul style="list-style-type: none"> ▪ Focused classroom observation ▪ Writing books / samples of writing ▪ Records of learning / Modeling bks ▪ Writing activities / tasks ▪ Writing Progressions 	Writing OTJ
Learning Conversations: <ul style="list-style-type: none"> ▪ Questioning ▪ Explaining ▪ Sharing / self assessment ▪ Discussing 		Learning Conversations: <ul style="list-style-type: none"> ▪ Questioning ▪ Explaining ▪ Self assessment ▪ Conferencing / discussing 	
Formal Assessments: <ul style="list-style-type: none"> ▪ 6 Year Observation Survey <ul style="list-style-type: none"> ○ Letter ID ○ C.A.P ○ Word Reading 		Formal Assessments: <ul style="list-style-type: none"> ▪ 6 Year Observation Survey <ul style="list-style-type: none"> ○ Writing Vocab ○ Recording sounds in words 	

After 3 Years at School

Informal Assessment Opportunities: <ul style="list-style-type: none"> ▪ Focused classroom observation ▪ Running Records / Probe ▪ Records of learning / Modeling bks ▪ Reading activities / tasks ▪ Reading Progressions 	Reading OTJ	Informal Assessment Opportunities: <ul style="list-style-type: none"> ▪ Focused classroom observation ▪ Writing books / samples of writing ▪ Records of learning / Modeling bks ▪ Writing activities / tasks ▪ Writing Progressions 	Writing OTJ
Learning Conversations: <ul style="list-style-type: none"> ▪ Questioning ▪ Explaining ▪ Sharing ▪ Discussing ▪ Self assessment / peer assessment 		Learning Conversations: <ul style="list-style-type: none"> ▪ Questioning ▪ Explaining ▪ Self and peer assessment ▪ Conferencing / discussing 	
Formal Assessments: <ul style="list-style-type: none"> ▪ STAR <ul style="list-style-type: none"> ○ 2nd edition 		Formal Assessments: <ul style="list-style-type: none"> ▪ E-asTTle Writing (revised) ▪ Schonell Spelling 	

By the End of Years 4-6

Informal Assessment Opportunities: <ul style="list-style-type: none"> ▪ Focused classroom observation ▪ Running Records / Probe ▪ Records of learning / Modeling bks ▪ Reading activities / tasks ▪ Reading Progressions 	Reading OTJ	Informal Assessment Opportunities: <ul style="list-style-type: none"> ▪ Focused classroom observation ▪ Writing books / samples of writing ▪ Records of learning / Modeling bks ▪ Writing activities / tasks ▪ Writing Progressions 	Writing OTJ
Learning Conversations: <ul style="list-style-type: none"> ▪ Questioning ▪ Explaining ▪ Sharing ▪ Discussing ▪ Self assessment / peer assessment 		Learning Conversations: <ul style="list-style-type: none"> ▪ Questioning ▪ Explaining ▪ Self and peer assessment ▪ Conferencing / discussing 	
Formal Assessments: <ul style="list-style-type: none"> ▪ STAR (2nd edition) ▪ E-asTTle (formative) ▪ PAT Reading Comp (from 2015) 		Formal Assessments: <ul style="list-style-type: none"> ▪ E-asTTle Writing (revised) ▪ Schonell spelling 	



In Mathematics and Statistics students will **engage** with number, algebra, measurement, geometry and statistics, effectively and use them to explain the world around them.

At Te Kauwhata Primary School children will be able to think logically to successfully solve problems involving:

Number and Algebra

- Involves calculating and estimating, using appropriate strategies and methods in flexible ways. It also involves understanding patterns and relationships found in numbers

Geometry and Measurement

- Geometry involves recognising properties and symmetries of shapes and describing position and movement. Measurement involves using appropriate units to predict and calculate.

Statistics

Involves solving problems using appropriate data, finding relationships and trends and communicating findings.

We believe all children need to develop the mathematical knowledge, strategies and understandings and be able to apply them to their everyday lives.

Children will be taught in this curriculum area throughout their time at TKP.

TKP Achievement Objectives in Mathematics and Statistics Years 1 – 6 (Levels 1 – 3 of the NZC)

- *Students will work collaboratively to investigate mathematical ideas. They will **communicate** and gather information about themselves, others, and their world.*
- *Students will **aspire** to find the best answer and question themselves in order to delve deeper when solving mathematical problems. They will investigate mathematical ideas and call on their logical skills to work things out methodically in order to construct good arguments.*
- *Students will look at what mathematical ideas are being investigated and they will be empowered to pull out the essential features. They will carry this forward to aid them when they communicate to others with **respect** and gather information either individually or with others.*
- *Students will **engage** in their learning and persevere when investigating mathematical ideas. They will be empowered to manage distractions and gather information about themselves, others, and their world.*

Student and Community Voice

Community Voice (2019)	Student voice (2019)
<ul style="list-style-type: none"> • I would like to see her have accelerating achievement in maths • I would like her to understand money how to add items together and understand how much they cost • Our children need basic maths and budgeting skills • Everything is important but literacy and numeracy are the most important • They need to be a Problem solver • They need to have instant recall of basic facts • Numerate – they can apply what they have learned to real-world contexts • They should be able to Interpret and use words, numbers images, and technologies 	<p>Our students want to learn:</p> <ul style="list-style-type: none"> • Basic facts, • How to count well, • How to tell the time. • How to do times and division questions • About decimals, • How to measure • About place value to 6 – 7 digits, • Their basic facts • About fractions and percentages • Their division times table and square roots

Teaching and Learning Mathematics and Statistics @TKP

<p>Number and Algebra</p> <p>Teachers will plan for number and algebra according to the needs of their students. Refer to 'Planning Expectations @ TKP' for further notes and requirements.</p> <p>The following time should be prioritised for the teaching and learning of number:</p> <ul style="list-style-type: none"> • Years 1/2 ~ 70 - 80% • Years 3/4 ~ 65 – 75% • Years 5/6 ~ 50 – 70% <p>The acquisition of basic facts and times tables will be aligned to the competence of the students. Time should not be a barrier to them securing these.</p> <p>Numeracy Lessons:</p> <p>A typical numeracy lesson will include:</p> <ul style="list-style-type: none"> • Warm up knowledge activity • Teacher facilitated instruction • Follow-up and maintenance activities • Reflection <p>Monitoring of progress and achievement in Number and Algebra:</p> <ul style="list-style-type: none"> • Records of learning <ul style="list-style-type: none"> ◦ Book work ◦ Modeling books ◦ Digital recordings • Evidence of Learning Tasks (under development) • Pre and post – tests (where applicable) • GLoSS • PAT Maths (Years 4-6) • E-asTTle (formative) <p>Where necessary support will be provided through targeted math's programmes within teaching teams to provide acceleration in number knowledge learning.</p> <p>Support material for teachers:</p> <ul style="list-style-type: none"> • Diagnostic questionnaire – Bruce Moody • NZ Curriculum – Mathematics • NZ Maths site • Numeracy Framework / Numeracy books • Math's Illustrations • Curriculum and Achievement Plan • TKP Math's Progressions 	<p>Geometry and Measurement</p> <p>Teachers will plan for Geometry and Measurement to meet the requirements of the NZC. Where possible teaching and learning may be integrated into other mathematics' strands and / or other curriculum areas.</p> <p>For example:</p> <ul style="list-style-type: none"> • Geometry and Art • Measurement and Number <p>Teaching and learning will reflect the learning priorities as outlined in the TKP Math's Progressions</p> <p>Monitoring of progress and achievement in Geometry and Measurement:</p> <ul style="list-style-type: none"> • Records of learning <ul style="list-style-type: none"> ◦ Book work ◦ Modeling books ◦ Digital recordings • Pre and post - tests (where applicable) • Learning activities that may be linked to other curriculum areas (eg. art for rotation / symmetry / translation / reflections) • Evidence of Learning Tasks (under development) 	<p>Statistics</p> <p>Teachers will plan for Statistics to meet the requirements of the NZC. Where possible teaching and learning may be integrated into other mathematics' strands and / or other curriculum areas.</p> <p>For example:</p> <ul style="list-style-type: none"> • Statistics and Social Inquiry • Statistics and Multiplication • Statistics and Add / Sub (interpreting data) <p>Teaching and learning will reflect the learning priorities as outlined in the TKP Math's Progressions</p> <p>Monitoring of progress and achievement in Geometry and Measurement:</p> <ul style="list-style-type: none"> • Records of learning <ul style="list-style-type: none"> ◦ Book work ◦ Modeling books ◦ Digital recordings • Pre and post - tests (where applicable) • Learning activities that may be linked to other curriculum areas (eg. graphing data from a global issue; looking at the likelihood of an event happening linked to science) • Evidence of Learning Tasks (under development)
<p>Support materials for teachers:</p> <ul style="list-style-type: none"> • TKP Curriculum and Achievement Plan • NZ Maths site • Math's Illustrations • TKP Maths Progressions 	<p>Note: The NZC clearly states the following: "<i>In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to</i>": (then lists strand objectives).</p> <p>Teaching and learning of mathematics at Te Kauwhata Primary School will provide all students opportunities to solve problems and model situations. Teachers will use the NZC, the diagnostic test, TKP learning progressions to help identify the stage / level at which students are operating.</p>	

Maths OTJ's @TKP

The following tables indicate the tools, assessments and learning information that will be used to support teachers when making their overall teacher judgments against the TKP CaAP. Refer to the TKP Math's progressions for more specific detail around alignment of scores to levels of achievement. Staff will meet in teams or altogether to moderate the learning of students at TKP.

After 1, 2 and 3 Years at School		
	<div><div>Informal Assessment Opportunities:<ul style="list-style-type: none">Focused classroom observationRecords of learningModeling bks / Rich learning tasksProgress against TKP Math's Proaressions</div><div>Learning Conversations:<ul style="list-style-type: none">QuestioningShowingExplainingSelf-assessment</div><div>Formal Assessments:<ul style="list-style-type: none">Diagnostic Questionnaire</div></div> <div>Maths OTJ</div> <td></td>	
End of Years 4-6		
	<div><div>Informal Assessment Opportunities:<ul style="list-style-type: none">Focused classroom observationRecords of learningModeling bks / Rich learning tasksProgress against TKP Math's Proaressions</div><div>Learning Conversations:<ul style="list-style-type: none">QuestioningShowingExplainingSelf-assessment</div><div>Formal Assessments:<ul style="list-style-type: none">Diagnostic QuestionnairePAT Maths (T1 and T4)E-asTTle (Formative)</div></div> <div>Maths OTJ</div> <td></td>	

Topic / Inquiry Learning Contexts

Science, Social Sciences and Technology are the three curriculum areas at TKP that support our topic / inquiry learning. While teachers are expected to integrate these three areas across the day to day curriculum we have three WOW weeks in a year to support in-depth learning in these three areas.

WOW Weeks (Weeks of Wonder) are held during terms 2, 3 and 4. These weeks provide a dedicated time to focus on programmes of inquiry. Teams and / or individual teachers will plan units of topic / inquiry with their learners.

Planning considerations:

- Links to local community / environment / needs
- Relevance to EnviroSchool philosophies and annual priorities
- Responding to real life events / issues – community and global
- Resourcing
- Safety

Assessment and Reporting:

- Predominately self and peer assessments
- Observations by teachers will support attainment
- End of year achievement reports will inform parents as to whether their child is meeting, below or above curriculum expectation.



In science (Pūtaiao) students will **engage** with the natural and physical world, gather and interpret data about the world they live in. They will use and critique evidence and interpret information to explain scientific phenomena.

Through Science students will have the opportunity to investigate and build their understanding about their world and beyond. The core strand, Nature of Science, is required learning for all students up to year 6. The other strands provide contexts for learning. Over the course of years 1–6, science programmes should include learning in all four context strands.

- Living World
- Planet Earth and Beyond
- Physical World
- Material World

The 5 Scientific Capabilities we are trying to develop in learners at TKP:

- Gather & interpret data -Learners make careful observations and differentiate between observation and inference
- Use evidence -Learners support their ideas with evidence and look for evidence supporting others' explanations.
- Critique evidence -Not all questions can be answered by science
- Interpret representations -Scientists represent their ideas in a variety of ways, including models, graphs, charts, diagrams and written texts
- Engage with science - This capability requires students to use the other capabilities to engage with science in "real life" contexts

We want our learners to:

- Foster curiosity about their world
- Build knowledge about their world
- Be able to pose questions, observe, hypothesise, investigate, experiment, interpret and explain as part of the experimental / scientific process.

Support resources for teachers:

- Science Online TKI
- NZC supporting documents
- Science Learning Hub

TKP Achievement Objectives in Science Years 1 – 6 (Levels 1 – 3 of the NZC)

Communicating in Science:

Students will collaborate and **communicate** with others, use the language and symbols of science in order to develop a respect and understanding for the natural world.

Participating and contributing:

Students will explore an issue that impacts on people's lives and persevere while investigating possible actions and **aspire** to make a positive difference.

Investigating in Science:

Students will use a range of resources while investigating to develop their scientific knowledge. They will be inspired to explore, **respect**, share ideas, play, and ask questions about the Natural world. They will explain their ideas by making simple models.

Understanding about science:

Students will **engage** in scientific principles and reflect on why scientists look for more than one explanation when investigating. They will ask questions, test ideas and use evidence to support their findings.

Students will use the above achievement objectives to explore the following Science areas:

Living World:

Students will

- investigate what living things need to stay alive. They will generate and test ideas, gather evidence including observations in order to test their hypothesis.
- use symbols and worksheets to group living things and information in order to show evidence of learning.
- **respect** and recognise other viewpoints and who ask questions of experts e.g. about living things, their habits and why living things can become extinct.

Planet Earth & Beyond:

Students will

- explore and describe natural events and human actions that have changed our World. They will manage distractions while coming up with actions we can take to make a difference.
- have a “can do it attitude” when **communicating** and debating with others over possible solutions to conserving our natural features and resources.

Material World:

Students will

- experiment with common materials. They will be curious and playful with ideas while learning about material properties and the changes they can go through.
- **Engage** with resources from the wider world – other people, books, the internet, past experiences... to explore physical and chemical properties by observing, describing and comparing.
- Use their knowledge and skills to create a simple model to show their understanding of everyday changes to common substances.

Physical World:

Students will

- **Aspire to** be learner who are flexible, who plan and generate more than one answer to their investigations about physical phenomena.
- Learn from their mistakes by writing reflections, monitoring and reviewing how things are going while testing ideas about physical phenomena e.g. floating and describing.

[Science Review Summary – this summary includes the collective voice of staff, students and our community](#)

This review was completed in Term 2 of 2022



In the social sciences (Pūtaiao pāpori) students will develop **respect** and an awareness of how societies work, how they can participate and be empowered to take action as informed, respectful, global citizens.

Through Social Sciences students will be connected and involved in their community and the wider world.

- Identity, Culture and Organisation
- Place and Environment
- Continuity and Change
- The Economic World

Through inquiry learners will:

- Understand their place in the world
- Appreciate other societies in time and place
- Value our multicultural identity
- Participate in social action

Support resources for teachers:

- Social Sciences Online – TKI
- NZC supporting documents
- Building Conceptual Understandings in the Social Sciences

Learning based on the level 1–5 social studies achievement objectives establishes a foundation for the separate social science disciplines offered in the senior secondary school.

TKP Achievement Objectives in Social Sciences Years 1 – 6 (Levels 1 – 3 of the NZC)

Continuity and Change:

Students will **communicate** with others, ask questions, gather information and examine how issues or the past can empower people to change.

The Economic World:

Students will **aspire** to understand how people participate in economic activities and how these events can impact individuals and communities.

Identity, Culture & Organisation:

Students will learn about the roles within the community and **respect** the diversity of cultures within communities.

Place and Environment:

Students will learn about how people perceive, interpret and interact with places of importance. They will **engage** in research to explore the relationships that exist between people and the environment.

Manawhenua voice (Gathered in 2019)

- Knowing whakapapa (pepeha) - where they come from (belonging) linked to their own iwi
- Being confident/proud of being Maori/Not leaving their identity at the gate
- An understanding of tikanga and their own culture
- Marae Protocol
- Noho marae
- What it means to be Maori
- Tikanga and Protocols that can be implemented Basic Concepts.
- Have an understanding of Te Ao Maori and Te Ao Pakeha
- Male / female roles in Te Ao Maori

- Learning the steps of a Powhiri
- Equity with other cultures
- Learning to be responsible, self-aware and caring human beings.
- Our children need to that Māori are tangata whenua and this is important for all communities in New Zealand.
-

Localised History contexts

- Rangiriri / Waikato (even though they are not from here) / Tainui/ Kingitanga
- Treaty of Waitangi History
- Rangiriri history and Maori Land wars
- 28th Maori Battalion History
- Pre European history
- Tainui history
- Tainui economic powerbase colonisation
- Other Iwi history that has impacted Te Kauwhata

Places and names that are important to Te Kauwhata

- Te Kauwhata - empty storehouse
- Te Kauwhata - Te Teoteo
- Waikato - Awa
- Taupiri
- Lake Waikare
- Rangiriri
- Waerenga
- Whangamarino
- Ngati Hine
- Ngati Naho
- Ngati Pou
- Ngati Taratikitiki
- Ngati Mahuta iwi - connection
- Lake Wairere
- Lake Whangape
- Waerenga
- Lake Kopuera

Student voice

Our students would like to learn..

