

# The KOWHAI Curriculum



# THE NEW ZEALAND CURRICULUM

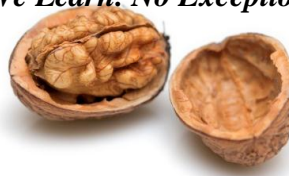
## ... according to KOWHAI

**This document describes how the NZ Curriculum is expressed to meet the local needs of Kowhai Intermediate School.**

### Vision, Principles and Values

Kowhai supports the vision, principles and values as expressed in the NZC. We have mapped these onto our school vision, mission, guiding principles and 'essence of Kowhai' statements and satisfied ourselves that there is a very strong match. Here is a summary of those statements:

Kowhai Vision in a nutshell: ***We Learn. No Exceptions.***



#### ***We are a learning community***

At Kowhai we are all learning - students, staff and whanau - all the time and from each other.

Our children are at the centre of this community. Each student will feel secure, appreciated and have sense of belonging here. Our multi-ethnic school will be an example of how New Zealanders of all backgrounds can work and play together. The rich resources, contexts and experiences of our community will support the learning of our children.

#### ***We have high expectations for all our children – without exception***

We believe that all children have the capacity to learn - there are no exceptions.

It is our mission to:

**Grow** our children's skills and knowledge in academic, creative, social, service and sporting fields.

**Scaffold** each child to his/her next stages of learning.

**Promote** a 'can-do' attitude that will break through any limitations that hinder our children from excelling and achieving their goals

**Develop** resilient and adaptable students, who are willing to take risks in their learning and can face the future confidently.

**Extend** gifted children to greater challenges.

**Equip** our children to take up their responsibilities as just, caring and involved citizens.

#### **Our guiding principles are:**

Commitment to the highest quality of teaching and learning

Treating others with kindness, fairness and consistency.

Taking pride in and responsibility for our environment.

Implementing our Treaty of Waitangi responsibilities.

Showing acceptance and understanding of individual differences.

**The Essence of Kowhai is a handful of beliefs**

**Learning to Learn** - Kowhai is committed to teaching children *how* to learn. We don't see children as empty buckets to be filled up with information. We believe children need to learn how to build up their own understandings.

**Quality Teachers** - The Kowhai teachers will possess academic rigor and be highly trained in current best teaching practices. They will understand young adolescents and have a passion for middle years schooling that inspires and challenges our students. They will know how to identify and overcome obstacles to children's learning and how to capitalise on children's strengths and interests to urge them towards excellence.

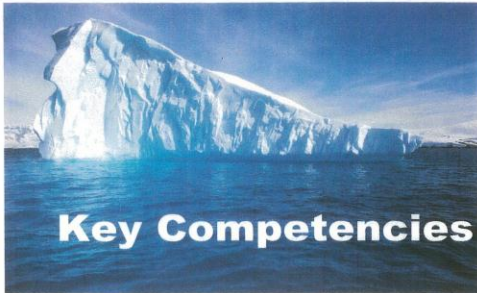
**Attention to Literacies** - We pay careful attention to literacies because we aim to produce richly articulate young people who are digitally, mathematically, socially and linguistically literate.

**Fun and Challenge** - Our children are getting used to being more independent and are keen to try out new things. Kowhai deliberately caters for this liveliness and inquisitiveness.

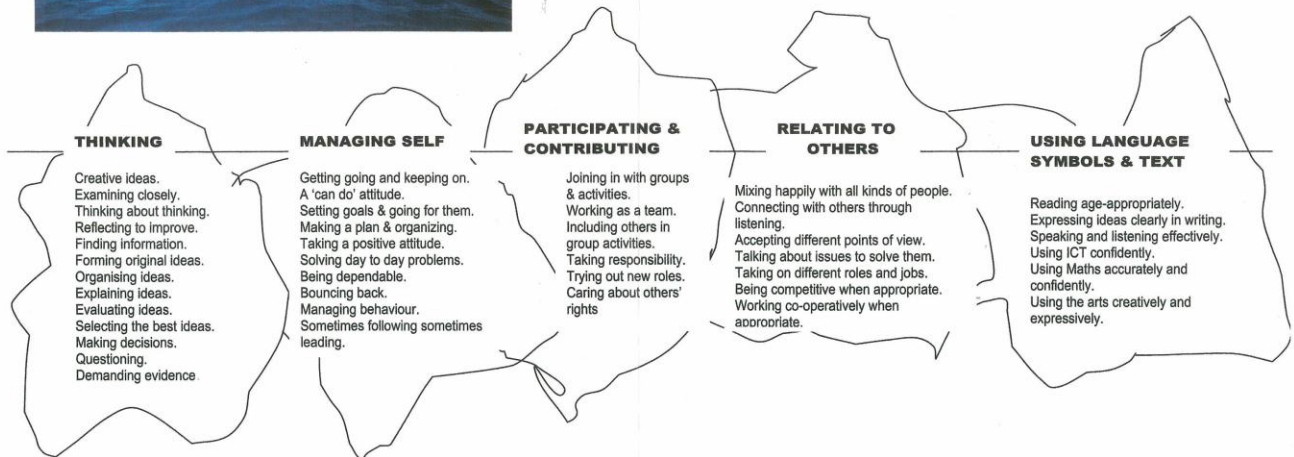
**Personalised Learning** - Our school is set up to identify and meet the needs of individual learners; to personalize their education.



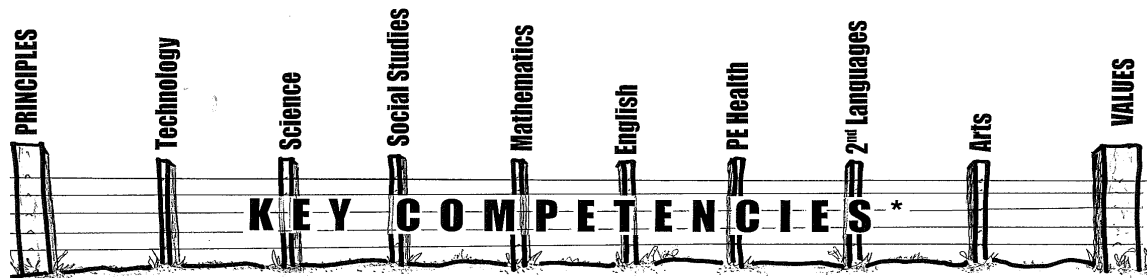
**Key Competencies** - We use some metaphors to describe Key Competencies.



*To be competent is to be skilled and knowledgeable.  
Key competencies describe the range of skills and knowledge that each person may need so as to take up life's opportunities successfully.  
There is more to each Key Competency than meets the eye – a deeper range of capabilities lies beneath!*



# LIFE KEYS



## Key Competencies in the New Zealand Curriculum

*\* Thinking  
Managing self  
Relating to others  
Participating and contributing  
Using language, symbols, text*

At Kowhai we call the Key Competencies, LIFE KEYS to emphasise the life-long learning that they imply. For us:

*Life Keys are big picture descriptors of the attitudes, skills and knowledge that a person needs for life.*

*We use them so that our learners will understand that we are not just teaching reading, maths and science, but how to function successfully in life.*

*We don't use them as further 'subjects' or stand alone learning activities – but as the language used in an ongoing commentary which links school learning and daily experiences to students' and teachers' growth as human beings.*

*The relationship between teacher and student is like that of a driving instructor who provides a learning commentary which the learner then adopts to describe his or her own learning in big picture terms.*



*Life keys become part of the incidental but purposeful learning conversation in the classroom. Rather like the commentary provided by a driving instructor who aims to bring the driver to the stage where he can describe his own journey.*

The expectation for teachers is to:

1. Be sure that the Life Keys are on display in the classroom.
2. Be sure that individual students have their personal Life Key goal in a prominent place (under desk lid).
3. Have a master list of the class’s Life Key goals.
4. Display that list and use it as a reminder who needs to focus on what.
5. Choose some of the most common Life Key goals to rotate as a weekly focus in the classroom.
6. Highlight these weekly focus Life Keys at the front of the class and ‘tease out’ at the beginning of the week (much like success criteria) – ‘how will we know if you are getting it?’
7. Make a list for yourself of the situations and learning that provide opportunity to highlight the focus Life Keys from unit plans.

Here is an example of the process of developing Life Keys learning in a particular context – in this case a unit of work on consumerism:

Life Key Focus:	<i>Thinking.</i>
Specific aspect of that Life Key:	<i>To be able to analyse an idea, event or proposal critically.</i>
Why this particular skill, knowledge or attitude is useful to students.	<i>So you can discover problems before they occur. To be sure you have found the best solution to a problem. So you won't be sucked in or deceived. So you don't repeat the same mistakes again.</i>
Suggested (or possible) contexts for practicing it:	<i>Life cycle of a product.</i>
Suggested key ideas that would form part of your commentary:	<i>Analysing means looking at things from a number of angles. Analysing means thinking about stakeholders. Analysing means being accurate. Etc...</i>

**We will assess Key Competencies using a strong self-evaluative emphasis.**

Students will set learning goals from the Life Keys. At the start of the year this will be part of the 3Way Interview in the second week of school. They will review these goals and report on their progress to their parents.

We will use Life Key Episodes (learning stories) written by the students, giving an account of an episode at school where they believe they used the Life Key they are focused on. This will go home for parents to provide encouragement and a supporting example of the child using that Life Key in a context other than school. The document will come back to school for insertion in the child’s portfolio with a brief teacher encouragement and/or ‘where to next’ comment.

We will not assess the Key Competencies using checklists or special tests.

**KOWHAI EFFECTIVE PEDAGOGIES & ASSESSMENT** Each learning area scheme (below) highlights the pedagogies particularly relevant to it, however, FORMATIVE ASSESSMENT lies at the heart of the teaching methodologies and measurement of student progress practiced at Kowhai. The following is a summary of our formative assessment practices:

*When I am  
assessing  
formatively I  
am engaging  
in learning  
conversations  
with my  
students.*

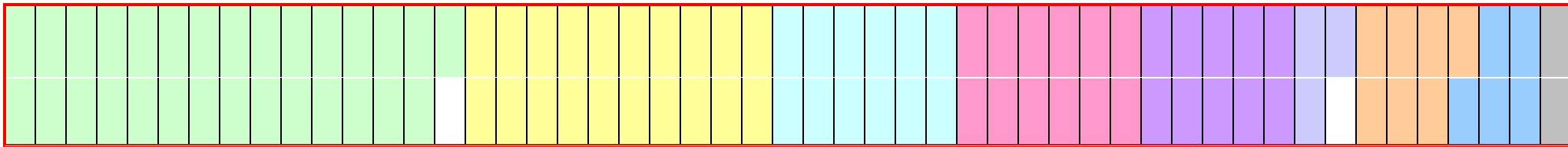
Establishing purpose  
Activating prior knowledge  
Sharing learning intentions  
Having success criteria  
Giving descriptive feedback  
Checking for understanding  
Modelling  
Questioning  
Expecting self-evaluation  
Re-teaching  
Providing scaffolds  
Helping to set goals  
Clarifying next steps  
Encouraging thinking aloud  
Noticing successes  
Celebrating milestones





## Kowhai Curriculum Balance

ENGLISH	MATHS	Social Studies	Science	PE & Health	Arts	Tech	2LL
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<p>Reading, writing, oral and visual language is taught 5 blocks per week – the content often relates to other curriculum areas (e.g social studies &amp; science). <b>29% of the programme.</b></p>	<p>Maths (incl number, algebra, geometry and measurement) &amp; statistics are taught 4 blocks per week. <b>20% of the programme</b></p>	<p>Social Studies is taught on average 2 blocks per week across the year – usually through Inquiry Learning. <b>12% of programme</b></p>	<p>Science is taught on average 2 blocks per week across the year – usually as a stand-alone subject. <b>12% of programme.</b></p>	<p>PE is taught on average 2 blocks per week across the year.</p> <p>Health is taught on average just over ½ a block per week. <b>Total: 13% of programme</b></p>	<p>Arts is taught in specialist blocks which average just over 1 block per week incl. Music Assembly. <b>7%</b></p>	<p>Technology is taught on average for 1 block per week. <b>5% of programme.</b></p>	<p>2LL is taught on average for ½ a block per week. <b>2%</b></p>
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There is a weekly Talent Development block timetabled in Terms 2 – 4 which may have a language, arts or academic focus.