- The history of our country,
- About the world wars and our own wars
- About our ancestor's history
- Maps
- The history of our mountains,
- The history of families,
- The history of other countries about maps, learn
- Treaty of Waitangi.
- About the things that happened in the past
- To understand our environment and how it is used

Community Feedback on Social Sciences in 2022

The Social Science curriculum has been refreshed into Understand (Big Ideas), Know (Contexts) and Do (Inquiry practices) as per the recently released Aotearoa New Zealand Curriculum document. Our Social Science curriculum is based on our localised curriculum that informs our teaching and learning programme.

Response Summary	<u>Community</u>	<u>Staff</u>	<u>Students</u>
<u>Culture and Identity</u>	Parents/Whaanau believe that our children should be taught:	Teachers believe that:	Students believe that:
<u>Understand:</u> 1. Maaori history is the foundation and continuous history of Aotearoa NZ 2. Colonisation and migration settlement 3. Diverse cultures and respect difference of cultures	<ul style="list-style-type: none"> • Historic conflict in NZ and how we understand and accept different cultures • History of Maaori and indigenous status • Colonisation and migrations to Aotearoa New Zealand • Diversity and respect of cultures and identities • Knowledge of worldwide cultures 	<ul style="list-style-type: none"> • True narratives and history of Aotearoa should be taught • All differences are valid and valued • Culture can be celebrated in different ways 	<ul style="list-style-type: none"> • Knowing in the future about what happened and why • Rebuilding mistakes that happened in the past • Knowing in the future about what happened and why
<u>Know:</u> 1. Whaanau/family links that shape our identity 2. Our stories, language and traditions 3. How different cultures interact with each other	<ul style="list-style-type: none"> • Whakapapa adopted and biological • Knowledge of worldwide cultures 	<ul style="list-style-type: none"> • Opportunities to learn their own culture, language, stories and traditions • Myths and legends/origin stories from different origins need to be taught e.g. matariki, maramataka • A shared and collective understanding of culture is important 	<ul style="list-style-type: none"> • Start using te reo more to understand our culture
<u>Do</u> 1. Identify relationships from Maaori and Non-Maaori contexts 2. Reflect on values that exist between cultures		<ul style="list-style-type: none"> • Cultural/religious practices need to be shown respect 	Using pictures help us understand key messages

3. Apply our understanding of historical and current relationships to new situations			
Government and Organisation	Parents/Whaanau believe that our children should be taught:	Teachers believe that:	Students believe that:
<u>Understand:</u> 1. How governments make decisions 2. How the Treaty of Waitangi influences our decisions 3. How relationships between people are shaped by political decisions	<ul style="list-style-type: none"> How our voting system was established How the government has different parties, representing different points of views 	<ul style="list-style-type: none"> True narratives and history of Aotearoa 	<ul style="list-style-type: none"> Knowing Te Tiriti o Waitangi is important Why Te Tiriti o Waitangi exists today.
<u>Know:</u> 1. The treaty of Waitangi guides our local community including people and resources 2. Our natural resources and cultural sites are influenced by people in power positions 3. Different people have different views shaped from government and organisations	<ul style="list-style-type: none"> Governments keep order, make collective decisions and influence policies with the political system 	<ul style="list-style-type: none"> Opportunity to learn culture, language, stories and traditions Understand that to uphold the treaty promises of our whenua, awa, moana, languages and history 	<ul style="list-style-type: none"> The effects Te Tiriti o Waitangi has had on our key local cultural sites, like Rangiriri.
<u>Do:</u> 1. Identify how government decisions affect decisions in the past, present and future		<ul style="list-style-type: none"> Understanding different viewpoints and being able to interpret them and make their own opinion to take action 	<ul style="list-style-type: none"> The effects of Te Tiriti o Waitangi has had on our key local cultural sites, like Rangiriri.

<p>2.Reflect on points of view from different governments and organisations</p> <p>3.Apply understanding of government decisions into our local community</p>	<p>Governments are designed to keep order, make collective decisions and people can change policies within the system</p>		
<p>Place and Environment</p>	<p>Parents/Whaanau believe that our children should be taught:</p>	<p>Teachers believe that:</p>	<p>Students believe that:</p>
<p><u>Understand:</u></p> <p>1.Our historical sites are affected by past, present and future actions</p> <p>2.People interact with different resources in the local environment</p> <p>3.How sustainability affects our local and regional community</p>	<ul style="list-style-type: none"> • Geography Aotearoa NZ • Historic wars, politics and climate change affects our natural resources • Human impact on the environment 	<ul style="list-style-type: none"> • Waikato river as a resource and its significance for past, present and future generations • Understand that relationships between people are important for the wellbeing of our natural and historic environments. • How we can improve and help our local and wider environment • Sustainable alternatives to our current practices. 	<ul style="list-style-type: none"> • Pollution and Rubbish needs to be reduced. Animals need protection. • Different ways to improve our local environment - sustainability, avoid overfishing
<p><u>Know:</u></p> <p>1.The local stories of our Iwi and communities</p> <p>2.Which resources are renewable and non-renewable resources</p>	<ul style="list-style-type: none"> • Geography of Aotearoa NZ • History of our Iwi tribes 	<ul style="list-style-type: none"> • Local resources and places have significance • Geography of Aotearoa, the Pacific Ocean and locations of the islands are important • Resources, what are renewable and what's not renewable 	<ul style="list-style-type: none"> • Planting more trees, native plants/grasses

3.Different ecosystems affect each other in the past, present and future	<ul style="list-style-type: none"> What is an ecosystem and how is it impacted by human activities 		<ul style="list-style-type: none"> How everything affects everything e.g. pests vs predators, native vs exotic
<u>Do:</u> 1. Identify how key resources hold significance for different people 2. Reflect on resource use decisions over time by different people 3. How we as Kaitiaki can make change for sustainable use of resources	<ul style="list-style-type: none"> Human impact on the environment Different regional and local authority bodies, social issues Where we belong is important and the effects of pollution on our lakes 	<ul style="list-style-type: none"> Local resources and places have significance Understand that our local waterways such as Te Awa o Waikato, Ngaa roto such as Waikare need to be protected. 	
Economic Activity	Parents/Whaanau believe that our children should be taught:	Teachers believe that:	Students believe that:
<u>Understand:</u> 1. The role of trade of different lwl and more recent communities 2. The sustainable cycle of resources and effects on our economy 3. The economic impact of distributing resources in our community	<ul style="list-style-type: none"> Sustainable economics Consequences of using non-renewable resources Importance of financial literacy Consequences of using non-renewable resources 	<ul style="list-style-type: none"> People and countries have a choice with how they use/treat their resources Everything has a whakapapa that we reuse, repair, recycle, repurpose to continue the sustainable cycle Identify sustainable resources in the community and beyond. 	<ul style="list-style-type: none"> We need to know more about how plastic affects our environment and waterways. Understanding that we need to replace things we use Buildings can they be made from more sustainable resources
<u>Know:</u> 1. How the economic relationships co-existed between	<ul style="list-style-type: none"> How economy impacts on our individual lives 		

<p>people of different communities</p> <p>2.How resources are allocated which impact on our socio-economic position</p> <p>3.How the government makes economic decisions that affect our local community</p>	<ul style="list-style-type: none"> Importance of financial literacy How economy impacts on our individual lives 	<ul style="list-style-type: none"> Inquiry into the fairness of how resources are allocated on a local level 	<ul style="list-style-type: none"> How to source local food
<p><u>Do:</u></p> <p>1.Identify past, present and future key trade roles between communities</p> <p>2.Reflect on the economic cost of resource use and the competition between resources</p> <p>3.How local communities are influenced by economic decisions made at government level</p>	<ul style="list-style-type: none"> Renewable and finite resources Different ways of getting into careers - apprenticeships, university and training courses 	<ul style="list-style-type: none"> Using local resources instead of being consumers of other/ non-local products equal opportunity to improve and sustain wellbeing for tamariki, whaanau and the haapori. 	<ul style="list-style-type: none"> Buildings can they be made from more sustainable resources

Key ideas / themes to emerge:

- Critical thinking ability to know and appreciate our local environment is a key skill identified by all stakeholders
- Exposure to inter-related social science topics is essential for our students to understand the local and wider connected eco-systems
- Relationships is key skill when managing people and resources in a sustainable way for future generations
- Respecting our local Tikanga, Kaitiakitanga and Manaakitanga for our local waterways is paramount
- Problem solving ability to find solutions to enable use of locally- made renewable resources is a key factor
- Learners need the capability that they can make a positive difference to a changing society
- Acknowledging and celebrating diverse cultures is highly valued
- Knowing how different governments shape the decision-making ability of our learners



Te Ao Māori and our local history

The school curriculum communicates what we choose to remember about our past, what we believe about the present, what we hope for the future (Pinar 2004)

As our students explore the history of Te Kauwhata and Kiingitanga they will learn about

Whakapapa

Tūpuna – Connections – Belonging – Identity – Culture – Community – Tikanga – Mana Whenua

We are history, past, present, and future. Our past informs our future and helps us see our part in the present. We acknowledge the actions of our ancestors and use them to inform future decisions. We cannot change history but we can shape the future and our own behaviours as a result of historical events.

Tūrangawaewae

Belonging – Identity – Culture – Community – Place – Continuity

For students, history starts locally, exploring the features of the land of hapu and iwi, tūpuna, stories, protocols, and taonga. Places in Aotearoa New Zealand are significant to different people for different reasons and are used in different ways. Our identity builds from where we come from.

Mana Motuhake

Belonging – Identity – Mana – Controversy – Conflict – Consequences – Tino Rangatiratanga

The status of Māori as tangata whenua is significant for all in Aotearoa New Zealand. Exploration and innovation create opportunities and challenges for people, places, and environments. Students examine how far-reaching the consequences of actions can be when examining the historical efforts by Māori for a return to self-determination.

Kaitiakitanga

Time – Context – Perspective – Knowledge – Tikanga – Guardianship

Historically, guardianship and ownership of the land in Aotearoa New Zealand has been subject to the conflicting values of different cultures. These values have shaped the land and the people. For students, local landmarks and natural resources are a foundation for looking at a history of guardianship, ownership, confiscation, conflict, and settlement.

Whaanaungatanga

Whaanau – Hapuu – Iwi – Whakapapa – Tuupuna – Connections – Community – Manaakitanga – Kotahitanga – Unity

The foundation of our identity comes from who we come from. Culture and heritage originate and are sustained through familial links and bonds. Kinship comes with rights and obligations and affects responses to historical events. People pass on and sustain culture and heritage for different reasons and this has consequences for people.

Resources:

[Te Kauwhata Primary Schools History 1911 - 2011](#)

[Rangiriri History](#)

[Ngaa Puuraakau o Waikato](#)

This information for our localised curriculum is taken from ['Te Takanga o te Wā - Māori History Guidelines Year 1 – 8'](#)

Aotearoa NZ Histories will be part of the learning under the Social Sciences learning area of the NZ Curriculum. From 2023, Te Takanga o Te Waa and Aotearoa NZ histories will be part of our localised curriculum.

The 'Understand, Know, Do' framing will be applied to all learning areas as they are refreshed, making it easier for teachers to explore opportunities to integrate across curriculum areas.

The 'Understand, Know, Do' structure encompasses:

- **Understand:** the big ideas
- **Know:** rich localised contexts for exploring the big ideas
- **Do:** practices that bring rigour to learning

Progress outcomes by the end of Year 3 (Foundation)

Understand	Know	Do
<i>Through building knowledge about contexts and drawing on inquiry practices, I am beginning to understand:</i>	<i>I have explored the diverse histories of Aotearoa New Zealand. For our local context, I know the following:</i>	<i>In my learning in Aotearoa New Zealand's histories, I can:</i>
Culture and Identity	Whakapapa me te whanaungatanga - Te Takanga o te Waa Maaori	
<ul style="list-style-type: none"> • Maaori history is the foundation and continuous history of Aotearoa NZ • Colonisation and migration settlement • Diverse cultures and respect difference of cultures. 	<ul style="list-style-type: none"> • Whaanau/family links that shape our identity • Share our stories, language and traditions from past to present • How different cultures interact with each other 	<ul style="list-style-type: none"> • share relationships from oral histories of Maaori and Non-Maaori contexts • Know core values exist between cultures • Learn historical and current cultural sites of our people
Government and Organisation	Tino Rangatiratanga me te kāwanatanga - link to Te Takanga o te Waa Maaori	
<ul style="list-style-type: none"> • The treaty of Waitangi guides our local community including people and resources • Our natural resources and cultural sites are influenced by people in power positions • Different people have different views shaped from government and organisations 	<ul style="list-style-type: none"> • The treaty of Waitangi guides our local community including people and resources • Our natural resources and cultural sites are influenced by people in power positions • Different people have different views shaped from government and organisations 	<ul style="list-style-type: none"> • Learn how government decisions affect us in the past, present and future • Learn how points of view from different governments and organisations affect us • Explore past, present and future government decisions impact our local community
Place and Environment	Tūrangawaewae me te kaitiakitanga - link to Te Takanga o te Waa Maaori	

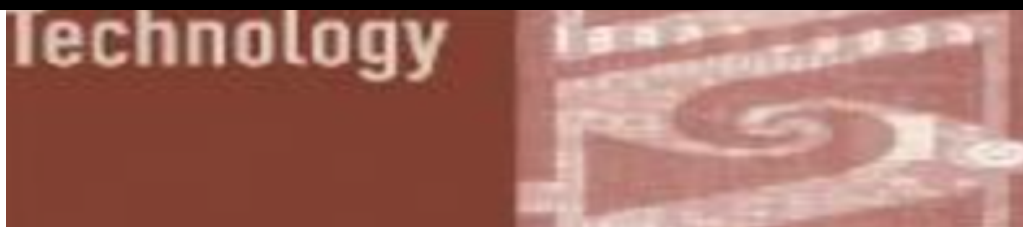
<ul style="list-style-type: none"> •Our historical sites are affected by past, present and future actions •People interact with different resources in the local environment •How sustainability affects our local and regional community 	<ul style="list-style-type: none"> •The local stories of our Iwi and communities •Which resources are renewable and non-renewable resources •That different ecosystems affect each other in the past, present and future 	<ul style="list-style-type: none"> •Identify how pepeha hold significance for local iwi •Know how local resources are used by different communities •How we as Kaitiaki can make change for sustainable use of resources
Economic activity	Kōwhiringa ohaoha me to whai oranga - link to Te Takanga o te Waa Māori	
<ul style="list-style-type: none"> •The role of trade of different Iwi and more recent communities •The sustainable cycle of resources and effects on our economy •The economic impact of distributing resources in our community 	<ul style="list-style-type: none"> •How the economic relationships co-existed between people of different communities •How resources are allocated which impact on our socio-economic position •How the government makes economic decisions that affect our local community 	<ul style="list-style-type: none"> •Identify past, present and future key trade roles between communities •Learn resource use and how the compete between resources •How local communities are influenced by economic decisions made at government level

Progress outcomes by the end of Year 6

Compiled from Te Takanga o te Waa Maaori History 2015 & Aotearoa New Zealand's histories in the New Zealand Curriculum 2022

Understand	Know	Do
<i>Through building knowledge about contexts and drawing on inquiry practices, I am beginning to understand:</i>	<i>I have explored the diverse histories of Aotearoa New Zealand. For our local context, I know the following:</i>	<i>In my learning in Aotearoa New Zealand's histories, I can:</i>
Culture and Identity	Whakapapa me te whanaungatanga - Te Takanga o te Waa Maaori	
<ul style="list-style-type: none"> • Maaori history is the foundation and continuous history of Aotearoa NZ • Colonisation and migration settlement • Diverse cultures and respect difference of cultures 	<ul style="list-style-type: none"> • Whaanau/family links that shape our identity • Share our stories, language and traditions from past to present • How different cultures interact with each other 	<ul style="list-style-type: none"> • Identify relationships from oral histories of Maaori and Non-Maaori contexts • Reflect on historical values that exist between cultures • Apply our understanding of historical and current relationships to new situations
Government and Organisation	Tino Rangatiratanga me te kwanatanga - link to Te Takanga o te Waa Maaori	
<ul style="list-style-type: none"> • The treaty of Waitangi guides our local community including people and resources • Our natural resources and cultural sites are influenced by people in power positions • Different people have different views shaped from government and organisations 	<ul style="list-style-type: none"> • The treaty of Waitangi guides our local community including people and resources • Our natural resources and cultural sites are influenced by people in power positions • Different people have different views shaped from government and organisations 	<ul style="list-style-type: none"> • Identify how government decisions affect decisions in the past, present and future • Reflect on points of view from different governments and organisations • Apply understanding of government decisions into our local community
Place and Environment	Tūrangawaewae me te kaitiakitanga - link to Te Takanga o te Waa Maaori	

<ul style="list-style-type: none"> •Our historical sites are affected by past, present and future actions •People interact with different resources in the local environment •How sustainability affects our local and regional community 	<ul style="list-style-type: none"> •The local stories of our Iwi and communities •Which resources are renewable and non-renewable resources •That different ecosystems affect each other in the past, present and future 	<ul style="list-style-type: none"> •Identify and compare different pepeha that hold significance for different iwi •Reflect on resource use decisions over time by different community groups •How we as Kaitiaki can influence change for future sustainable use of resources
Economic activity	Kōwhiringa ohaoha me to whai oranga - link to Te Takanga o te Waa Māori	
<ul style="list-style-type: none"> •The role of trade of different Iwi and more recent communities •The sustainable cycle of resources and effects on our economy •The economic impact of distributing resources in our community 	<ul style="list-style-type: none"> •How the economic relationships co-existed between people of different communities •How resources are allocated which impact on our socio-economic position •How the government makes economic decisions that affect our local community 	<ul style="list-style-type: none"> •Identify past, present and future key trade roles between key landmarks in our local community •Reflect on the economic cost of resource use and the competition between resources •How local communities are influenced by economic decisions made at government level



In technology (Hangarau), students will **aspire** to be innovators, designers and creators of products, and systems that enhance our world. Students will be discerning consumers who are empowered to think critically about different technologies and use digital technologies to engage with the 21st century.