## Curriculum Teams

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Each year, the following curriculum teams will be established:

English; Maths; Inquiry Learning (Science./Soc.Stud./ ICT); PE/Sport; Health; Arts; Technology; Maori Medium Education; Mainstream Maori; Second Language.

### Responsibilities of a Curriculum Team

- › Implement school goals and priorities for your curriculum area.
- › Provide unit planning for your curriculum topics before the start of the next term.
- › Ensure that your curriculum area is adequately resourced for the topics due to be covered each year.
- › Maintain a well-organised storage system for resources so these can be accessed easily and so that resources can be tracked.
- › Ensure that resources are culled regularly.
- › Promote resources and ensure that teachers understand how to use them.
- › Provide or recommend support and professional advice in your curriculum area for teachers.
- › Bring forward professional development recommendations to the Management Team meeting.
- › Produce a curriculum report for presentation to the Board of Trustees as required.
- › Make budget recommendations for the following year to the Principal.

### *At the First Curriculum Team Meeting:*

- 1. Look at the school strategic goals to notice where your curriculum area should be pushing in the direction of one or each of these goals.*
- 2. Discuss and record the main projects/actions your team will work on this year.*
- 3. Record the likely resources you will spend your budget on.*
- 4. Record the professional development that needs to be considered for your curriculum area in the current year.*
- 5. Note any special issues or considerations for your team in the current year.*

# Learning area scheme: Mathematics and Statistics

## Rationale:

We teach maths and statistics so that our students will be equipped to solve problems, investigate ideas and explore the world using ‘patterns and relationships in quantities, space and time’<sup>1</sup>.

## Key Competencies:

Key competencies will be woven throughout the mathematics and statistics teaching and learning. For example, students will be developing ‘thinking’ when they verbalise their numeracy strategies; ‘using language, symbols and texts’ when they explore maths specific terminology and symbols; and ‘managing self’ when they set and work towards individual goals related to their learning.

## Coverage:

Year 7 and 8 students will be working on the same overall programme – at the appropriate achievement level. Number strategies, Number knowledge and Equations and expressions (hereafter titled ‘numeracy’) will be covered in part every term, every year. Patterns and relationships and the achievement objectives in the Geometry and Measurement and Statistics strands will be covered on an odd year, even year basis. A likely overview is as follows:

	<b>Odd Year</b>	<b>Even Year</b>
<b>Term 1</b>	<b>Number and Algebra (short unit)</b> Number Knowledge (– Basic Facts) <i>(Pre and post tests for students’ individual goal setting)</i>	<b>Number and Algebra (short unit)</b> Number Knowledge (– Basic Facts) <i>(Pre and post tests for students’ individual goal setting)</i>
	<b>Statistics</b> Statistical Investigation and Statistical Literacy <i>(Portfolio assessment – investigation)</i>	<b>Geometry and Measurement</b> Position and orientation <i>(Geometry assessment task for portfolio assessment)</i>
<b>Term 2</b>	<b>Number and Algebra</b> Number strategies, Equations and Expressions and Number knowledge (- Place Value) <i>(Pre and post Place value tests for portfolio assessment)</i>	<b>Number and Algebra</b> Number strategies, Equations and Expressions and Number knowledge (- Place Value) <i>(Pre and post Place value tests for portfolio assessment)</i>
	(Problem Solving)	(Problem Solving)
<b>Term 3</b>	<b>Number and Algebra</b> Patterns and Relationships <i>(Pre and post test for portfolio assessment).</i>	<b>Statistics</b> Probability and Statistical Literacy <i>(Pre and post test/probability assessment task for portfolio assessment).</i>
	<b>Number and Algebra</b> Number strategies, Equations and Expressions and Number knowledge (- Fractions)	<b>Number and Algebra</b> Number strategies, Equations and Expressions and Number knowledge (- Fractions)
<b>Term 4</b>	<b>Geometry and Measurement</b> Shape and Transformation Geometry <i>(Geometry assessment task for portfolio assessment)</i>	<b>Geometry and Measurement</b> Measurement <i>(Pre and post test for portfolio assessment).</i>
	Financial literacy – short unit	Financial literacy – short unit

<sup>1</sup> NZC p26

Students at or below level 3 of the curriculum should spend more than 50% of the time learning number and algebra. Students at level 4 should spend approximately 50% on number and algebra. Extension students (i.e. level 5 or above) should spend an increasing share of their mathematics learning time in strands other than number. Extension programmes should involve other strands during numeracy teaching in terms 2 and 3 (see curriculum adaptation below).

### **Guidelines for teaching:**

Numeracy must be taught in groups based on students' GLOSS stage (usually 4 – 8). Groups will be taught by the teacher twice weekly where possible and weighted time given to lower groups where needed. Group sessions must have a relevant learning intention which must be written in weekly planning (see below). Learning discussions will be recorded in group scrapbooks to keep a continuous record of progress. Teachers will make use of numeracy hands-on materials as per the numeracy teaching model outlined in the numeracy project professional development materials. Groups who are not with the teacher will be engaged in meaningful tasks, for example: following on from 'teacher' learning, maintaining prior learning of previous topics (maintenance boxes), Basic facts practice (games box, computer activities), problem solving.

Strands other than numeracy may either be taught as a whole class or in groups as described above. If taught as a whole class, provision must be made for the mixed ability nature of the mathematics class. For example, students may need to be taken aside in smaller groups to address specific learning outcomes they are struggling with and extension activities must be provided for higher achieving students.

The use of ICTs should be encouraged in mathematics lessons. [www.nzmaths.co.nz](http://www.nzmaths.co.nz) provide digital learning objects to reinforce the classroom mathematics programme that students can work on individually, in pairs or as a whole class using the data projector. There are many maths games websites which reinforce basic facts in a motivating manner.

### **Planning Programmes:**

#### **Long-term planning:**

Long-term unit plans will be provided by the curriculum director of mathematics. The specified learning outcomes, the assessment task and the assessment rubric must be taught to and completed. Also included in the planning is a variety of activities and suggestions to help teachers develop their own weekly programme to suit the needs of their students.

#### **Weekly planning:**

Following is a group rotation and template for group planning. Every group must have a specific, focussed learning intention for each teacher session.

### **Curriculum Adaptation:**

**ELL** – These students may also belong to one of the other groups specified below. They will need extra maths vocabulary assistance. These students should be able to use translating dictionaries during maths classes. They need to complete maths work (at an appropriate level) without unnecessary 'words'. Working with an English speaking 'buddy' during maths will give an opportunity to lift their level of English language. These students may need an adapted GLOSS test with questions written in symbols only.

**Special needs** – First priority for these students is literacy. They should be GLOSS tested like other students and given an IEP which covers number strategy and knowledge at an appropriate level.

**At risk students (in mathematics)** – GLOSS levels of stage 4 in year 7 and stage 5 in year 8 is ‘at risk’ in mathematics. Extensive and focussed group teaching of these students twice a week with L.I.s designed to fill any gaps and encourage development of new strategies is essential. These students should have plenty of opportunities to work with numeracy hands-on materials. Talent development programmes should target this group of students.

**Extension students** – Stage 8 GLOSS (and some stage 7 in year 7) students need an extension programme. This should include a withdrawal group in talent development as well as a class-based extension programme. These students should participate in self-directed learning (where they choose the maths that interests them to study) during numeracy teaching times.

### **Assessment:**

#### **Purpose:**

There are a range of purposes for assessing in mathematics, including: to group students, to inform students of areas of need, to measure success, to report to parents and for school review and development. The different purposes demand different assessment types.

All the following assessments should be shared with students and used to develop personal learning goals, for example by using learning outcome checklists.

#### **Diagnostic & summative assessment:**

GLOSS – Administered by classroom teacher at beginning and end of year 7 and end of year 8. Used to group students for teaching and to measure progress.

Asttle maths – Administered at beginning and end of year 7 and end of year 8. Used for school review and development and to measure individual progress.

PAT maths – Administered at beginning of year 7 and 8. Used for school review and development.

#### Test data summary

The results of the above assessments are shown to parents and discussed at three-way conferences in term 2. An explanation for each assessment is given with the student’s achievement described as being above, at or below expected level for their age.

#### **Formative assessment:**

##### Curriculum summary sheets –

All class based assessments are summarised on curriculum summary sheets and sent home to parents at the end of terms 2 and 4. Assessments are marked on a continuum depicting curriculum levels 1 to 5 and an effort level is also given.

##### Portfolios –

An example of work for each taught topic (for example pre and post tests or a rich assessment task such as a statistical investigation) and accompanying rubric is to be put into a portfolio of student’s work (a clear file with 40 pockets). Portfolios go home to parents at the end of terms 2, 3 and 4.

### Rubrics –

Each assessed topic is to have a rubric with learning areas down the left and levels 1 to 5 along the top. Learning outcomes to be written in ‘kidspeak’ where possible. Teachers must highlight the learning outcomes attained by the student and students write a self-assessment comment. Rubrics to be given to students at the beginning of the unit to use as a guideline for learning.

### Resources:

In each class:

- Caxton Education textbooks (5x each at stage 5, 6, 7a, 7b)
- Numeracy teaching equipment (such as counters, unifix cubes, numeracy money and other place value material, calculators...)
- Other textbooks such as NCM series (kept by whanau leader and distributed to whanau teachers on a needs basis.

In resource room:

- Series of Figure it Out books (see TKI to order)
- Other maths equipment (particularly for strands other than number/algebra). These resources to be signed out by teachers on clipboard and crossed off when returned.

### Achievement Expectations:

In accordance with the National Standards, it is expected that a majority of Year 7 students will be achieving at early level 4 (level 3a to level 4b) and Year 8 students will be achieving at level 4 (level 4b to level 4p)

This scheme is reviewed yearly by the Maths curriculum team. Most aspects will not need to be changed, but some should. For example, assessment data should inform the year overview for the following year.

## Learning area scheme: English/Literacy

### Rationale:

All our students need to continue to develop strengths in literacy in order to take part fully in all aspects of life and learning.

### Key Competencies:

Key competencies should be woven throughout the English and literacy teaching and learning. For example, students will be developing ‘thinking’ when they verbalise their understanding of texts and ask questions to aid comprehension; ‘using language, symbols and texts’ when they explore different text types, vocabulary and key ideas; ‘relating to others/participating and contributing’ when then they work together in reading groups to share ideas and learn from one another; and ‘managing self’ when they set and work towards individual goals related to their learning.

### Coverage:

	<b>Making meaning – listening, reading and viewing</b>	<b>Creating meaning – speaking, writing and presenting</b>
<b>Term 1</b>	<p>Set up reading groups based on info from previous year and test results.</p> <p>Set up reading logs.</p> <p>Begin regular reading aloud.</p> <p>Questioning unit. (revisit Year 8)</p>	<p>Letter writing – Year 7 personal &amp; Year 8 formal.</p> <p>Genre overview – Year 7 superheroes &amp; Year 8 space.</p> <p>Report writing.</p>
<b>Term 2</b>	<p>Narrative text to be incorporated in the reading programme throughout the year through guided reading and reading aloud to students.</p>	<p>Formal speeches – term 2.</p>
<b>Term 3</b>	<p>Reading focus to match writing focus.</p>	<p>Narrative, journal and creative writing tasks to run throughout the year.</p>
<b>Term 4</b>	<p>Viewing opportunities: e.g. ICT programme - can and stamp designs. Language of advertising. Inquiry – unpacking activities.</p>	<p>English focus is dependant on the inquiry topic. Overviews will be set yearly once inquiry topics are set. Genre options include:</p> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Explanations</li> <li>• Biographies</li> <li>• Procedural</li> <li>• Narrative</li> <li>• Poetry</li> </ul> <p>Genre to be integrated with inquiry topic. Ensure coverage of variety of genres over two year period.</p> <p>Presenting opportunities: e.g. ICT programme – can and stamp designs. Inquiry – presentations.</p>
<p>Oral language (listening and speaking): Oral language is the basis of all thought and communication. Teacher talk and use of language is a powerful motivator, a model for students and has a strong influence on learning. Most student learning is mediated through talk. Teachers to make effective use of instructional strategies (same as the reading instructional strategies) – see Effective Literacy Practice Chapter 4 and Learning Through Talk Chapter 4. Students should be engaged in purposeful talk in the classroom with opportunities that include social language, independent listening, independent speaking and discussion. The teacher should include instruction such as reading to students, shared and guided reading, language experience, writing conferences – see Learning Through Talk Chapter 5.</p>		

## **Guidelines for teaching:**

The literacy programme, including reading and writing occurs (where possible) in block 1 of each day.