Through Technology students will intervene to solve a problem or address a need.

All 3 technological strands will be taught together:

- Technological practice
- Technological knowledge
- Nature of technology

We want our students to:

- Apply design thinking
- Develop algorithmic thinking skills and an understanding of the computer science principles that underpin all digital technologies
- Understand that digital applications and systems are created for humans by humans
- Develop the knowledge and skills that enable them to form, transform, and work with resistant materials, textiles and fashion.
- Develop the knowledge of different materials and ingredients used to formulate food, chemical and biotechnological products.
- Appreciate the relevance and impact technology has on our lives -past and present.

Support resources for teachers:

- Technology Online
- NZC

Over the course of years 1–10, students learn in all five technological areas, developing their knowledge and skills in context. By offering a variety of contexts, teachers help their students to recognise links between technological areas. Students should be encouraged to access relevant knowledge and skills from other learning areas and to build on their developing key competencies.

TKP Achievement Objectives in Technology Years 1 – 6 (Levels 1 – 3 of the NZC)

Nature of Technology

Students will work interdependently to understand that technological products and systems have a physical and functional nature. They will explore the purpose and impact of technological outcomes on our world and **communicate** their findings.

Technological Practice

Students will **persevere** by planning, being informed, critical and creative thinkers who **aspire** to review practices, and make changes to produce quality outcomes.

Technological Knowledge

Students will be discerning and **respectful** consumers who will develop their own technological literacy by evaluating the testing and development of products or systems.

Children will explore the learning objectives above through

- Designing and developing materials outcomes
- Designing and developing processed outcomes
- Design and Visual Communication
- Computational thinking for digital technologies
- Designing and developing digital outcomes

The technological areas provide contexts for learning. At primary school, teachers will generally take a cross-curricular approach, with students learning in the technological areas as part of a topic or theme that encompasses several curriculum learning areas. This approach can also be applied in years 9 and 10, before students begin to specialise in particular technological areas.

Technology Review Summary 2022 -

Response Summary	Parents / Whanau (2)	Teachers	Students
Designing and developing materials outcomes	<p>Parents/whaanau believe that our children:</p> <ul style="list-style-type: none"> • Need the opportunity to be creative with problem solving • Have the freedom to explore in a safe environment with different materials • Respond to expression through appropriate material choices • Should explore unknown science outcomes in technology 	<p>Teachers believe the design process of:</p> <ul style="list-style-type: none"> • Physics including simple pulleys and moving parts is important for exploring materials • Prototypes can help to solve problems in a logical way • Selecting materials that are fit for purpose • Finding a community problem and devising solutions that addresses community needs • Exploring locally made materials that fit our local curriculum 	<p>The students believe that designing and developing material outcomes requires:</p> <ul style="list-style-type: none"> • Knowledge of computer components - microchips, keyboard, screen, devices and wires, • Practical knowledge of applying technological materials to everyday items - paper, plastics and metals, glue, scissors, clips and wood to make something new. • Knowledge of electronic components - circuits, capacitors and transistors
Designing and developing processed outcomes	<p>Parents/whaanau believe that our children:</p> <ul style="list-style-type: none"> • Respond to the opportunity to explore new food materials and how it is resourced, manufactured and distributed • Understand design and coding processes on computers 	<p>Teachers believe the technological process to reach an outcome consists of :</p> <ul style="list-style-type: none"> • Following a process that can be recreated for an acceptable outcome • Different inputs can drastically change the outcome an awareness of when to manipulate materials to meet a required changing need - for example, food dietary requirements 	<p>Students believed that designing an outcome consists of:</p> <ul style="list-style-type: none"> • Knowing and accepting the cyclical design process - thinking, planning, researching, drafting, creating, editing and trialling.

		<ul style="list-style-type: none"> • Recognising how a prototype can change and adapt but still needs to fit the original intended purpose • Sustainable choices of materials to avoid a single use consumption of a product • Enabling a trial and error environment for cost- benefit analysis before a final technological outcome 	<ul style="list-style-type: none"> • Following the design process to prototype software, testing to then produce something for a desired need
Design and Visual Communication	<p>Parents/whānau believe to apply design thinking through visual literacy requires:</p> <ul style="list-style-type: none"> • Creativity with forms of visual communication to express ideas differently • Problem solving ability for interactive computational software 	<p>Teachers believe to apply design thinking through visual literacy requires</p> <ul style="list-style-type: none"> • Drawing a pictorial representation on devices/ or non- type devices including posters that suits the intended research purpose • Knowledge of Coding to communicate ideas visually and digitally sequenced to communicate a message • Using the design process - planning, testing, reflecting, conclusions from a brief to be successful 	<p>Key thoughts on how students like to design and communicate visually include:</p> <ul style="list-style-type: none"> • Scratch and use coding applications for game making • Sharing mistakes with others to become better at working with others • Technology includes educational games that we process images to remember new ideas or concepts • Removes the explanation from the teacher so we can think independently to create something required

Computational thinking for digital technologies	<p>Parents/whānau believe that our children:</p> <ul style="list-style-type: none"> • Safety with digital technologies - cyber safety • Basic programming and formatting applications • Best practice of software programmes including microsoft/google applications for future focussed learners • Have an Interest to explore fit for purpose digital outcomes 	<p>Teachers believe computational thinking requires:</p> <ul style="list-style-type: none"> • The ability to problem solve or troubleshoot for a new solution • Thinking skills to design a computer programme to create products or outputs • Learning and applying Binary codes to store or transmit digital data for computer memory 	<p>We use computers to search for things, learn things and to help us</p> <ul style="list-style-type: none"> • Research • Work together in a digital world • Learn more in a quicker time period • Use google drive applications like classroom, slides, docs and forms for specific purposes • Access Youtube clips for learning tutorials • Know which different devices produce different expected outcomes • Communicate with Teachers including emails and google classroom for home learning.
Designing and developing digital outcomes	<p>Parents/whānau believe that our children:</p> <ul style="list-style-type: none"> • Know which computational programs will lead to the best desired outcomes for future use • Can create content when coding that benefits humans optimal use of computers 	<p>Teachers believe that digital outcomes require:</p> <ul style="list-style-type: none"> • Using computer applications on devices purposefully to present new outcomes • Communication of the required human actions into computational sequential thinking - directions, quarter turn, codes • Students learning and communicating instructions without programming errors • Learners to select appropriate programmes or applications to fit their needs or purpose of the learning brief 	<p>The children listed the technology they use to develop digital outcomes:</p> <ul style="list-style-type: none"> • Technology is viewed by most student responses as a device that enables them to play educational games • Technology is viewed as a human made object

		<ul style="list-style-type: none"> • Coding programmes to communicate a message meeting the predetermined outcome • Using everyday materials that demonstrate how technology can be constructed into a new product and be captured digitally - imovie, animation, word story, annotate with examples on pictures 	
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Integrated Learning Contexts

Assessment and Reporting in the integrated learning contexts includes:

- Predominately self and peer assessments
- Observations by teachers will support attainment
- End of year achievement reports will inform parents as to whether their child is meeting, below or above expectation.
- Use of Hē Tātairanga Reo Māori mō 'Te Whakatōtanga' (Te Reo Māori Progressions)

The Arts



In the arts (Nga Toi) , students will be inspired to use our senses and feelings to explore, develop and **communicate** ideas of our own work and others.

Through The Arts students will be able to express themselves and communicate in imaginative and creative ways through all four disciplines:

- Music (Sound Art)
- Visual Arts
- Dance
- Drama

We want our students to:

- Experience, value and respond to The Arts
- Communicate and express themselves creatively
- Develop confidence and competence in the associated skills
- Independently follow their strengths and interests

Planning considerations:

- Opportunities for students to use creative form to express their message
- Links to other learning areas as ways to express understanding and meaning
- Utilise teacher strengths
- School activities – art projects, Enviro Art, Whaanau assemblies, school waiata, Kapahaka, Maori disciplines eg. taiaha tuition, poi

Over the course of years 1–6, students will learn in all four disciplines at Te Kauwhata Primary School.

TKP Achievement Objectives in the Arts Years 1 – 6 (Levels 1 – 3 of the NZC)

Communicating and Interpreting:

Students will explore and **communicate** a variety of art forms with others and respond to collaborative feedback.

Developing Practical Knowledge:

Students will participate in Art. As they **aspire** to develop practical knowledge, students personal well-being is enhanced. They will explore a variety of elements, materials and movements to develop knowledge about the Arts and to inspire others.

Understanding the Arts in Context:

Students will explore and learn **respect** for the different forms of Arts and how they can inspire different communities with their purposes and values.

Developing Ideas:

Students will learn in, through, and about the arts by being inspired to creative action and responses by **engaging** and connecting thinking, imagination, senses and feelings.

Community Voice about the Arts @TKP	Student voice (2019)
<p>Feedback on Music</p> <ul style="list-style-type: none"> • Would love more of this form of art at school compared with so much visual art • Why has recorder been dropped? This was an excellent stepping stone for students to take up instruments. • I find it difficult to comment as I do not get to see what XXXX does at school. 	<ul style="list-style-type: none"> • How to paint, • Be confident in drama • Learn that mistakes are ok. • how to dance, • how to do drama and its different techniques • Be confident. • How to dance more.

Do they do regular singing at assembly or learn different kinds of songs? XXXX never mentions songs he's learned, but he used to teach me songs at previous school.

Feedback on Dance

- ? Kids don't think they do this
- I have no idea. Xxxx has never mentioned any dance at school. At his last school they had a folk dancing showcase. He really enjoyed doing that with his class. The older kids did other kinds of dance.
- Dance is good for the body, mind and soul and allows the freedom to express regardless of how awkward it looks
- Not happening regularly

Feedback on Drama

- Do they do this - would be nice to do other forms of art like this, not since Shrekauwhata
- Xxxx enjoyed learning / doing a mini-drama in class but then it came to nothing. I think there should be follow-through event if the target event (assembly) doesn't happen. I.e. they should still get to perform what they practise and learn. I remember immensely enjoying doing whole school plays at primary school. Does this ever happen?
- Would like to see more of everything, dance, drama, song, visual in way of a showcase

Circus arts are a whole other form that kids love and often cross into Physical Education too. There are a variety of great Cirque tutors in Auckland now. The Dust Palace and TAPAC's programmes leading the way.

For younger children story telling and puppetry are awesome tools. Tanya Batt's Dance Upon A Time is a great resource. I hear there was a cool performance the 3 Little Pigs today at assembly J

Feedback on Visual Arts

- Have an art expo
- XXX is really enjoying painting / art and doing this every week on a Friday. His first school once did an art exhibition and auctioned off artworks from each child to raise money. Was really cool and held in the evening.
- Too much time spent on art especially in earlier years @TKP
- Good education of artists / styles from some staff

- Learn how to play hard musically instruments.
- Draw, tidy, artwork,
- Paint a picture.
- Draw.
- Dance
- Do crafts
- To be a good artist and learn all the painting technics

Health and Physical Education



*In health and physical (Te hauora me te mātauranga Tinana), students will nurture and **respect** our own and others wellbeing and be empowered to be physically active.*

Through Health and P.E. students will regularly participate in a variety of active and skill-development activities, and learn the benefits for personal wellbeing.

Students will develop their understandings, knowledge, attitudes and values across the four strands:

- Personal Health and Physical Development
- Movement concepts and motor skills
- Relationships with Other People
- Health Communities and environments

We want our students to:

- Have a good level of fitness
- Be confident and competent in a range of movement skills
- Apply social and co-operative skills in a range of settings
- Respect themselves and others
- Understand about themselves – physically and emotionally

Planning considerations:

- Swim safe
- Sun Sense
- Kia Kaha – Anti Bulling programme (NZ Police)
- Sexuality
- Regular fitness
- E.O.T.C opportunities
- Local environment – Aparangi, Keep NZ Clean
- Sports opportunities
- Life Ed – alternate years
- Keeping Ourselves Safe (NZ Police)

The seven key areas of learning of the Health and PE curriculum are...

- mental health
- sexuality education
- food and nutrition,
- body care and physical safety
- physical activity
- sport studies
- outdoor education

All seven areas are to be included in teaching and learning programmes at both primary and secondary levels.

TKP Achievement Objectives in Health and PE Years 1 – 6 (Levels 1 – 3 of the NZC)

Healthy Communities:

Students will be involved in safe practises in the community which empowers them to make informed choices. They will learn to **communicate** their choices in a respectful way.

Movement Concepts and Motor Skills:

Students will **aspire** to develop their own physical skills through regular activity that involves fair play and competition in order to be the best that they can be.

Relationships with Other People

Students will practise **respect** for others and themselves by taking part in team activities.

Personal Health & Physical Development:

Students will **engage** in their learning by nurturing themselves and managing changes in their hauora in order to think and act independently.

Health and PE Review - 2021

Response Summary 2021	Parents / Whanau (6)	Teachers	Students
Personal Health and Physical Development	Parents believe that our children should learn about: <ul style="list-style-type: none"> Personal hygiene Healthy eating Mental health strategies Being happy and healthy through physical activity 	Teachers believe that students should learn about: <ul style="list-style-type: none"> Body knowledge and anatomy Puberty Personal hygiene Healthy eating/nutrition Physical health 	Students believe that they should learn about: <ul style="list-style-type: none"> How to keep yourself safe and healthy Playing sports Exercise Personal hygiene
Movement Concepts and Motor Skills	Parents believe that our children should learn about: <ul style="list-style-type: none"> Ball skills Trying different sports Spacial awareness and coordination 	Teachers believe that students should learn about: <ul style="list-style-type: none"> Gross & fine motor skills Ball skills Hand-eye coordination Teamwork & collaboration 	Students believe that they should learn about: <ul style="list-style-type: none"> Playing sports Exercise
Relationships with Other People	Parents believe that our children should learn about: <ul style="list-style-type: none"> Positive friendships Communication Respect Teamwork and sportsmanship NZ history in regards to attitude towards racial inequality 	Teachers believe that students should learn about: <ul style="list-style-type: none"> Positive friendships/relationships with others Respect Communication Teamwork 	Students believe that they should learn about: <ul style="list-style-type: none"> Being kind Helping others Team sports
Healthy Communities and Environments	Parents believe that our children should learn about: <ul style="list-style-type: none"> 	Teachers believe that students should learn about: <ul style="list-style-type: none"> 	Students believe that they should learn about: <ul style="list-style-type: none"> Mindfulness

	<ul style="list-style-type: none"> • Using the outdoors and looking after it • Clubs for sports, crafts, and interests • Community service • Garden to table • Goal setting 	<ul style="list-style-type: none"> • Nutrition/ healthy food choices • Hauora • Our relationship to the environment-planting, growing, and making food • Encouraging participation in school and in the community 	<ul style="list-style-type: none"> • First aid
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Relationships & Sexuality Education Review - Summary 2022

Every school's RSE programme should be appropriate for their local community. The intention is that the RSE curriculum be on a two year review cycle to ensure its relevance as a current curriculum document for Te Kauwhata Primary School.

Response Summary 2022	Parents/ Whaanau (16)	Teachers	Students
Relationships	Parents believe that our children: <ul style="list-style-type: none"> • This belongs within the family home in line with cultural and religious beliefs. • Important for establishing a positive learning environment. • Important for kids to accept themselves as they are. The right of the individual to define who they are. • Respecting other people's bodies and appropriate touching. 	Teachers believe that: <ul style="list-style-type: none"> • Knowing who to trust, expressing their feelings. • Friendships, feelings, respect, care, who to ask for help, • We CARE can be connected to a lot of this, fits TKP student profile well. • Relationship between gender, identity and well-being. 	Students believe that: <ul style="list-style-type: none"> • Health is important • Health is like meditation • It keeps you safe, healthy and hygienic • Learn to love yourself • Mindfulness • Promote active lifestyles • Having fun and safety with your friends • Look after people to keep healthy • Safe home environments • Learn self-control
Bullying Prejudice	Parents believe that our children: <ul style="list-style-type: none"> • Children need to be aware of their own behaviour in relation to friendships, bullying prejudice 	Teachers believe that: <ul style="list-style-type: none"> • Are we allowed to stand up for themselves and others if there is unfairness, teasing, bullying 	Students believe that: <ul style="list-style-type: none"> • Keeping yourself safe • Learn to love yourself • Mindfulness

	<p>and how that affects their own position in the community.</p> <ul style="list-style-type: none"> • Important for kids to accept themselves as they are. The right of the individual to define who they are. 	<ul style="list-style-type: none"> • We CARE can be connected and fits TKP student profile well. 	<ul style="list-style-type: none"> • Play safe games with others • Be kind to others • Learn self control
Sexuality	<p>Parents believe that our children:</p> <ul style="list-style-type: none"> • A definite NO!! to classroom discussion children need to develop and understand what the word sexuality means before we start introducing the physical aspects • I have concerns about educational aspects of supporting policies and practices of sexual diversity. • I don't feel comfortable with my children being taught about body parts or sexuality at primary age level. 	<p>Teachers believe that:</p> <ul style="list-style-type: none"> • Human anatomy and how it changes over time/ exercise/ nutrition/ mindfulness • Body parts and body safety. • Being able to express their own wants and needs. • recognising basic body parts, appropriate touching • what exactly is meant by 'basic concepts of reproduction' • We CARE can be connected to a lot of this, fits TKP student profile well. • relationship between gender, identity and well-being. 	<p>Students believe that:</p> <ul style="list-style-type: none"> • Fitness keeps you safe and hygienic • Looking after your body • Learn about medical things • Care about yourself • Healthy body parts

Learning Languages



In learning languages (Ako i nga reo), students will **aspire** to communicate in an additional language and be inspired to recognise how language can shape our views of the world.