Reading must be taught in groups based on data including STAR, AsTTle Reading and Running Records. Groups will be taught by the teacher twice weekly where possible and weighted time given to lower groups where needed. Group sessions must have a relevant learning intention and success criteria recorded in their weekly planning. Teachers may make use of scrapbooks to keep guided reading lessons and recordings of student comments and questions. Following is a suggested guided reading overview. Groups who are not with the teacher will be engaged in meaningful tasks, for example: follow up activities related to guided reading sessions, maintaining prior learning, vocabulary tasks, cloze activities, ICT research, note taking activities, SSR.

GUIDED READING LESSON OVERVIEW
LEARNING INTENTIONS: We are learning to..... (shared with students)
SUCCESS CRITERIA: We will be successful when we can.....(shared with students)
VOCAB: New vocab/phrases. Can be useful to describe the part of speech. Refer to these as the text is read. Encourage students to become vocab detectives as the time progresses. Encourage students to write down any other unknown words as they read
BEFORE READING: Ask a couple of questions to draw on prior knowledge and spend time making connections.
QUESTIONS: Include questions of various types (recall, inference, evaluative). Use page numbers with questions under – 2/3 per page depending on group level. Match questions to LI and SC where possible to keep the lesson focused.
AFTER READING: Ask students to reread the text as a whole. This may be all that is required for some sessions but generally a follow up is needed.
FOLLOW UP ACTIVITIES: Choose activities that specifically relate to LI and SC. Make use of graphic organisers. 1 or 2 activities depending on group level and what is involved in the task.

Writing may be taught as a whole class or in needs based groups. If taught as a whole class provision must be made for the mixed abilities. Students may need to be taken aside to address specific learning outcomes they are struggling with and extension activities provided for higher achieving students. Modelling by the teacher is the key to writing teaching; teachers must model writing structures, good sentence/paragraph construction, use of language features and vocabulary to their students. Use of the writing rubrics throughout writing sessions is also of great importance. Teacher conferencing of draft writing must occur regularly to enable students to improve their writing (with references made to rubrics).

Reading aloud to students should occur daily for a minimum of 15 minutes. Texts chosen should reflect the interests of the class. Reading aloud will usually occur outside of the literacy block.

Other aspects of an effective literacy programme may include listening, spelling and grammar teaching and activities. This should be needs based and will occur outside of the main literacy block.

## **Planning Programmes:**

### **Long-term planning:**

Long-term unit plans will be provided by the curriculum director of literacy. The specified learning outcomes, the assessment task and the assessment rubric must be taught to and completed. Also included in the planning is a variety of activities and suggestions to help teachers develop their own weekly programme to suit the needs of their students. Copies of these plans are available on the school network via the teachers' drive.

### **Weekly planning:**

Following is a suggested plan of effective use of the literacy block.

	Monday	Tuesday	Wednesday	Thursday
9am	Reading group 1 T (other groups – meaningful tasks)	Reading group 3 T (other groups – meaningful tasks/follow up)	Reading group 1 T (other groups – meaningful tasks/follow up)	Reading group 3 T (other groups – meaningful tasks/follow up)
9.20am	Reading group 2 T (other groups – meaningful tasks)	Reading group 4 T (other groups – meaningful tasks/follow up)	Reading group 2 T (other groups – meaningful tasks/follow up)	Reading group 4 T (other groups – meaningful tasks/follow up)
9.45am	Writing – weekly writing programme may include T modelling, student brainstorming, drafting, editing, T conferencing and publishing.			
	Other aspects of literacy programme such as daily read alouds, needs based spelling, grammar and listening lessons will be included where needed at other parts of the day.			

## **Curriculum Adaptation:**

**ELL** – Fee paying students and those identified with English learning needs will be withdrawn from classes for extra tuition in the Totara Room. Students will also be part of a Peer Reading programme. The remainder of the weekly timetable will be spent in their class where their needs will be catered for with appropriate texts and a focus on building English vocabulary. Students should be encouraged to use translating dictionaries during class. Working alongside an English speaking 'buddy' will also help to lift their level of English language.

**Special needs** – Students identified with special needs will work with an IEP focusing on their developing their specific reading and writing needs.

**At risk students (in literacy)** – Students who score STAR stanines of 1 - 3 are considered 'at risk' in reading. Extensive and focussed group teaching of reading twice a week is essential. Specific learning intentions should fill gaps and lift levels. Texts should be chosen at appropriate levels, and should cater to interests also. Students scoring stanine 1 or 2 in STAR will also be part of a withdrawal programme for a term, twice yearly, working in the Totara Room. Talent and Development programmes will also cater for some students in this group with extra spelling, writing and vocabulary support.

**Extension students** – Students who score at high levels in reading tests and who show high level writing capabilities will need to be extended within the class programme. High level texts should be used that challenge these readers. Self directed reading and writing learning opportunities should be offered to these students.

## **Assessment:**

### **Purpose:**

There are a range of purposes for assessing in literacy, including: to group students, to inform students of areas of need, to measure success, to report to parents and for school review and development. The different purposes demand different assessment types.

All the following assessments should be shared with students and used to develop personal learning goals.

### **Diagnostic & summative assessment:**

STAR – Administered by the classroom teacher at the beginning and end of each year. Used to group students for teaching, to measure progress, and for school review and development.

AsTTle Reading – Administered by the classroom teacher at the beginning and end of each year. Used to measure progress, and for school review and development. Students will also use individual learning pathways information to set goals and fill gaps.

PAT Listening Comprehension – Administered by the classroom teacher at the beginning of Year 7 and 8. Used for school review and development.

Vernon Spelling – Administered by the classroom teacher at the beginning and end of each year. Used to group students and measure progress.

Running Records (PROBE) – Administered by the classroom teacher to students scoring Stanine 3 or below (STAR). Used to inform teaching, enable students to set goals and measure progress.

### Test data summary

The results of the above assessments are shown to parents and discussed at three-way conferences in term 2. An explanation for each assessment is given with the student's achievement described as being above, at or below expected level for their age.

### **Formative assessment:**

#### Curriculum summary sheets –

All class based assessments are summarised on curriculum summary sheets and sent home to parents at the end of terms 2 and 4. Assessments are marked on a continuum depicting curriculum levels 1 to 5 and an effort level is also given.

#### Portfolios –

An example of work for each taught topic (for example a piece of writing) and accompanying rubric is to be put into a portfolio of student's work (a clear file with 40 pockets). Portfolios go home to parents at the end of terms 2, 3 and 4.

#### Rubrics –

Each assessed topic is to have a rubric with learning areas down the left and levels 1 to 5 along the top. Learning outcomes to be written in 'kidspeak' where possible. Teachers must highlight the learning outcomes attained by the student and students write a self-assessment comment. Rubrics to be given to students at the beginning of the unit to use as a guideline for learning.

## **Resources:**

In mezzanine of the library and teacher resource room:

- School journals Part 1 – 4 (use the card system to borrow journals – put room card in appropriate journal box)
- Connected series (same system as for journal borrowing)
- ‘Pink Box’ containing teacher made guided reading lessons and other writing tasks appropriate to current genre type kept on the table at the back of the resource room (copy and replace activities)

In each class:

- Dictionaries (approx 8 per class) are collected each end of year and distributed at the beginning of the next

In the English resource room adjoining Room 6 (all resources borrowed should use the card system – instructions are on the wall of the room):

- Teacher resources organised in sections (for example reading, writing, oral, poetry, professional reading etc)
- Novels and simple chapter books
- Non fiction readers
- Early readers

In Room 6 in crates (all resources borrowed should use the clipboard in each box):

- Resources related to the current genre
- Resources related to the current inquiry topic

## **Achievement Expectations:**

In accordance with the National Standards, it is expected that in Reading and Writing, a majority of Year 7 students will be achieving towards level 4 (level 3p to level 4b) and Year 8 students will be achieving at level 4 (level 4b to level 4p)

[We expect the majority of Kowhai students to be reading at (or above) their chronological age and show understanding of texts at this level.]

In oral and visual language we expect the majority of Year 7 Kowhai students to be achieving at level 3p to 4b, and in Year 8 from 4b to 4a.

# Learning Area Scheme: HEALTH & PE

**DRAFT**

## Rationale:

We believe that our students need to be responsible for their own health and development in order to experience success in life and to participate in successful, healthy communities, therefore, they need to be taught about the knowledge, skills and attitudes to do this.

## Key Competencies:

Key competencies (Life Keys) will be a very significant part of Health and PE learning. They will be woven throughout the learning activities, experiences and reflections of the Health and PE programmes. For example: Students will be developing ‘thinking’ when they evaluate the pros and cons of exercise options; ‘using language, symbols and texts’ when they learn the rules and signals that control a particular sport; ‘managing self’ as they learn how to discuss controversial topics in a group; ‘participating and contributing’ when they plan a healthy menu for their family; and ‘relating to others’ as they learn how to encourage others to join in a team game.

## Coverage

An annual programme will be planned for Year 7 and Year 8 students. The topics will be the same for Year 7 and 8 in Physical Education, but the Health topics will vary between year groups.

## Sample overview:

Term 1	Term 2	Term 3	Term 4
<b>Health</b> Rights/Responsibilities	<b>Health</b> Kia Kaha (Y7) Sexuality/Puberty (Y8)	<b>Health</b>	<b>Health</b> Keeping ourselves safe. (Year 7) Resiliency (Y8)
<b>PE</b> Manipulation - Small ball Handling/ Throwing Catching Striking (softball)	<b>PE</b> Aquatics Catching Trapping (soccer & rugby)	<b>PE</b> Aquatics Endurance Running Large ball-Ball control Passing & catching (volley & netball)	<b>PE</b> Running Throwing Jumping Social Dance

Our programmes will be drawn from the following topics:

### Mental Health

- › Establishing a sense of personal identity
- › Discrimination and stereotyping
- › Resiliency
- › Drug education
- › Keeping ourselves safe

### Sexuality Education

- › Positive puberty

### Food & Nutrition

- › Choice Food

### Physical Activity

- › Fitness
- › Athletics
- › Small and Large Ball Skills
- › Aquatics

- › Gymnastics

### Sports Studies

- › Fair play, rules, organisation

### Outdoor Education

- › Camp & Marae
- › Confidence and problem-solving challenges
- › Interdependence and independence

## **Guidelines for Teaching:**

### Personal Health and Physical Development

- Accurate factual information will be provided to students concerning the process of growth and maturation.
- Opportunities and options will be presented to students to engage in and evaluate the benefits of physical activity.
- Relevant and various contexts will be used to teach students about managing risks and keep safe. They will have opportunity to practise these strategies in controlled situations

### Movement Concepts and Motor Skills

- Students will learn, practise and apply a wide range of movement ('PE and sporting') skills.
- Fair play, positive attitude, competitive skills and the need to be challenged and extended will be taught and practiced.
- Students will learn how to use equipment safely and effectively and how to select appropriate technologies for sport and recreation.
- Programmes will reflect the cultures and interests of the students.

### Relationships with Others

- Students will have the opportunity to explore how relationships are formed and the roles people have in relationships in a wide range of settings and circumstances.
- Students will examine the meaning of rights and responsibilities.
- They will learn and practise the interpersonal skills that they need in a range of different circumstances.