Students will have the opportunity to learn and use basic Te Reo Maori. They will also have the opportunity to experience other languages and cultures within appropriate social contexts.

We want our students to:

- Have opportunity to learn Te Reo Māori throughout their time at TKP
- Interact with different languages and cultures
- Become effective communicators

Teachers will plan for and teach Te Reo Māori throughout the school. The purpose for teaching Te Reo Māori is to ensure that the Māori language is normalised and used in all aspects of school life at TKP.

Planning considerations and resources:

- Links to other learning areas – meaningful integration
- Community resources / Whaanau support
- Relationships between language and cultures
- Resources to support progression of Te Reo through the school:
 - He Reo Tupu, He Reo Ora
 - Te Aho Arataki Marau – Curriculum guidelines for teaching and learning Te Reo Maori in English medium schools
 - Online resources

TKP Achievement Objectives in Learning Languages Years 1 – 6 (Levels 1 – 3 of the NZC)

*Students will be empowered to **communicate** in another language while working interdependently. They will develop respect for others by identifying the connections between their own language and another.*

*Students will **aspire** to learn another language and reflect on the occasions when using another language is appropriate. They will develop respect for others by identifying how language can shape our views.*

*Students will notice patterns and changes when communicating in another language. They will develop **respect** for others by identifying the connections between their own language and another.*

*Students will **engage** with the world around them and use people, books, the Internet, past experiences and future opportunities to communicate in another language in order to develop respect for other cultures.*

Community Voice – Learning Languages (2019)	Student voice (2019)
<ul style="list-style-type: none"> • Normalizing Reo - making te reo normal • Learn karakia • More Te Reo Māori • Learning te reo maori vowels • I'd be happy for them to continue learning the myths and legends and whakatauki and pepeha and waiata - make it fun and interesting for them. When I was little it was the stories and the waiata that connected me to te reo, so for me, teaching te reo at this level is about the basics - connecting them through story and giving them a sense of belonging and relationship, not only to 	<ul style="list-style-type: none"> • How to speak Māori • Basic te reo, • Have a basic conversation, • Learn about the culture. • How to do kapa haka • Learn how to speak more Maori. • Basic Maori words. • Learn how to speak/talk to people

the reo, but to the place it comes from deep within.

- Help them to understand WHY their language is important, help them identify with it, so that in times when they are lost in life, they can find their way home.
- Māori need connection and connection comes through stories - the korero, the telling, the writing, the creating, the art, the waiata, the sharing.
- More of a focus on Te Reo
- Knowledge of Te Reo
- Learning all NZ official Languages - English, NZ Sign, and Te Reo
- Basic Te Reo Maori
- Basic knowledge of at least one other language

2020 – Learning Language Review – Summary of Students, Teachers and Community Voice

A majority of both parents and students would be interested in another language being taught at school. The majority of both groups suggested that Te Reo Māori should be the language taught however there was certainly a range of suggestions which reflects our diverse community.

In terms of why they would want another language taught, for parents it focused on their children's future employment, opportunities and ability to be culturally aware. It was also important to parents that their children could connect back to their own culture. Children were more interested in it being a fun thing to learn as well as being able to connect with their own culture and family. Teachers focused more on the educational benefits as well as the culture.

Most children did not speak another language at home although 36.4% said they did at a mostly basic level. This was mainly Te Reo Māori unless the family themselves had come to New Zealand from another country, in which case that was the language their children spoke at home at varying levels.

In terms of how fluent both teachers and parents thought that children should be, in both cases the majority thought that children should be able to speak in full sentences in another language before they left Primary School. Very few thought children should be fluent. 10 of our teachers felt confident teaching another language either at a basic level or to a fluent level. This ranged from Te Reo Māori to Spanish, Afrikaans, French, German and Japanese.

Other aspects of the culture besides that language that were important to teachers and parents were the history, traditions, protocols, music, stories, food, beliefs and values.

Support wise most parents were unable to help out but those that could were happy to do what they could even if they could not speak another language. This ranged from supporting the school both with time and financial support if needed.

Outcomes –

- Professional development and support for those teachers who would be willing and able to teach another language
- Implementation of the Te Reo Māori progressions across the school via Spotlight
- Engage with the local community to see what support and help they may be able to offer, tap into local knowledge and talent
- Continue to ensure our classrooms reflect the local community to create a welcoming and inclusive environment
- Research into what resources there are available to help support teaching another language in the classroom and at home

Timeframe –

- Year 1 - implement Te Reo Māori progressions, investigate PD for staff, look at full community consultation for help they can provide
- Year 2 - continue with the improvement of use of Te Reo Māori across all classrooms based on the use of the progressions, make regular PD available to staff regarding teaching languages, engage with the community

Te Reo Māori OTJ's

The following table indicate the tools, assessments and learning information that will be used to support teachers when making their overall teacher judgments against the TKP CaAP and Hē Tātairangi Reo Māori mō 'Te Whakatōtanga.

Refer to the TKP Te Reo Māori progressions for more specific detail around levels of achievement. Staff will meet in teams a minimum of twice a year to moderate in Te Reo Māori.

Informal Assessment Opportunities: <ul style="list-style-type: none"> ▪ Focused classroom observation ▪ Learning Languages book ▪ Records of learning / Modeling bks ▪ Speaking and Writing activities / tasks 	Te Reo Māori OTJ
Learning Conversations: <ul style="list-style-type: none"> ▪ Questioning ▪ Explaining ▪ Self assessment ▪ Conferencing / discussing 	
Schoolwide assessment expectations: <ul style="list-style-type: none"> ▪ <u>Hē Tātairangi Reo Māori mō 'Te Whakatōtanga'</u> (Te Reo Māori progressions) 	

Enviroschools

The annual curriculum will reflect the philosophies and beliefs of Enviro School practice.

The Enviro Schools kaupapa is based on five guiding principles:

- Empowering students
- Learning for Sustainability
- Maori Perspectives
- Respect for the Diversity of People and Cultures
- Sustainable Communities

There are four key areas of schooling life that have an effect on student learning and sustainability:

- Place – Wahi
- People and Participation – Tangata
- Practices – Tikanga
- Programmes – Kaupapa Ako

Kid's Patch Garden

All students will have the opportunity to be part of the Kid's Patch garden throughout the year, gaining knowledge, understandings and practical skills. Each term a small group from each classroom will have a timetabled session to sustain the garden area.

Term 1	<ul style="list-style-type: none"> • weeding • watering • replanting the summer plants and seeds • harvesting (continues) • seed-saving • continue to garden summer gardens • selling produce
Term 2	<ul style="list-style-type: none"> • clearing, weeding and watering • seed-saving • harvesting last of summer vegetables • preparing gardens for winter • composting • preparing and planting winter vegetable seedlings
Term 3	<ul style="list-style-type: none"> • harvesting winter vegetables • weeding • preparing the gardens for summers • applying compost • seed trays for summer vegetables • planting our root vegetables
Term 4	<ul style="list-style-type: none"> • continuing with summer vegetables • weeding, watering, continue planting • harvesting - full on gardens • selling produce

Approximately 20% of harvested produce is donated to the community.

Whaanau Groups

A Whaanau group is a vertical grouping of classrooms – Waikato ~ Whangamarino ~ Waikare (representing the three main bodies of water and wetlands in the Te Kauwhata district.)

Whaanau groups learn together to support the EnviroSchools principles. Groups may also choose to organise buddy reading, maths and other cross curricula activities.

Whaanau groups may also plan EOTC experiences to support their Enviro learning.

Zero Waste Education / Pare Kore

This programme is run school wide each year to educate students about the various aspects and benefits of taking care of our environment. Year 1/2 classes will receive 2 x 45 minute lessons. Year 3-6 classes will receive 4 x 45 minute lessons. This is a free resource to schools.

Keep New Zealand Beautiful

Our school supports this project each year. Each classroom will collect rubbish and recyclable objects from a designated area of the village. This activity supports students taking social action to encourage and promote good practice to people within the community.

Worm farms

The school has two worm farms. Groups of students have the opportunity to learn about this process and share this knowledge with others. All children are taught about the use of food bins deposit their food scraps in order to provide sufficient food for the worms.

Te Kauwhata Primary School Curriculum Overview 2022

Our **school's curriculum** is underpinned by the **Values** of We C.A.R.E ~ Manaakitia, and the **Principles** indicators that drive our teaching and learning practices and programmes. Refer to our Curriculum Design and Implementation document for further explanation of delivery.

EnviroSchools

Goal: To create an environment where EnviroSchools is embedded, integrated and sustained at TKP

Pare Kore / Extreme Waste Programmes / Keep NZ Beautiful week 7 - 13 September

Te Ao Maori / Te Reo

Kapa haka with Whaea Kim ([TKP Te Reo Maori Progressions](#));

Schools Kapa Haka group with both Whaea Kim x1 a week, Possible Te Reo Extension Powhiri to start each term

Staff PLD - 10 x 45-minute sessions per year ~ Matariki ~ Marae wananga - Te Reo etc

	Term 1 2nd Feb - 14th April	Term 2 2nd May- 8th July	Term 3 22th July - 30th September	Term 4 17th October - 16th December
Setting up... Cyber Safety Cool Schools Me and My Environment PB4L - SW - We C.A.R.E	Integrated Studies Focus 1 Historical Narratives - 1 per term Waikare /Ohinewai Rahui Pokeka /Rangiriri Waikaretu? Year 1- 3 - Year 4 - 6 NMoNM -	Integrated Studies Focus 2 Historical Narratives - 1 per term Waikare /Ohinewai Rahui Pokeka /Rangiriri Waikaretu? Year 1- 3 - Year 4 - 6 NMoNM - Xtreme Waste -Enviro Team??? Matariki celebrations	Integrated Studies Focus 3 Historical Narratives - 1 per term Waikare /Ohinewai Rahui Pokeka /Rangiriri Waikaretu? Year 1- 3 - Year 4 - 6 NMoNM - Marae wananga	Class trips / picnics EOTC focus Camp L/Ship week
WOW Weeks		Week 5 - Science	Week 5 - Technology	Week 5 - The Arts
We C.A.R.E. ~ Relationships Nude Food Sunsmart	Health: Kia Kahua Nude Food Healthy School Lunches	Health: Kia Kahua Nude Food Healthy School Lunches	Health: Healthy Eating Healthy School Lunches	Health: Water Safety Sunsmart Healthy School Lunches
Physical Education: Aquatics Huff 'n' Puff BikeWise Triathlon Water Safety	Physical Education: Fundamental-Ball Handling skills Tough Guy - Tough Gal Winter Codes	Physical Education: Cross Country Winter Codes	Physical Education: Athletics Huff 'n' Puff Outdoor Education	

Curriculum Coverage Years 1 - 6

Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mathematics and Statistics - Students will be empowered to develop the ability and inclination to use mathematics i.e. number, algebra, measurement, geometry and statistics, effectively and relate these to the world around them.	Students will work collaboratively to investigate mathematical ideas. They will communicate and gather information about themselves, others, and their world. Students will aspire to find the best answer and question themselves in order to delve deeper when solving mathematical problems. They will investigate mathematical ideas and call on their logical skills to work things out methodically in order to construct good arguments. Students will look at what mathematical ideas are being investigated and they will be empowered to pull out the essential features. They will carry this forward to aid them when they communicate to others with respect and gather information either individually or with others. Students will engage in their learning and persevere when investigating mathematical ideas. They will be empowered to manage distractions and gather information about themselves, others, and their world.					
Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literacy: Students will be inspired to study, use, and enjoy language and literature, and communicate orally, visually or in writing.	Students will communicate effectively with others to make meaning and create meaning of tasks and text. They will use skills which are increasingly sophisticated and challenging. Students will persevere and aspire to do their best when they make meaning and create meaning of tasks and text for themselves and others. They will have a can do attitude when developing skills which are increasingly sophisticated and challenging. Students will reflect on their learning in order to make meaning and create meaning of tasks and text for themselves and others. They will be respectful of others' opinions and flexible when developing reviewing skills which are increasingly sophisticated and challenging. Students will draw on a range of resources from the wider world in order to engage in their learning, and to make meaning and create meaning of tasks and text. They will develop thinking skills which are increasingly sophisticated.					
Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social Science - Students will be inspired to explore how societies work, how we can participate and be aspire to take action as informed, respectful, global citizens.	Place and Environment Students will learn about how people perceive, interpret and interact with places of importance. They will engage in research to explore the relationships that exist between people and the environment. Continuity and Change Students will communicate with others, ask questions, gather information and examine how issues or the past can empower people to change.		The Economic World Students will aspire to understand how people participate in economic activities and how these events can impact individuals and communities. Place and Environment Students will learn about how people perceive, interpret and interact with places of importance. They will engage in research to explore the relationships that exist between people and the environment.		Continuity and Change Students will communicate with others, ask questions, gather information and examine how issues or the past can empower people to change. The Economic World Students will aspire to understand how people participate in economic activities and how these events can impact individuals and communities	
	Identity, Culture & Organisation Students will learn about the roles within the community and respect the diversity of cultures within communities.					


Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science: Students will be inspired by exploring the natural and physical world by generating and testing ideas. This will be done through investigations and participating in order to make a difference.	Living World +1 that is chosen by the team		Planet Earth and Beyond +1 that is chosen by the team		Material World Physical World	
	WOW Weeks also give children an opportunity to explore the other science strands during their time at TKP					
	The Science Learning areas will be used to teach the following AO's					
	Communicating in Science: Students will collaborate and communicate with others, use the language and symbols of science in order to develop a respect and understanding for the natural world.					
	Participating and contributing: Students will explore an issue that impacts on people's lives and persevere while investigating possible actions and aspire to make a positive difference.					
	Investigating in Science: Students will use a range of resources while investigating to develop their scientific knowledge. They will be inspired to explore, respect , share ideas, play, and ask questions about the Natural world. They will explain their ideas by making simple models.					
	Understanding about science: Students will engage in scientific principles and reflect on why scientists look for more than one explanation when investigating. They will ask questions, test ideas and use evidence to support their findings.					
	The 5 Scientific Capabilities we are trying to develop in learners at TKP: <ul style="list-style-type: none">• Gather & interpret data -Learners make careful observations and differentiate between observation and inference• Use evidence -Learners support their ideas with evidence and look for evidence supporting others' explanations.• Critique evidence -Not all questions can be answered by science• Interpret representations -Scientists represent their ideas in a variety of ways, including models, graphs, charts, diagrams and written texts• Engage with science - This capability requires students to use the other capabilities to engage with science in "real life" contexts					
Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology: Students will be innovators, designers and creators of products and systems that enhance our world. Students will be discerning consumers who are empowered to think critically about different technologies.	Nature of Technology Students will work interdependently to understand that technological products and systems have a physical and functional nature. They will explore the purpose and impact of technological outcomes on our world and communicate their findings.		Technological Practice Students will persevere by planning, being informed, critical and creative thinkers who aspire to review practices, and make changes to produce quality outcomes.		Technological Knowledge Students will be discerning and respectful consumers who will develop their own technological literacy by evaluating the testing and development of products or systems.	
While we understand that children during an investigation- they will use different AO's, we will aim to cover at least one in depth over a two-year period	From Years 1 – 6 children at TKP will explore the following Digital Technology learning areas <ul style="list-style-type: none">• Computational thinking for digital technologies• Designing and developing digital outcomes					

Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Arts - Students will be inspired to use our senses and feelings to explore, develop and communicate ideas of our own work and others.	Visual Arts		Visual Arts		Visual Arts	
	Drama		Drama		Drama	
	Music		Music		Music	
	Dance		Dance		Dance	
	Communicating and Interpreting: Students will explore and communicate a variety of art forms with others and respond to collaborative feedback.					
Developing Practical Knowledge: Students will participate in Art. As they aspire to develop practical knowledge, students personal well-being is enhanced. They will explore a variety of elements, materials and movements to develop knowledge about the Arts and to inspire others.						
Understanding the Arts in Context: Students will explore and learn respect for the different forms of Arts and how they can inspire different communities with their purposes and values.						
Developing Ideas: Students will learn in, through, and about the arts by being inspired to creative action and responses by engaging and connecting thinking, imagination, senses and feelings.						
Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning Languages Students will learn to communicate in an additional language and be inspired to recognise how language can shape our views in the world.	TKP Achievement Objectives in Learning Languages Years 1 – 6 (Levels 1 – 3 of the NZC)					
	Students will be empowered to communicate in another language while working interdependently. They will develop respect for others by identifying the connections between their own language and another.					
	Students will aspire to learn another language and reflect on the occasions when using another language is appropriate. They will develop respect for others by identifying how language can shape our views.					
	Students will notice patterns and changes when communicating in another language. They will develop respect for others by identifying the connections between their own language and another.					
	Students will engage with the world around them and use people, books, the Internet, past experiences and future opportunities to communicate in another language in order to develop respect for other cultures.					
Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Physical Education – We will nurture and respect our own and others wellbeing and be empowered to be physically active.	Movement Concepts and Motor Skills - Students will aspire to develop their own physical skills through regular activity that involves fair play and competition in order to be the best that they can be.		Movement Concepts and Motor Skills - Students will aspire to develop their own physical skills through regular activity that involves fair play and competition in order to be the best that they can be.		Movement Concepts and Motor Skills - Students will aspire to develop their own physical skills through regular activity that involves fair play and competition in order to be the best that they can be.	
	Physical Activity		Physical Activity		Physical Activity	
			Outdoor education		Sport studies	
					Outdoor education	

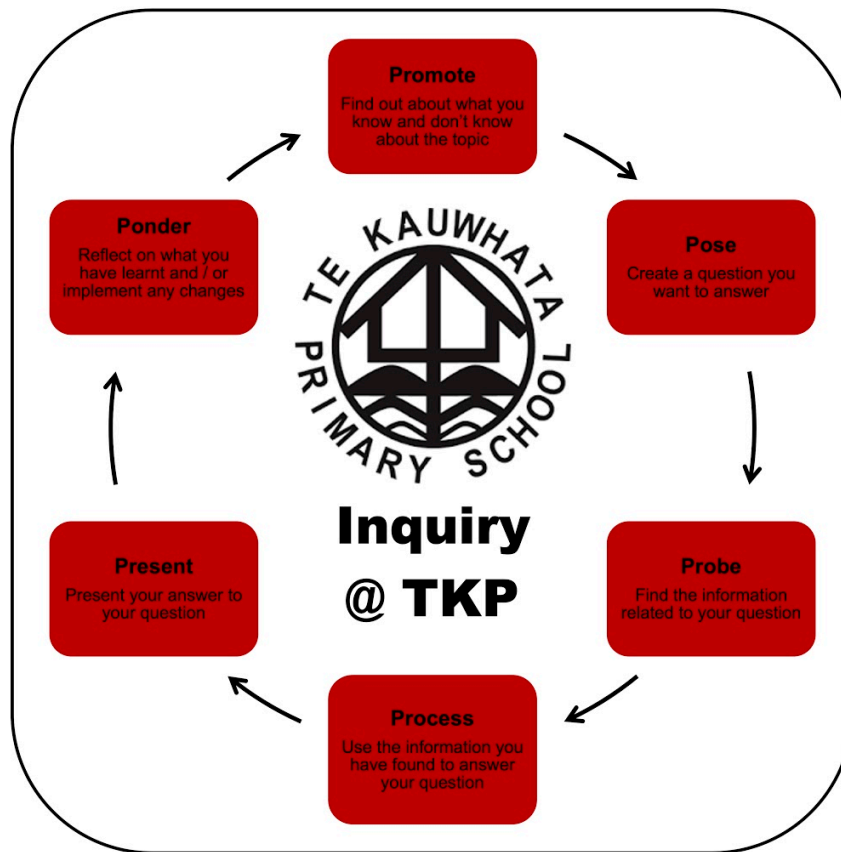
	<p>Personal Health & Physical Development - Students will engage in their learning by nurturing themselves and managing changes in their hauora in order to think and act independently.</p> <p>Body care and physical safety or Sexuality Education</p> <p>Mental health</p> <p>Food and Nutrition</p>	<p>Personal Health & Physical Development - Students will engage in their learning by nurturing themselves and managing changes in their hauora in order to think and act independently.</p> <p>Body care and physical safety or Sexuality Education</p> <p>Mental health</p> <p>Food and Nutrition</p>	<p>Personal Health & Physical Development - Students will engage in their learning by nurturing themselves and managing changes in their hauora in order to think and act independently.</p> <p>Body care and physical safety or Sexuality Education</p> <p>Mental health</p> <p>Food and Nutrition</p>
	<p>Kia Ngātahi te Ako</p> <p><i>Through our vision of 'Learning Together we will also focus on the strands of building 'Relationships with other People' and 'Healthy Communities' as we look to develop not only our children's hauora but also our wide TK community</i></p> <p>Healthy Communities: Students will be involved in safe practises in the community which empowers them to make informed choices. They will learn to communicate their choices in a respectful way.</p> <p>Relationships with Other People Students will practise respect for others and themselves by taking part in team activities.</p>		

‘Kia ngatahi te Ako’ - ‘Learning Together’

Example - Team Plan - Integrated / Inquiry Studies - Cycle 1 2022 +

<p>Math: Students will aspire to find the best answer and question themselves in order to delve deeper when solving mathematical problems. They will investigate mathematical ideas and call on their logical skills to work things out methodically in order to construct good arguments.</p> <p>See Progressions - If applicable link math to Topic/Inquiry</p>	<p>Health and PE: Students will be involved in safe practices in the community which empowers them to make informed choices. They will learn to communicate their choices in a respectful way.</p> <p>Our community</p>	<p>Sciences: Students will use a range of resources while investigating to develop their scientific knowledge. They will be inspired to explore, respect, share ideas, play, and ask questions about the Natural world. They will explain their ideas by making simple models.</p> <p>Our world</p>
<p>English: Students will draw on a range of resources from the wider world in order to engage in their learning and to make meaning and create meaning of tasks and text. They will develop thinking skills that are increasingly sophisticated.</p> <p>See Progressions - If applicable link literacy to Topic/Inquiry</p>	<p style="text-align: center;">Topic / Big Ideas</p> <p style="text-align: center;">Our Community / Our Country / Our World</p> 	<p>Technology/ Digital Technology: Students will work interdependently to understand that technological products and systems have a physical and functional nature. They will explore the purpose and impact of technological outcomes in our world and communicate their findings.</p> <p>Our world</p>
<p>The Arts: Students will explore and learn respect for the different forms of Arts and how they can inspire different communities with their purposes and values.</p> <p>Art in our world</p>		<p>Social Sciences: Students will learn about how people perceive, interpret and interact with places of importance. They will engage in research to explore the relationships that exist between people and the environment.</p> <p>TKP / Cultural Narratives / Tainui - our place in the world?</p>
<p>Learning Languages - Te Reo Students will engage with the world around them</p>	<p>Local Context:</p> <p>EOTC Opportunities:</p>	<p>Enviroschool Lens:</p> <ul style="list-style-type: none"> Empowered Students

<p>and use people, books, the Internet, past experiences and future opportunities to communicate in another language in order to develop respect for other cultures.</p> <p><i>Our countries languages</i></p>		<ul style="list-style-type: none"> • Learning for Sustainability • Māori Perspectives • Respect for the Diversity of People and Cultures • Sustainable Communities <p>Link to Enviroschools site</p>
<p>Assessments: Link - assessment overview In this space, there is an opportunity...</p> <ul style="list-style-type: none"> • Student self-assessment, • Peer assessment • Teacher-led assessment • Literacy OTJ's / Maths OTJ's • Te Reo Māori Progressions 	<p>Key Links Key Comp development: Link Graduate Profile: Link PB4L: Link to behaviour expectations Link to Lesson Plans</p> <p>RTH - CRRP: Continuum</p>	



Inquiry@ TKP

Step	Teacher Questions	Student Activities
Promote Find out about what you know and don't know about the topic	<ul style="list-style-type: none"> • What Prior Knowledge do students have of the general topic? • What do I need to frontload? • How can I motivate student /capture their interest? 	<ul style="list-style-type: none"> • Brainstorm • Class discussions • List statements/facts • KWL Chart
Pose / Ask Create a question you want to answer	<ul style="list-style-type: none"> • What do students want to find out? • How will students find the information? • What are guidelines for their research • How will I organise the students into groups/strands of investigation? 	<ul style="list-style-type: none"> <input type="checkbox"/> KWL Chart <input type="checkbox"/> Write Questions
Probe / Acquire Find the information related to your question	<ul style="list-style-type: none"> • Where can students go to find the information they need? <ul style="list-style-type: none"> ○ E-mail ○ Articles, Magazines ○ Visits ○ Demonstrations ○ Interview experts 	<ul style="list-style-type: none"> • Develop Research Skills • Ask experts • Skim & Scan texts/sources • Visit sites

	<ul style="list-style-type: none"> ○ Videos ○ Observations ○ Library books ○ Internet search ○ School journals ○ Images • What resources can I provide them with? What research skills do my students need? <ul style="list-style-type: none"> ○ How can they check the reliability of their information? (3 source rule) ○ How can they check their information is up-to-date and relevant? ○ What are the keywords? 	<ul style="list-style-type: none"> • Conduct Observations
Process / Interpret / Analyse Use the information you have found to answer your question	<ul style="list-style-type: none"> • How can I support my students in interpreting their information? • How can I help students evaluate information? 	<ul style="list-style-type: none"> • Graphic Organisers to collate • Sort and sift information • Compare/ contrast • Mindmaps
Present Present your answer to your question	<ul style="list-style-type: none"> • How can I support students to share their answers? • What presentation methods do my students need support with? 	<ul style="list-style-type: none"> • Newsdesk • Oral presentation • Brochure • Documentary • Video • Photo story • Webpage/ Site • Blog • Letter • Dramatic presentation • Musical presentation • Poster • Podcast • Powerpoint
Ponder / Reflect / Act Reflect on what you have learnt and the learning process and/or implement any changes	<ul style="list-style-type: none"> • What rubric can students use for reflecting on their learning? • How can I support students in implementing any changes? 	<ul style="list-style-type: none"> • Self assessment • Peer assessment • Teacher assessment

Developed by Matthew Jackson 2019

Behaviour Management @TKP

At Te Kauwhata Primary we

C.



A.



R.



E



COMMUNICATE
ASPIRE
RESPECT
ENGAGE

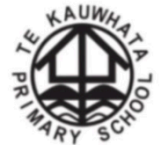


Korerotia
Hokaka
Whakaute
Whaiwahi

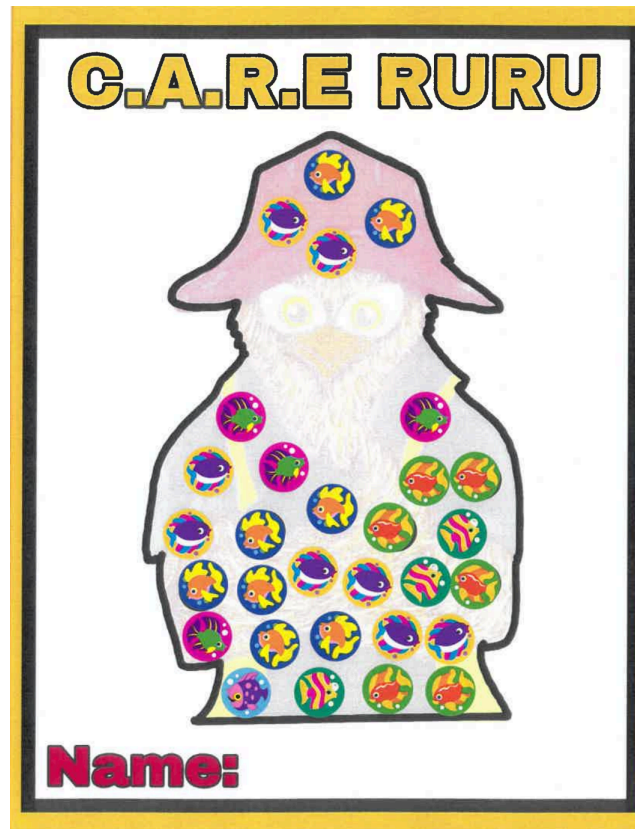
Kia Ngātahi Te Ako

Learning together

We are a *Positive Behaviour* **School**
for Learning



At TKP we are a Positive Behaviour for Learning School and we focus on positive behaviour at all times. We reward the appropriate behaviour that we desire to see in our students. These behaviours are outlined in our behavioural expectations at TKP. These desired behaviours are based on our school values.



These awards recognise and celebrate positive behaviour and attitude.

Each child will have either a C.A.R.E. Ruru in their classroom **or** earn Class Dojo rewards.

Once a child receives 10 stickers on their Ruru or 10 rewards on their Dojo, they will earn a certificate from his / her class teacher.

Once they receive their first 30 stickers (their C.A.R.E. Ruru being full) they will receive a Bronze certificate.

- The next 30 will earn them the Silver certificate
- The next 30 will earn them their Gold certificate
- The next 30 will earn them their Sapphire certificate
- The next 30 will earn them their Platinum certificate

Once the children have achieved their Platinum certificate they will have lunch with the principal.

All of these will be presented by the Principal (or a delegated member of staff) at assembly.

These awards will recognise children who:

- demonstrate our values of We C.A.R.E. as set out in the behaviour matrix

This system will give the vast majority of our children the opportunity to be acknowledged for their positive behaviour and allows them to move through different levels so they have something to strive for.

Parents / whānau will be advised when 30 stickers or Dojo rewards have been awarded and invited to attend that week's assembly.

Photos of recipients will be taken and shown on Facebook.

Each class will also have their own Ruru mascot. This Ruru and a Ruru Award (Certificate) will be awarded weekly at assembly to a nominated member of each class. This child will have demonstrated strongly (either in the class or the playground) one or more of the school values of We CARE.

'Caught Being Good in the Playground'

To recognise and reinforce positive playground behaviour children will be able to earn 'Caught Being Good' tokens for their Whānau group.

Teachers on duty and peer mediators will be able to give out tokens to children they observe 'being good'.

At the conclusion of each break children will place any tokens they have earned in their Whānau group's specially made whānau box. There is a running google doc that is updated as points come in by the PB4L student leaders.

At the conclusion of the 2nd to last week of each term the tokens will be counted and the winning Whānau group will be awarded a 'surprise' treat during the last week of each term.

The winning group for the whole year will also get a 'surprise' treat.

Organised games - between 1.10pm and 1.40pm

- An organised game will be run on the lower field, supervised by a teacher.

In winter months children may be able to:

- Use chalk on the courts
- Use a classroom space supervised to play board games
- Other activities may be provided as needed.

Behaviour Expectations @TKP

School Value	In the classroom	In the playground	Everywhere else	Online
Communicate - We communicate positively through what we say and do.	<p>We use our manners and an inside voice</p> <p>We use positive language</p> <p>We listen to the person who is talking</p> <p>We respond accordingly to the level of noise expected</p>	<p>We use our manners</p> <p>We use positive language</p> <p>We set and follow the rules of our games before we begin</p> <p>We talk through problems and disagreements</p>	<p>We use our manners</p> <p>We use positive language</p> <p>We listen to the person who is talking</p>	<p>We add appropriate content and comment positively</p>
Aspire We aspire to be the best we can be.	<p>We set goals for our learning and aim to reach them</p> <p>We monitor our progress towards our goals</p>	<p>We talk to Peer Mediators and Duty Teachers when we have a problem</p> <p>We will be a good friend</p>	<p>We represent our school with pride</p>	<p>We know that what we write is there forever</p> <p>We share work that we are proud of</p>
Respect We show respect to people, property, cultures, and our environment.	<p>We use kind words and actions</p> <p>We respect classroom resources</p> <p>We keep our hands and feet to ourselves</p> <p>We respect personal space</p> <p>We understand and accept that everyone is different</p>	<p>We use equipment appropriately</p> <p>We take turns and share with others</p> <p>We keep our hands and feet to ourselves</p> <p>We respect other groups using the playground</p>	<p>We actively listen to whoever is speaking</p> <p>We speak only when it is appropriate e.g. between items at assembly</p> <p>We keep our hands and feet to ourselves</p> <p>We walk quietly around school during class time</p>	<p>We respect computers and other technology</p> <p>We share devices with our learning buddies</p>

Engage We engage by actively participating in all aspects of school life.	<i>We stay on-task and complete set activities</i> <i>We give everything in class a go!</i>	<i>We give different things a go - e.g on the playground</i>	<i>We stop to greet visitors and help new students find their way around school</i>	<i>We find and use appropriate websites</i>
Safety We keep ourselves and others safe.	<i>We walk in the classroom</i> <i>We use classroom equipment appropriately</i> <i>We listen for instructions in an emergency</i>	<i>We use equipment appropriately</i> <i>We walk between buildings</i> <i>We listen for instructions in an emergency</i>	<i>We walk around school buildings</i> <i>We follow the instructions of teachers when outside school</i> <i>We listen for instructions in an emergency</i>	<i>We use appropriate websites and let our teachers know about inappropriate content</i> <i>We are careful where/when to share our personal information</i>