### Healthy Communities and Environments

- Programmes will include the study of people's beliefs and values.
- Students will explore the resources that are available in communities and how these are used to benefit those communities.
- Students will consider the part that laws and policies play in enhancing the lives of all in a community.
- Students will investigate how their environments affect personal well-being, health and community.
- 

### **Planning Programmes**

- The Health curriculum team will plan an overview and programmes in consultation with the students, community and staff.
- Health topics will be integrated with other content areas such as Science, Health and Technology as appropriate.
- Kowhai Intermediate School is a Health Promoting School (HPS). A representative committee including the public health nurse, a board member, student representatives, representatives from the Maori and Pasifika communities and a school manager meet to plan projects which will positively affect the health of our students. The HPS committee will be instrumental in consulting the community concerning the health education needs of students. Parents will be informed about the Health programme each term.

- › The delivery of Health topics may occur as focused two or three day intensives, rather than delivered in smaller sessions across a term. The healthy eating learning will be delivered via the foods programme in the technology area.
- › Teaching should be set in contexts relevant to students, so they can make connections between the learning and their own experiences.
- › Activities will be available which reflect Maori students' cultural values.
- › Students will have opportunity to work at the level appropriate to them so that support or extension is available in each unit.
- › Programs will be adapted to allow students with disabilities or special needs to participate as fully as possible.
- › Care will be taken in the selection and use of resources that a balance of roles and genders are
- › New speakers of English will have access to tasks which do not rely too heavily on decoding written English.

### **Assessment:**

- › The main aim of assessment in Health & PE is to assist students' to be healthy and support good health in their communities.

Formative assessment is the major mode of assessing all student learning, especially Health learning. It is essential that the intended learning is made very explicit, that prior knowledge is brought to the surface and that teachers are checking for understanding by using careful questioning and astute observation. There will be wide variations in student experience and understanding of health topics, therefore teachers must be able to provide scaffolds for students to reach up to new concepts and be prepared to reteach and restate concepts so students become familiar with them.

For health topics, we will not assign curriculum levels to measure attainment. We will use portfolio documents that use statements to report what students have achieved.

### **5. Resources**

- › The students themselves and their whanau will be resources for Health programmes.
- › The local community and environment are other significant resources.
- › The Internet is recognised as a major resource, however, it requires that students will be taught to use it with discernment and discrimination.
- › Resources are managed by the Health leader and the Sports Shed teacher.
- › The Sports Shed teacher will be responsible for the organisation, management and security of PE gear.
- › It is the responsibility of teachers to recover and return resources to their appropriate location.
- › At the end of each term no resources should remain in the classroom or in teachers' possession, unless they are part of teacher preparation for the coming term.
- › Information and Communication Technologies should be used for Health investigations.

## **Learning area scheme: Inquiry Learning Including Social Studies and Science**

### **Rationale:**

All our students need to understand societies so that they can fully participate in them, respond to them and be involved in developing them.

Our students also need to understand about the living, physical and material worlds and the universe, so that they explain what they encounter. They need to be able to use science understandings and methods when making decisions about life and the environment.

Students will require inquiring minds to develop social and scientific understandings, therefore we need to use teaching approaches that encourage critical and creative thinkers.

### **Key Competencies:**

Key competencies should be woven throughout inquiry learning units. For example, students will be developing ‘thinking’ when they critique websites offering information on a theme of study; ‘using language, symbols and texts’ when they learn to use correct scientific terms; ‘managing self’ when they manage their way through their inquiry process; ‘relating to others’ as they engage in discussion and debate; and ‘participating and contributing’ when they work in a group to carry out scientific testing.

### **Coverage:**

Whole school topics generate high levels of interest and sharing of ideas, therefore Year 7 and 8 students will be working on the same overall programme – at the appropriate achievement level. Each year two topics (usually Social Studies related) will be taught using the Kowhai Inquiry Learning Model. Two Science topics will usually be taught as stand-alone subjects so that the science understandings are strongly brought to the fore.

	<b>Odd Year</b>	<b>Even Year</b>
<b>Term 1</b>	<i>Science : the Skills of a Scientist</i>	<i>Science : The Universe</i>
	<i>- focusing on the basic skills used such as observing, measuring, recording, fair tests etc.</i>	<i>- a weather or planetary study</i>
<b>Term 2</b>	<i>Social Studies Inquiry</i>	<i>Social Studies Inquiry</i>
	<i>- an education for sustainability focus</i>	<i>- a culture and heritage inquiry</i>
<b>Term 3</b>	<i>Science: Physical World</i>	<i>Science : Material World</i>
	<i>- including fair test and hands-on experimentation</i>	<i>- an investigation into chemical change</i>
<b>Term 4</b>	<i>Social Studies Inquiry</i>	<i>Social Studies Inquiry</i>
	<i>- focus on decisions affecting communities</i>	<i>- people who have made a difference</i>

**Guidelines for teaching:**

We use the Kowhai Inquiry Learning Model:

**1. Unpacking**

Exposure to the contexts for study  
Exploring these contexts.  
Unpacking prior knowledge and experiences.  
Looking for connections



*I am unpacking the ideas I already have about this topic.*

*I am learning how to ask the kind of questions that will uncover new ideas.*

**2. Growing Questions**

Introduce the Fertile Question.  
Training in questioning, research and thinking.  
Teasing out and deciding on an inquiry question.