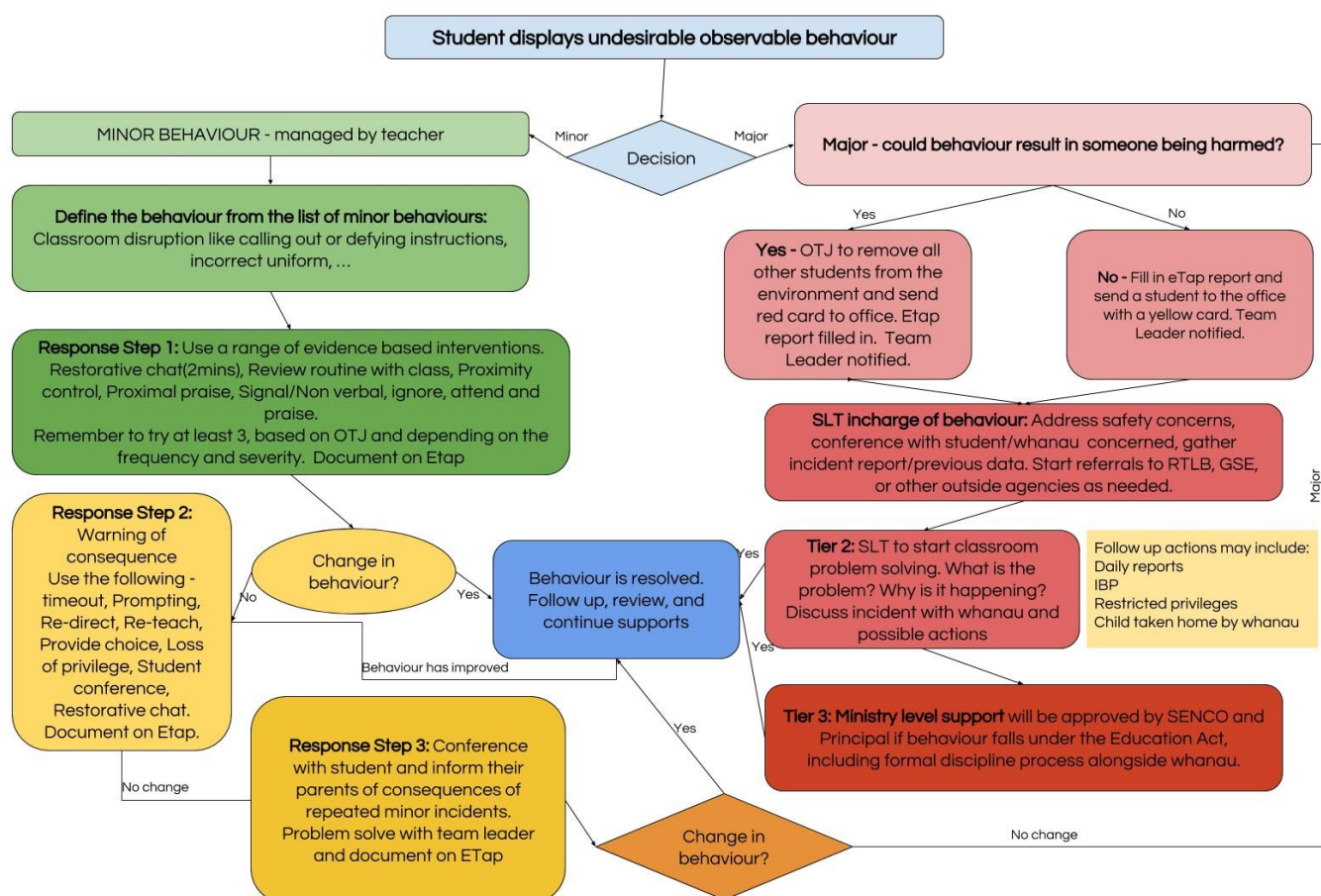
Major, Minor and Crisis Behaviours

In line with our PB4L-SW Philosophy at TKP here are our Major, Minor and Crisis Behaviours

Problem Behaviour	Definition
Minor Behaviours	
Defiance/ Insubordination/ Non-Compliance	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption	Student engages in low-intensity, but inappropriate disruption.
Incorrect Uniform	Student wears clothing that is near, but not within, the dress code guidelines defined by the school.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Property Misuse	Student engages in low-intensity misuse of property.
Tardy / Late	Student arrives at class after the bell (or signal that class has started).
Technology Violation	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Inappropriate Location/ Out of Bounds Area	A student is in an area that is outside of school boundaries (as defined by our school - minor offence eg. in the wrong playground area, retrieving a ball without permission)
Lying/Cheating	Student delivers a message that is untrue and/or deliberately violates rules.
Forgery/ /Plagiarism	A student has signed a person's name without that person's permission, or claims someone else's work as their own.
Theft	A student is involved by being in possession of, having passed on, or being responsible for removing someone else's property (Classroom only)
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sexual orientation, race, religion, disability, physical features, or other protected class.
Other Behavior	A student engages in problem behaviour not listed.
Truancy	Student receives an 'unexcused absence' for ½ day or more

Major Behaviours	
Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance	Student engages in refusal to follow directions or talks back that creates a dangerous situation.
Disrespect	Student delivers socially rude or dismissive messages to adults or students. (Repeated offences 3+ of minor disrespect or one-off event that involves inappropriate language / gestures).
Incorrect Uniform	Student wears clothing that does not fit within the dress code guidelines practised by the school.
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Disruption	A student engages in behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Inappropriate Location/ Out of Bounds Area	A student is in an area that is outside of school boundaries (as defined by TKP - major because the child has chosen to leave the school grounds)
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Theft	A student is involved by being in possession of, having passed on, or being responsible for removing someone else's property. They remove the property from the classroom or school grounds.
Physical Aggression	A student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Lying/Cheating	Student deliberately lies to get out of a situation that is considered a major behaviour at TKP.
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Skip class	Student leaves or misses class without permission.
Tardy	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy	Student receives an 'unexcused absence' for 6 ½ day or more
Possession of Alcohol	Student is in possession of alcohol.
Possession of Tobacco	Student is in possession of or is using tobacco.

Self Harm	Student commits a deliberate act of self-harm
Crisis Behaviours	
Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-site, near our school, and/or pending explosion.
Inappropriate Display of Affection	A student engages in inappropriate physical gestures/contact, or makes disclosures of a sexual nature to another student/adult.
Use/Possession of Alcohol	Student is using alcohol.
Use/Possession of Combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Weapons	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.
Self Harm	Student repeatedly engages in actions of harming themselves



Any incidents of behaviour will follow the above flow chart.

PB4L-SW Rewards for Tier 1 to Tier 3 children

For Tier 2 students using positive social or learning behaviour may be challenging as they may have practised other, antisocial or negative ways to have their needs met. For these students, frequent, explicit feedback and encouragement will be particularly important as they learn and practise the social and learning behaviours that are needed to be successful at school.

It is important to support your students to become intrinsically and internally motivated and able to use positive self-talk to successfully and independently manage challenging academic tasks and social interactions. However, for students with challenging behaviours, extrinsic rewards in the form of verbal praise, preferred activities, and valued tangible items are likely to be important and effective tools for supporting their developing behavioural competence. For children who present with challenging behaviours in class, a behaviour plan can be used to support them to develop positive behaviour. This plan needs to be linked to a goal and may use an extrinsic reward to support the learner to move away from displaying antisocial and negative behaviour to engaging in their learning in a positive manner.

As a PB4L-SW school we have tools and rewards for encouraging appropriate behaviour across the school. Please see below for the different tools and rewards that are considered acceptable and appropriate at Te Kauwhata Primary to meet the needs of our students.

This approach is supported by research that tells us we can reinforce the behaviours that our students need to be successful at school, and reduce the likelihood of problem behaviour, by deliberately noticing and acknowledging when students behave in ways that align with the values and expectations of the school (Colvin, 2007).

Tier 1	Tier 2
<ul style="list-style-type: none"> • Prize/Treasure box • Extra Play • Free choice game • Class game • Teacher for the hour • Inside lunchtime with the teacher • Art project • Dojo point • Whanau point • We CARE Ruru sticker • Share with whanau • Bakehouse - past Sapphire • Praise - verbal • Team Certificates • Marble jar • Table points • Role model of the day • Star of the day • Ruru of the day • Greeting every morning • Kindness/Gratitude circle • Choice of Big Book or Library book • Leader or first to play • Happy Grams • Syndicate Assembly certificates 	<ul style="list-style-type: none"> • Device time • 1 on 1 time • Craft time • Sticker chart with individual reward which is related to a behaviour goal • Reward time with a friend • Job Privilege • Food • Extra praise • Communication with parents - positive as well as reporting on behaviour

PB4L - SW - Procedures for when a child is removed from the classroom/playground for minor or major behaviours

Supporting documentation for staff

Action	Child	Teacher	Senior Management/Team Leaders
Child is removed from class for repeated minor (escalated following the flow chart)	<ul style="list-style-type: none"> Child is sent to Team Leader if possible or SLT if not. Discuss behaviour with the adult that they have been sent to. Co-construct a behaviour plan with their teacher. 	<ul style="list-style-type: none"> Child is removed from the classroom with information about why they are there. Fill in eTAP report. Provide work for the child to complete if required. Create a behaviour plan if necessary which is co-constructed with the student. Contact parent to let them know. If another child is involved in the incident let that parent know as well. 	<ul style="list-style-type: none"> Monitor repeated minor behaviours. Feedback to teams on what behaviours are more prevalent. Teams develop or use lesson plans to teach desired behaviours. Report back to the classroom teacher the outcome of the conversation with the child. The child stays with Team Leader until they have had a chance to talk with the student.
A child is removed from class/playground for major behaviour	<ul style="list-style-type: none"> Child is given an opportunity to calm down e.g. deep breathing, doing something physical, stress ball, drawing, writing Once calm child engages with an adult to talk through what happened. Bring in any other parties as necessary. Co-construct a behaviour plan 	<ul style="list-style-type: none"> Take some time to recentre themselves (cover arranged if needed) Fill in eTAP report whether that be the classroom teacher or duty teacher. If it results in the teacher being injured fill in a Worksafe form (see Brian). Work with senior management to work out ABC's of behaviour (antecedent, behaviour shown, consequences) Work with senior management and whānau to work out next steps Co-construct a behaviour plan if 	<ul style="list-style-type: none"> Supervise the child for the rest of the block at least. Arrange cover for class if needed. Contact home. Liaise with the teacher and home to organise a meeting for what the next steps will be. If restraint was applied fill in MOE Restraint form and TKP restraint reflection Child to complete classwork whilst out of the classroom. Teams develop or use lesson plans to teach desired behaviours.

Stand-downs, suspensions will be made at the Principal's discretion in line with the Ministry of Education guidelines. When suspensions occur the Board of Trustees will meet to follow Ministry procedures.

Assault of Teaching Staff

In the event that a staff member has been attacked or has suffered trauma due to an assault from a child the following guidelines need to be actioned where appropriate:

Immediate response:

- *Check to make sure that the staff member is okay*
- *Principal or DP to release the staff member until they have received medical attention or are ready to return to class*

After the incident:

- *Principal or DP to hold a debrief meeting with staff member/s affected - ask staff to write down a recount of the assault*
- *Gather witness/es versions of assault (including students recount)*
- *Restorative/Mediation meeting between the staff member and student (with family)*
- *Follow school behaviour policy at all times and refer to Ministry of Education 'Guidelines for Principals and BOT's on stand-downs, suspensions, exclusions and expulsions'*
- *Inform MOE - contact Education Advisor or Special Education Advisor to inform them of the incident and outcome eg. stand down or suspension*
- *Notify ENROL if child is stood down or suspended*
- *Principal will inform & seek advice from NZSTA*
- *Principal will inform & seek advice from Crombie Lockwood (School Insurance) in the event of a personal grievance or similar action from staff*
- *Principal will inform & seek advice from NZ Police were appropriate*
- *Principal will inform & seek advice from Work Safe NZ (if medical treatment is necessary)*
- *Principal to direct staff member/s to Employment Assistance Programme for counselling and support if counselling or support has not been organised by staff member*

Cool Schools and our Peer Mediators

Incidents involving disputes/incidents between students will be dealt with as follows in line with the Cool School's Mediation Processes:

Behaviour / Incident	Action / Process
Minor disagreement:	In the playground: <ul style="list-style-type: none"> As above, carrying on with positive play as quickly as possible.
Disputes / disagreements that do not involve any form of violence:	In the playground: <ul style="list-style-type: none"> A Peer Mediator is found OR the children concerned move to the Mediation Station The PM ascertains if the children are willing to participate in mediation. If all parties agree the process commences and is recorded as per the mediation process. If all parties do not agree the PM informs a teacher of the situation. The teacher will strongly encourage the students to participate in the mediation process and support the PM if the parties agree. If the parties continue to refuse mediation the procedure for unacceptable behaviours as outlined in this document will be followed. If time-out of the playground is required the child/ren concerned will be required to take part in the court activities to promote positive participation, but with limited choice. In this scenario the incident will be noted in eTap and the classroom teacher/s advised.
Incidents involving any act of violence or swearing.	in all instances of violence a teacher must be involved immediately and the steps as outlined for major unacceptable behaviour will be followed. In the event of swearing the PM is to record the name of the child responsible for swearing and notify the DP / Principal who will then deal with the matter.

Bullying

The Ministry of Education defines bullying as:

"Bullying is behaviour that repeatedly harms another less powerful person; the victim. Bullying can happen in many contexts and situations, including on websites and by cell phone. Bullying can be:

- verbal, such as teasing, taunting, threatening and name-calling
- physical, such as hitting and punching
- non-verbal such as ignoring and excluding."

Bullying will not be tolerated at Te Kauwhata Primary School. The school will work closely with their Police Community Education Officer and parents / whānau to ensure bullying, and the risk of being bullied, is as minimised as possible and dealt with appropriately. The Police Education programme 'Kia Kaha' will be run at least every 2 years. The Police Education Officer will be informed of this and participate in the programme. A parent information meeting will be offered to parents / caregivers.

In the event of bullying the above behaviour management guidelines will apply and support will be sought for the victims to ensure their physical and emotional safety is priority. Those children identified as bullies will be supported to modify behaviour. In all instances parents / caregivers will be expected to play an active role in supporting their child.

Positive Behaviour for Learning- School Wide – Lesson Plans

TKP ~ PB4L-SW LESSON PLAN

School Value

Communicate
We communicate positively through what we say and do.

Essential Question

How do we communicate positively in our school?

Desired Behaviours

What do we want?

Expectations and Matrix Behaviours

- In the classroom:
 - We use our manners and an inside voice
 - We use positive language
 - We listen to the person who is talking
 - We respond accordingly to the level of noise expected
- In the Playground
 - We use our manners
 - We use positive language
 - We set and follow the rules of our games before we begin
 - We talk through problems and disagreements
- Everywhere else
 - We use our manners
 - We use positive language
 - We listen to the person who is talking
- Online
 - We add appropriate content and comment positively

TELL

Discussion:

Engage children in discussion:

1. "Today we are going to learn about how to communicate positively."
2. Discuss, drawing on stories and real situations
 - Why is it important to communicate?
 - What happens when we don't communicate?
 - What are the different ways we can communicate?
 - How can we communicate positively?
 - Can you think of an example where communication helped you?

SHOW

Teacher Role Play of correct and incorrect examples

A student role plays.....

Choose students to model a situation where there is a group of girls gossiping to each other. Another student overhears the gossip and spreads it around twisting the meaning of what was said. The group the gossip was spread to approaches the first group about what was said.

Then teacher roleTeacher uses same children to model more appropriate way of dealing with the situation, taking the role of one of the gossipers. The group of girls begin to gossip about another student. Teacher who is playing a role of one of the students reminds group about communicating positively.

Discuss both scenarios and how the outcome was different. Discuss other ways to solve problems.

PRACTICE

Student role-play of correct behaviours

Have students role model correct behaviours

Give students scenario of noticing someone who has no one to play with and see how they would deal with it.

MONITOR & RETEACH (initially frequently)

Focus Statements for Reteaching or Prompting as Needed

- Speak to each other nicely
- Use your manners
- Treat people the way you want to be treated
- Respect other's opinions - when asked to stop etc

Other Activities

- Create respectful words poster
- Create a video of a correct and incorrect way to deal with a situation eg. wanting to use something that belongs to another student - asking for it, rather than taking it.
- "Notice and reward" positive communication

TKP ~ PB4L-SW LESSON PLAN

School Value

Aspire
We aspire to be the best we can be.

Essential Question

How do we aspire to be the best we can be?

Desired Behaviours

We want our students to aspire to be the best that they can be.

Expectations and Matrix Behaviours

- In the classroom:
 - We set goals for our learning and aim to reach them
 - We monitor our progress towards our goals
- In the Playground
 - We talk to Peer Mediators and Duty Teachers when we have a problem
 - We will be a good friend
- Everywhere else
 - We represent our school with pride
- Online
 - We know that what we write is there forever
 - We share work that we are proud of

TELL

Discussion:

Engage children in discussion:

- Questions:
 - What does aspire mean?
 - What can we aspire to?
 - What are your goals?
 - How can we deal with issues on the playground and in the classroom?
 - What can you do to be a good friend?
 - How can you show 'aspire' outside of school?
 - How can you show 'aspire' online?
 -

SHOW

Teacher Role Play of correct and incorrect examples

A student role plays.....

- "I'm not doing this"
- "I'm not going to be your friend"
- "You suck"
- Student not on the correct website.
- Talking on the mat.
- "I can't do this".

Then teacher role

- Discuss how they can aspire to do the best that they can in the above situations.
- Complete with other students in the class.

PRACTICE

Student role-play of correct behaviours

Have students role model correct behaviours

Follow through with above situations showing correct behaviours.

Example:

- "I can do this it's my new goal",
- "I'm not happy with you right now let's get the peer mediators or let's play separately for now.
- Keep mean words to themselves.

MONITOR & RETEACH (initially frequently)

Focus Statements for Reteaching or Prompting as Needed

- Use the aspire in everyday language
- Encourage students to use the word 'aspire' in everyday language
- Reteaching and reminding when they are not aspiring

Other Activities

- Bucket filling
- Class dojo - growth mindset
- Goal setting and reflecting
- Demonstrate positive playground behaviour
- Draw a picture of you aspiring
- Create a play about you aspiring
- Research aspirational people

TKP ~ PB4L-SW LESSON PLAN

School Value

Respect
We show respect to people, property,
cultures, and our environment.

Essential Question

How do we show respect to people, property, cultures and our environment?

Desired Behaviours

We want our students to show respect to people, property, cultures and our environment

Expectations and Matrix Behaviours

- In the classroom:
 - We use kind words and actions
 - We respect classroom resources
 - We keep our hands and feet to ourselves
 - We respect personal space
 - We understand and accept that everyone is different
- In the Playground
 - We use equipment appropriately
 - We take turns and share with others
 - We keep our hands and feet to ourselves
 - We respect other groups using the playground
- Everywhere else
 - We actively listen to whoever is speaking
 - We speak only when it is appropriate e.g. between items at assembly
 - We keep our hands and feet to ourselves
 - We walk quietly around the school during class time
- Online
 - We respect computers and other technology
 - We share devices with our learning buddies

TELL - Discussion:

Define respect: Respect is a way of treating or thinking about something or someone. If you respect something, you treat it with care.

Brainstorm with students what Respect Looks like using 'classroom', 'playground', 'everywhere else', 'online' as headings
How do you feel when you are respected?

For each area ('classroom', 'playground', 'everywhere else', 'online') create a list of expectations in line with behaviour matrix

Model using pictures- have students describe the use/non-use of respect in the images

SHOW

Teacher Role Play of correct and incorrect examples

Teacher models the non-example based on behaviour matrix.

e.g. In the classroom we *respect classroom resources*

Teacher models leaving a mess/not putting colouring pencils away/littering

Then students role play the correct behaviour based on behaviour matrix.

PRACTICE

Student role-play of correct behaviours

Have students role model correct behaviours

Once students have role played, provide them with pictures of non-example behaviour and have them create a video using iPad of the appropriate behaviour.

e.g. a picture of two students not sharing - group of students then record a short video of the appropriate behaviour.

MONITOR & RETEACH (initially frequently)

Focus Statements for Reteaching or Prompting as Needed

Precorrect/remind

- Remind students of desired behaviour e.g. "Remember before we share our ideas, we need to show respect by actively listening to whoever is speaking"

Supervise

- After giving instructions, monitor for compliance and support those who need assistance or correction
- Assist students who need support by peering with another (Tuakana/teina)

Feedback

- Positively praise correct uses of respect
- Tokens
- C.A.R.E. Kiwi

Other Activities

- Create posters/visuals to display in the classroom
- Create school wide videos that represent the values
- Role-playing

TKP ~ PB4L-SW LESSON PLAN

School Value

Engage
We engage by actively participating in all aspects of school life.

Essential Question

How do we engage and participate in school life at TKP?

Desired Behaviours

We want to improve students performance, participation, attention and focus

Expectations and Matrix Behaviours

- In the classroom:
 - *We stay on-task and complete set activities*
 - *We give everything in class a go!*
- In the Playground
 - *We give different things a go - e.g on the playground*
- Everywhere else
 - *We stop to greet visitors and help new students find their way around our school*
- Online
 - *We find and use appropriate websites*

TELL

Discussion:

Engage children in discussion:

- What does engage look like and sound like?
- Why is it important to engage?
- How can we show that we are engaged in the classroom and around the school?
- Why should I engage?
- Who is affected when we aren't engaged properly?

SHOW

Teacher Role Play of correct and incorrect examples

A student role plays.....

- A student is on task
- Not interrupting people during independent work time
- Other students around us are also on task
- Encourage other students to be involved in group situations
- Being helpful to everyone

Then teacher role

- Teacher models the non compliant examples - all of the above
- Goofing around, off task, interrupting everyone, googling inappropriate website e.g youtube

PRACTICE

Student role-play of correct behaviours

Have students role model correct behaviours

- Taking on an active role in class learning activities (not just this one)
- Helping organise class learning activities e.g putting out sports equipment and resources
- Help organise and participate in school wide activities

MONITOR & RETEACH (initially frequently)

Focus Statements for Reteaching or Prompting as Needed

- Review steps to following directions
- "Remember to show how you are engaged"
- "Check in with your buddy - give encouragement"
- "Are you helping others to be engaged?"
- "Make sure to give everything a go"

Other Activities

- Goal setting and reflecting
- Draw a poster of someone showing how they 'engage'
- Play a kahoot of correct and incorrect ways of showing 'W.E. C.A.R.E'

TKP ~ PB4L-SW LESSON PLAN

School Value

Safety
We keep ourselves and others safe.

Essential Question

How do we engage and participate in school life at TKP safely

Desired Behaviours

Stay physically and mentally safe at Te Kauwhata Primary and looking out for others

Expectations and Matrix Behaviours

- In the classroom:
 - We walk in the classroom
 - We use classroom equipment appropriately
 - We listen for instructions in an emergency
- In the Playground
 - We use equipment appropriately
 - We walk between buildings
 - We listen for instructions in an emergency
- Everywhere else
 - We walk around school buildings
 - We follow the instructions of teachers when outside school
 - We listen for instructions in an emergency
- Online
 - We use appropriate websites and let our teachers know about inappropriate content
 - We are careful where/when to share our personal information

TELL

Discussion:

Engage children in discussion:

- Why do we need to keep ourselves physically safe?
- Why do we need to keep ourselves mentally safe?
- How do we stay safe in the classroom?
- How do we stay safe in the playground?
- How do we use our classroom equipment safely?
- Why is it important not to run on the deck?
- Within the classroom and playground how do we listen to instructions in an emergency?
- Where are there other places we need to think about for our safety?

SHOW

Teacher Role Play of correct and incorrect examples

- Role play running in the classroom
- Role play running on the deck
- Role play not using equipment safely
- Introduce/discuss procedures for instructions in an emergency
- Video or evidence of incorrect examples to show
- Video of correct examples

PRACTICE

Student role-play of correct behaviours

- Regular practices of emergency situations
- Students to demonstrate safe walking on decks
- Students to demonstrate using classroom equipment safely
- Correct movement around the classroom
- What to do in a first aid emergency

MONITOR & RETEACH (initially frequently)

Focus Statements for Reteaching or Prompting as Needed

- Continually monitor, give positive feedback, refresh beginning of each term and if required go back to Discussion, Teach, Practice

Other Activities

- Reward with We C.A.R.E. kiwi stickers or Dojo points when they show the desired behaviour
- Create classroom expectations posters, signs

Achievement Expectations @TKP

This section contains:

- Our Curriculum and Achievement Plan
- Our definition of Progress
- Our definition of acceleration
- Our Graduate Profile

Our Progressions

- Maths
 - Maths Level 1
 - Maths Level 2
 - Maths Level 3
- Reading
 - Reading Level 1
 - Reading Level 2
 - Reading Level 3
- Writing
 - Writing Level 1
 - Writing Level 2
 - Writing Level 3
- Te Reo Māori progressions
 - Taumata 1
 - Taumata 2
 - Tauamata 3

Te Kauwhata Primary School – Curriculum Achievement Plan

1. *What is the main purpose of the study?*

Definition of Progress:

Progress at TKP is defined as the ongoing improvement of learners against the Te Kauwhata Primary schools localised curriculum which is based on the achievement objectives of the NZC.

In classrooms we use our curriculum and achievement plan to measure the progress that students make in reading, writing and maths. The CaAP is broken down into year levels and within each level there are signposts of achievement that we expect our children to meet. These signposts include national norms and internal expectations of what we believe a child will need to meet to make progress within our localised curriculum.

Definition of Acceleration:

Acceleration at TKP is when a child's learning has an upward trajectory and they make more than the expected progress with a shorter timeframe. It is when a child gains more progress than the normal amount of time eg. If a child improves their spelling age by 6 months over a 4 month period, this can be deemed as accelerated progress, if a child moves a phase in their writing over 1 term this is accelerated progress as 8 months progress is greater than the time elapsed – 3 months. While it would be great to accelerate learners to a point that they are working at the expected curriculum level, we understand that this might not always be the case and so we will still celebrate the upward movement of achievement for that learner.

To create an environment of acceleration we will:

- Celebrate successes and building students' confidence
- Establish a supportive class culture that encourages a growth mindset
- Provide equitable opportunities to succeed
- Pre-loading - giving children the opportunity to be the experts
- Understand that we need to accelerate learning and not just fill gaps (deficit theory)
- Have high expectations and the belief that everyone can succeed
- Creating deliberate opportunities for students to take on different roles
- Utilise targeted teaching to support struggling learners
- Significant shift, not necessarily to 'At' for those who are struggling
- Change our teaching approaches to meet the needs of our children
- Model success and use best teaching practices to accelerate learning
- Use culturally responsive pedagogy to meet the needs of our priority learners

Graduate Profile

In 2019 we surveyed all stakeholders to develop our graduate profile for our community. There was a lot of information gathered from our community and their collective aspirations and visions for children who C.A.R.E was collated into the following table. At TKP we aim to develop the whole person and we use the key competencies to grow our tamariki, by giving them the opportunities to develop the skills and attitudes that will mould them into a 21st century learner and a good citizen!

Key Competency	<u>Thinking-Whai Whakaaro</u>	<u>Managing Self-Te Whakahaere ia koe anō</u>	<u>Participating and Contributing-Te Whai Wāhitanga</u>	<u>Using language, Symbols, and texts-Te Whakamahi i te reo, i ngā tohu, i ngā tanga anō hoki</u>	<u>Relating to others-Whakawhaanau-ngatanga</u>
	Thinker- He tauira ki te āta whakaaro	Self Manager- He tauira ū tonu ki tāna huarahi ako	Participant-He tauira whai wāhi ki ngā kaupapa Contributor-He tauira whai wāhi ki te tākoha	Communicator- He tauira e taea ana te whakawhitiwhiti kōrero	Relationship builder-He tauira e whakatuitui ana i ngā hononga
We CARE Values - linked to key comps	Aspire and Communicate	Respect and Aspire	Respect and Aspire	Communicate and Engage	Engage and Communicate
By the time a child leaves our school in Year 6, these are the attitudes our school community wants them to have...	Life long learner - Knows what it takes to be an effective learner and has a passion to learn Resilient - has the confidence to try again when they make a mistake Curious - is curious about the world around them Self-belief - is confident and proud of their culture and heritage	Responsible - knows that they are responsible for their actions, both in learning, behaviour, and play Perseverance - Is willing to give their best effort in all areas of school life, and not give up when things get tough Self-directed - Can manage themselves by being honest, dependable, and reliable High Expectations - has high expectations of themselves and what they can achieve	Kaitiaki (Guardian) - Protects and cares for themselves, others, all cultures, and the environment Participates - Shows pride, is a gracious and inclusive competitor Manaaki-lives We CARE at school and in their daily lives Risk Taker - Takes risks in all areas of learning Team player - Understands that 'Together Everyone Achieves More'.	Communicator - They will have a positive attitude to communicate effectively with others	Manaakitanga - Shows respect, care, kindness, and support of others Humble and Compassionate - Shows humility and compassion Inclusive- Respects the gender, the culture, and the opinions of others Diplomacy - works well with others so that everyone has success

By the time a child leaves our school in Year 6, these are the skills our school community believes they should have...	<p>Growth mindset - is open-minded to new learning, and knows how to set themselves up for success</p> <p>Resilience - Has developed the thought process to solve learning and personal problems</p> <p>Flexible and Adaptable- is able to adapt to new learning challenges</p> <p>Initiative - is able to use their own initiative to see what needs to be done</p> <p>Agents of Learning - is a self-motivated, creative, and reflective learner</p> <p>Problem solvers - is confident and can use critical thinking skills to problem-solve</p>	<p>Accountable - is accountable for their own actions</p> <p>Time manager - has good time management practices, hands in tasks on time and completes all activities in the classroom</p> <p>Self-developer - practices self-control, is emotionally well rounded and is open to working with others, and understands their own strengths and weaknesses</p> <p>Self - Motivated - is determined and motivated to complete tasks</p> <p>Conflict resolution - has tools to deal with conflict and problem solve issues with others</p> <p>Independent / Interdependent - can ask for help, is able to listen and follow instructions, sets learning goals and can work with others or individually.</p>	<p>Collaborator Understands how to work in a team</p> <p>Leader - demonstrates leadership by respecting other people's opinions and working within a team</p> <p>Confident - speaks in front of others</p> <p>Role model - displays We CARE individually and in group settings</p>	<p>Communicator - has developed basic communication skills, is an active listener, and an effective communicator</p> <p>Money smart has developed basic financial literacy</p> <p>Digital Citizen - is digitally competent on a range of devices</p> <p>Numerate and Literate - has developed numeracy and literacy skills relevant to their year group</p> <p>Learner of Languages - Has an understanding of Te Reo and their own home language.</p> <p>Culturally Aware - knows their own whakapapa (pepeha/family tree) - and where they come from</p> <p>Good Citizens - They will have an understanding of equality, equity, and human rights</p>	<p>Socially adaptable - has developed the necessary social skills to adapt to any situation</p> <p>People Skills cares for others and knows how to support friends and others.</p> <p>Service to Community - understands the concept of community and takes part in activities that improve our community</p>

Maths Progressions @TKP

The aim of the following maths progressions is to ensure that our tamariki are meeting the following achievement objectives from the TKP Localised curriculum:

TKP Achievement Objectives in Mathematics and Statistics Years 1 – 6 (Levels 1 – 3 of the NZC)

- *Students will work collaboratively to investigate mathematical ideas. They will **communicate** and gather information about themselves, others, and their world.*
- *Students will **aspire** to find the best answer and question themselves in order to delve deeper when solving mathematical problems. They will investigate mathematical ideas and call on their logical skills to work things out methodically in order to construct good arguments.*
- *Students will look at what mathematical ideas are being investigated and they will be empowered to pull out the essential features. They will carry this forward to aid them when they communicate to others with **respect** and gather information either individually or with others.*
- *Students will **engage** in their learning and persevere when investigating mathematical ideas. They will be empowered to manage distractions and gather information about themselves, others, and their world.*

Add Progressions here

[Maths Level 1](#)

[Maths Level 2](#)

[Maths Level 3](#)

Reading Progressions @TKP

The aim of the following reading progressions is to ensure that our tamariki are meeting the following achievement objectives from the TKP Localised curriculum:

TKP Achievement Objectives in English Years 1 – 6 (Levels 1 – 3 of the NZC)

- Students will **communicate** effectively with others to make meaning and create meaning of tasks and text. They will use skills which are increasingly sophisticated and challenging.
- Students will persevere and **aspire** to do their best when they make meaning and create meaning of tasks and text for themselves and others. They will have a can do attitude when developing skills which are increasingly sophisticated and challenging.
- Students will reflect on their learning in order to make meaning and create meaning of tasks and text for themselves and others. They will be **respectful** of others' opinions and flexible when developing reviewing skills which are increasingly sophisticated and challenging.
- Students will draw on a range of resources from the wider world in order to **engage** in their learning, and to make meaning and create meaning of tasks and text. They will develop thinking skills which are increasingly sophisticated.

Add progressions here:

[Reading Level 1 – Year 1](#)

[Reading Level 1 – Year 2 & Year 3](#)

[Reading Level 2 – EOY 4](#)

[Reading Level 3 – EOY 6](#)

Writing Progressions @TKP

The aim of the following writing progressions is to ensure that our tamariki are meeting the following achievement objectives from the TKP Localised curriculum:

TKP Achievement Objectives in English Years 1 – 6 (Levels 1 – 3 of the NZC)

- Students will **communicate** effectively with others to make meaning and create meaning of tasks and text. They will use skills which are increasingly sophisticated and challenging.
- Students will persevere and **aspire** to do their best when they make meaning and create meaning of tasks and text for themselves and others. They will have a can do attitude when developing skills which are increasingly sophisticated and challenging.
- Students will reflect on their learning in order to make meaning and create meaning of tasks and text for themselves and others. They will be **respectful** of others' opinions and flexible when developing reviewing skills which are increasingly sophisticated and challenging.
- Students will draw on a range of resources from the wider world in order to **engage** in their learning, and to make meaning and create meaning of tasks and text. They will develop thinking skills which are increasingly sophisticated.

Add progressions here:

[Writing Level 1](#)

[Writing Level 2](#)

[Writing Level 3](#)

Te Reo Māori progressions

The aim of the following Te Reo Māori progressions is to ensure that our tamariki are meeting the following achievement objectives from the TKP Localised curriculum:

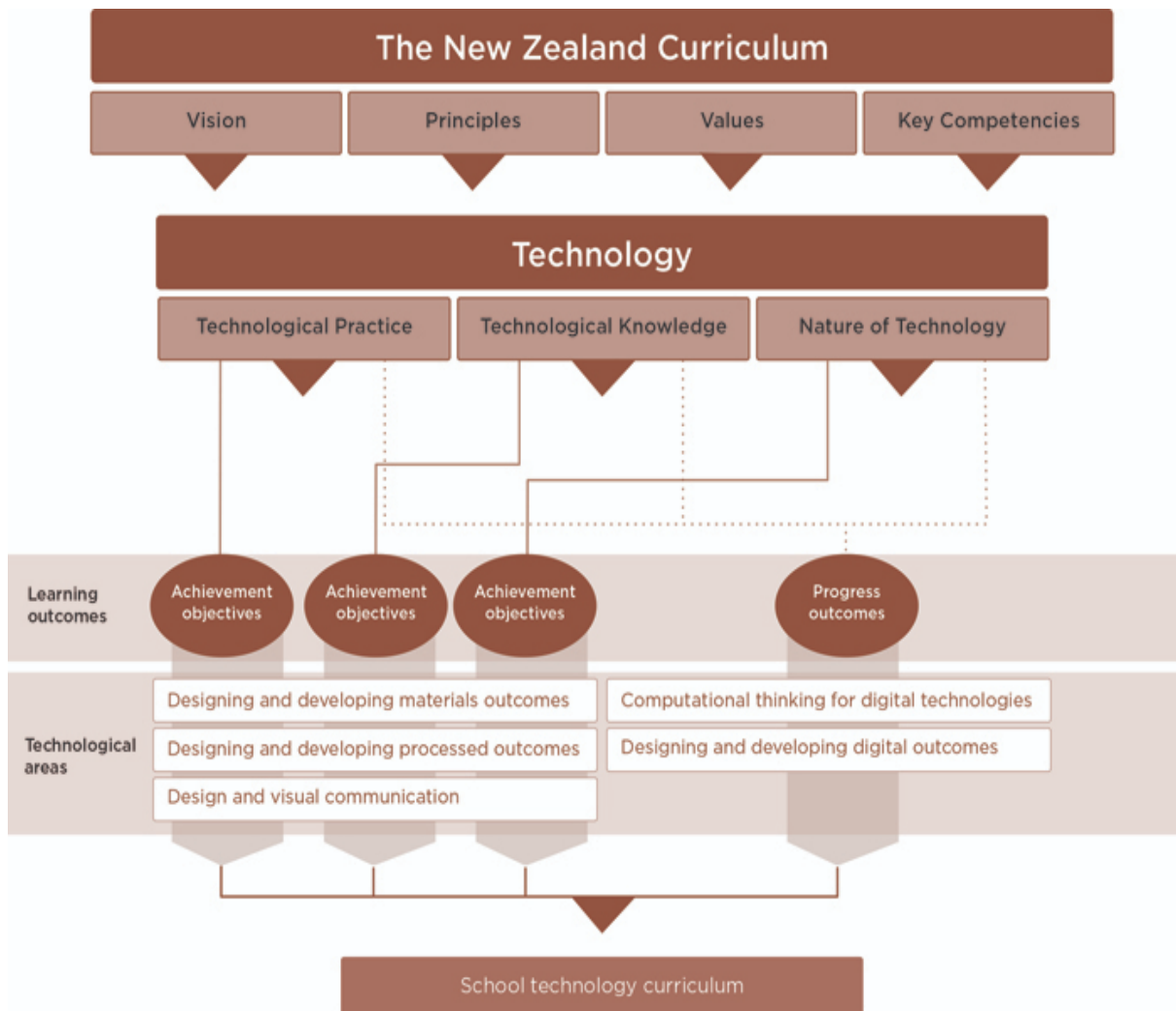
TKP Achievement Objectives in Learning Languages Years 1 – 6 (Levels 1 – 3 of the NZC)

- Students will be empowered to **communicate** in another language while working interdependently. They will develop respect for others by identifying the connections between their own language and another.
- Students will **aspire** to learn another language and reflect on the occasions when using another language is appropriate. They will develop respect for others by identifying how language can shape our views.
- Students will notice patterns and changes when communicating in another language. They will develop **respect** for others by identifying the connections between their own language and another.
- Students will **engage** with the world around them and use people, books, the Internet, past experiences and future opportunities to communicate in another language in order to develop respect for other cultures.

[Hē Tātairanga Reo Māori mō 'Te Whakatōtanga' - Te Reo Māori progressions etc](#)

Digital Technologies @TKP

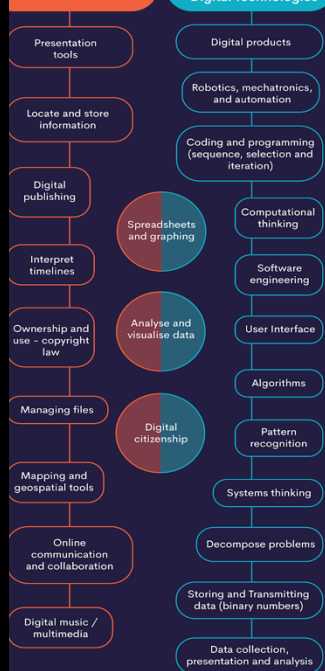
Digital Technologies were introduced into the New Zealand Curriculum in the form of two new Technological areas of the Technology curriculum - Computational thinking for digital technologies and Designing and developing digital outcomes. These digital technologies areas are described by progress outcomes which act as 'signposts' for the significant learning steps that students take in developing their expertise in these technological areas.



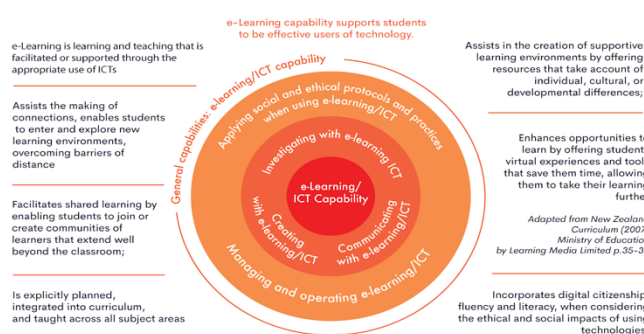
Digital Technologies and Digital Fluency

These digital technologies areas differ from the concept of digital fluency. Digital fluency, also commonly referred to as e-learning or ICT capabilities, describe the ability to use digital tools (such as computers, other devices, and software) to achieve learning outcomes. The digital technologies areas are focused on helping students to become digitally capable thinkers, producers, and creators of innovative digital solutions. Digital technologies is not about teaching students to use computers and other digital devices. Both the digital technologies areas and digital fluencies make up an important part of students' education.

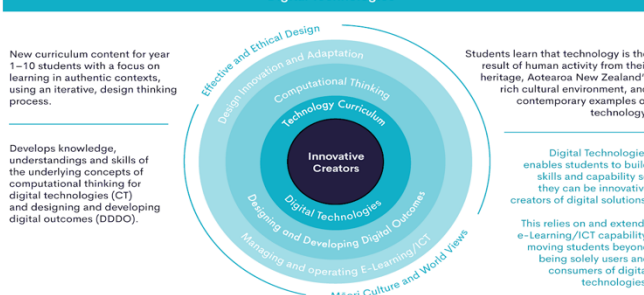
e-Learning
developing capability
to learn with ICTs



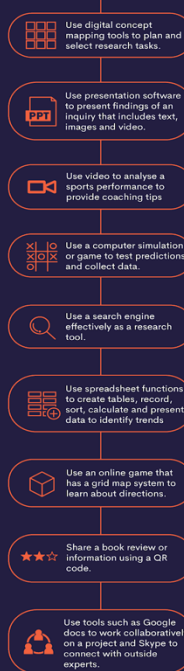
e-Learning or Information Communication Technology (ICT) Capability
in the New Zealand Curriculum



Digital Technologies



Examples of e-Learning
in action



Examples of Digital
Technologies in action



Digital Fluency is about understanding how to use digital technologies.

Digital Technologies is about learning to be a creator in the digital world, not just learning to use systems.

Digital Technologies is NOT about learning WITH technology (e-learning), it's learning ABOUT technology.



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Cross-curricular Approach

At Te Kauwhata Primary School digital technologies is taught using a cross-curricular approach, with students learning the technological areas as a part of an integrated topic study that encompasses several learning areas and our school values of We C.A.R.E. With this approach, it is important that teachers make explicit the technology learning that is taking place, and that students are able identify and articulate the skills they have learnt. In addition to the cross-curricular approach, student can engage with the digital technologies areas through specific technology based projects incorporating digital technologies (e.g. Technology WOW Weeks).

Digital Technologies in the Classroom

For each progress outcome the below guide outlines the **Key Ideas** expressed in the progress outcome. **DT in the Classroom** describes the particular skills (learning intentions) that students working at the specific progress outcome will be able to achieve. For each progress outcome **NZC Exemplars** provide an example of what learning can look like. There are a range of *unplugged* and *plugged* activities that link to the learning intentions and **Possible Resources** that can be used to support student learning.

Planning and Teaching Digital Technologies

When planning for and teaching digital technologies there are a number of key points to remember:

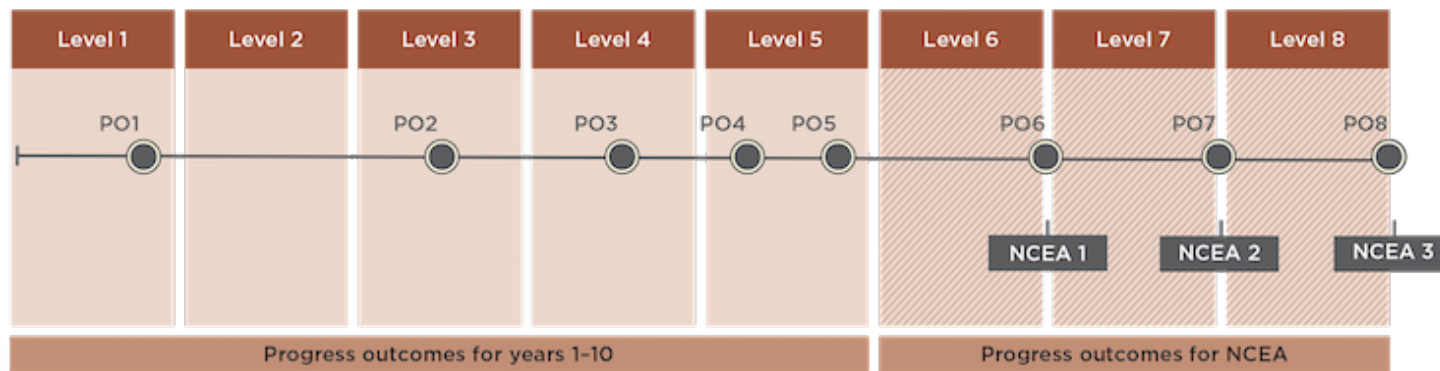
- it's not necessary to use the latest and widest range of technological devices or software to teach digital technologies
 - it is important to consider the skills that students need to gain, especially when teaching the first progress outcomes, as often unplugged activities will support this learning best
 - technological devices and software are constantly changing and being updated, therefore no approach to teaching should be dependent solely on the resources available
- the most meaningful and authentic learning experiences for students in digital technologies will involve familiar contexts and household devices, and will involve students in solving real-world problems

Rich Opportunities with Digital Technologies

Rich opportunities for learning in digital technologies which show We C.A.R.E. are evident when students can:

- *engage* in a learning context that is authentic and relevant to their own lives
- *aspire* to come up with multiple solutions to a problem
- identify and *aspire* to learn from their mistakes
- *engage* with different techniques and work with a variety of processes
- *communicate* with stakeholders and end users (those with an interest in the problem they're trying to solve) and *respect* their importance of their input
- *communicate* and *engage* with experts

Computational thinking for digital technologies



Year Level	Progress Outcome	Key Ideas	DT in the Classroom (LIs)	NZC Exemplars	Possible Resources
0 - 3	PO1 - In authentic contexts and taking account of end-users, students use their decomposition skills to break down simple non-computerised tasks into precise, unambiguous, step-by-step instructions (algorithmic thinking). They give these instructions, identify any errors in them as they are followed, and correct them (simple debugging).	<ul style="list-style-type: none"> Computational Thinking is a specific thought process that involves solving problems, designing systems, and understanding human behaviour 'Debugging' is the process of troubleshooting problems by testing and updating a solution until it completes its desired function An 'algorithm' is a set of step-by-step instructions, like directions, that lead to the solution 	<p>Students working at this Progress Outcome will be able to:</p> <ul style="list-style-type: none"> communicate verbal / written instructions to peers communicate verbal / written instructions to move objects to a specific point communicate verbal / written instructions to complete a simple everyday task so people can follow them and understand what they are supposed to do at each step recognise instructions for simple everyday tasks and fix any mistakes (e.g. instructions that are not sequenced correctly) 	<p>CT PO1 Exemplar 1 - Collecting Pollen</p> <p>CT PO1 - Exemplar 2 - Teaching Robots to Dance</p>	<p>LEGO® Education STEAM Park (Year 0 - 2)</p> <p>Code.org - CS Fundamentals Unplugged - Course A & B (Year 0 -2)</p> <p>LEGO® Education WeDo 2.0 (Year 3 - 4)</p> <p>ScratchJr App on iPad (Year 3 - 4)</p> <p>Code.org - CS Fundamentals - Course C & D (Year 3-4)</p>

4 - 6	<p>PO2 - In authentic contexts and taking account of end-users, students give, follow, and debug simple algorithms in computerised and non-computerised contexts. They use these algorithms to create simple programs involving outputs and sequencing (putting instructions one after the other) in age-appropriate programming environments.</p>	<ul style="list-style-type: none"> As above Students can predict how a computer program might behave based on logical thinking There are always multiple ways to code a solution Looping, which is repeating a part of an algorithm, is an efficient method of writing code 	<p>Students working at this Progress Outcome will be able to:</p> <ul style="list-style-type: none"> recognise the term 'algorithm' use 'plugged' programming systems that use coding blocks engage with different ways to write a simple algorithm to achieve a set task understand 'debugging' to fix mistakes and make their code more efficient 	<p>CT PO2 Exemplar 3 - Getting to the hive</p> <p>CT PO2 Exemplar 4 - How Maui slowed the sun</p> <p>CT PO2 Exemplar 5 - Catching chickens</p>	<p>ScratchJr App on iPad (Year 3 - 4)</p> <p>Scratch (Year 5 - 6)</p> <p>Makey Makey (Year 3 - 6)</p> <p>Code.org - CS Fundamentals - Course E & F</p> <p>LEGO® Education SPIKE™ Prime (Year 5 - 6)</p>
7 - 8	<p>PO 3 - In authentic contexts and taking account of end-users, students decompose problems into step-by-step instructions to create algorithms for computer programs. They use logical thinking to predict the behaviour of the programs, and they understand that there can be more than one algorithm for the same problem. They develop and debug simple programs that use inputs, outputs, sequence, and iteration (repeating part of the algorithm with a loop). They understand that digital devices store data using just two states represented by binary digits (bits).</p>	<ul style="list-style-type: none"> As above Software testing is the process of executing a program or application to find any potential problems (or 'bugs') Debugging means fixing the problems found in the testing process Selections are 'if' 'then' statements that allow your programmes to select between multiple possible courses of action. 	<p>Students working at this Progress Outcome will be able to:</p> <ul style="list-style-type: none"> recognise the difference between an algorithm and a program understand the purpose of binary digits aspire to make their coding more efficient by using loops and sequences 	<p>CT PO3 Exemplar 6 - Dance moves</p> <p>CT PO3 Exemplar 7 - Climbing stairs</p> <p>CT PO3 Exemplar 8 - Coded messages</p>	<p>Scratch (Year 7 - 8)</p> <p>Code.org - CS Discoveries Course (Year 7 - 8)</p> <p>LEGO® MINDSTORMS® Education EV3 (Year 7 - 8)</p>

Designing and developing digital outcomes



Year Level	Progress Outcome	Key Ideas	DT in the Classroom	NZC Exemplars	Possible Resources
0 -6	PO1 - In authentic contexts and taking account of end-users, students participate in teacher-led activities to develop, manipulate, store, retrieve and share digital content in order to meet technological challenges. In doing so, they identify digital devices and their purposes and understand that humans make them. They know how to use some applications, they can identify the inputs and outputs of a system, and they understand that digital devices store content, which can be retrieved later.	<ul style="list-style-type: none"> Digital devices are made by people to help solve problems and make things happen. Students can perform tasks on numerous digital devices, but some devices are better suited than others Computers represent data internally using binary numbers, which means that each digit that a computer stores is either a one or a zero 'Inputs' include computer hardware components such as, keyboard, mouse, 	<p>Students working at this Progress Outcome will be able to:</p> <ul style="list-style-type: none"> identify digital devices and what they are used for determine the best digital device to use for a specific task engage with a range of digital devices and recognise that they can store content which can be found, retrieved, and shared engage with a range of everyday applications and state what they do identify and define 'inputs' and 'outputs' 	<p>DDDO PO1 Exemplar 1 - Vacuum cleaners</p> <p>DDDO PO1 Exemplar 2 - Turning on the TV</p> <p>DDDO PO1 Exemplar 3 - Animating a song</p> <p>DDDO PO1 Exemplar 4 - Bottle cap music</p>	<p>Makey Makey (Year 3 - 6)</p> <p>Chromebooks (Year 3 - 6)</p> <p>iPads (Year 0 - 6)</p>

		microphone <ul style="list-style-type: none"> • 'Outputs' include computer hardware components such as monitor, printer, speaker 			
7 - 8	PO2 - In authentic contexts and taking account of end-users, students make decisions about creating, manipulating, storing, retrieving, sharing and testing digital content for a specific purpose, given particular parameters, tools, and techniques. They understand that digital devices impact on humans and society and that both the devices and their impact change over time. Students identify the specific role of components in a simple input-process-output system and how they work together, and they recognise the "control role" that humans have in the system. They can select from an increasing range of applications and file types to develop outcomes for particular purposes.	<ul style="list-style-type: none"> • As above • 'Processes' are computations based on inputs that result in an output 	Students working at this Progress Outcome will be able to: <ul style="list-style-type: none"> • investigate and <i>aspire</i> to use different approaches to collaborative work using shared documents • engage with a wider range of different software and types of devices for specific purposes • identify the specific roles of components in a simple input-process-output system and state how they work together • understand and <i>respect</i> that digital devices impact on humans and society and that both the devices and their impact change over time 	DDDO PO2 Exemplar 5 - Video of a system DDDO PO 2 Exemplar 6 - Scavenger hunt DDDO PO2 Exemplar 7 - Superhero robot DDDO PO 2 Exemplar 8 - Digital debate	Chromebooks (Year 7 - 8) iPads (Year 7 - 8) 3D Printers (Year 7 - 8) Creokit (Year 7 - 8)