**3. Searching for New Ideas**

Make a plan for the inquiry.  
Locate information.  
Gather data.  
Carry out surveys, interviews and tests.  
Synthesise ideas and suggest tentative meanings.  
Receive critique and justify ideas



*I am finding information that will help me form some new ideas about this topic.*

**4. Promoting New Knowledge**

*I am explaining the new understandings I have gained from my inquiry learning.*

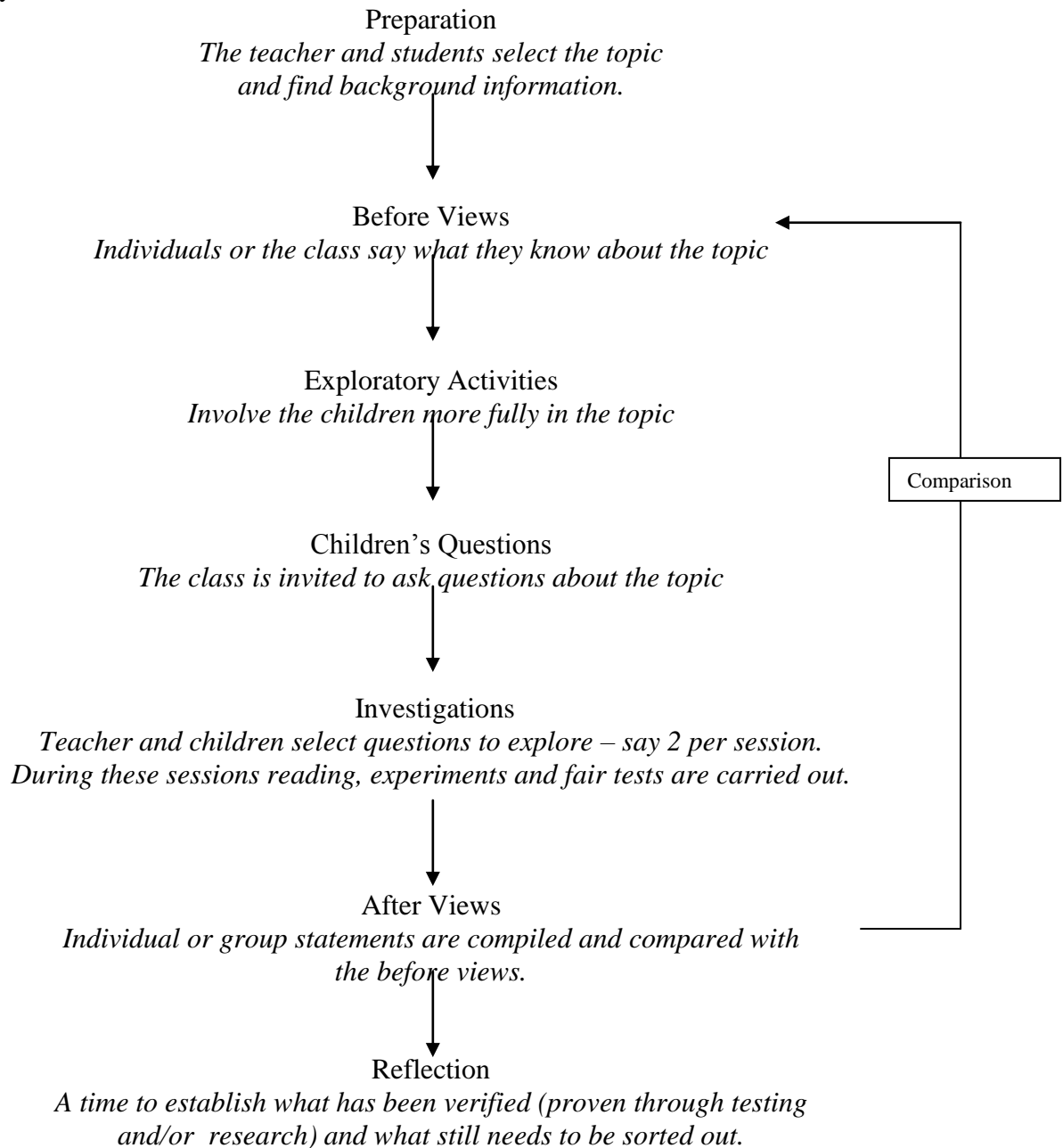
Publish and present findings in an appropriate form.  
Receive feedback.  
Assess the process and quality of findings.  
Create a follow-up action plan to show how the new knowledge could be used:  
Ideally – SOCIAL ACTION



## Stand-Alone Science Teaching

There will be a strong emphasis on hands-on science involving experimentation, fair testing, making and using models and observation of phenomena in situ.

The *Learning in Science Project* provides some valuable insights into preferred teaching methodology.



## Planning Programmes:

### **Long-term planning:**

Long-term unit plans will be provided by a curriculum planning team or nominated person. The specified learning outcomes, the assessment task and the assessment rubric must be taught to and completed. Also included in the planning is a variety of activities and suggestions to help teachers develop their own weekly programme to suit the needs of their students.

**Weekly planning:**

The classroom teacher must manage the time assigned to the units of work and record before each week starts, which blocks will be set aside for the units and what will be taught during those blocks.

**Curriculum Adaptation:**

**ELL** – Working with an English speaking ‘buddy’ will help these students access the learning. Social Studies and Science topics are a good opportunity to help these students increase the vocabulary in specific contexts.

**Special needs** – Depending on the need, these students will need to have buddy or teacher support. A simplified, teacher-led inquiry or investigation is often the best way to help these students get the best from the topic.

**At risk students** – students without the necessary literacy levels to access the learning material need to be scaffolded so that they don’t miss out on the chance to learn social studies or science concepts. Encouraging observation and oral skills will help them and the provision of someone else to record will allow them the chance to participate more fully in the thinking.

**Extension students** – Inquiry learning provides an excellent opportunity for open-ended investigations which encourage students to extend themselves deeper into a topic. The teacher needs to be able to direct them towards resources that will extend their thinking.

**Assessment:****Purpose:**

There are a range of purposes for assessing in Social Studies and Science, including: to understand the depth and accuracy of students’ existing views on a topic; to help students identify their own areas of need; to measure progress in understanding; to report to parents and for school review and development. The different purposes demand different assessment types.

**Diagnostic & summative assessment:**

Diagnostic testing can take the form of

- anecdotal notes made by the teacher from student brainstorming and discussion
- a task or pen and paper test

Summative assessment can take the form of

- the presentation of the understandings gained at the end of an Inquiry Unit
- a task
- a pen and paper test
- individual and/or group conference

**Formative assessment:**

The teacher needs to be in touch with the students throughout the learning process. This will involve:

- sharing and making explicit the learning intentions
- involving students in defining success criteria
- helping students set goals and targets and discussing with them their progress towards them
- conferencing with students and questioning them about their views on their progress
- providing a constant flow of feedback through prompts, questions, and other scaffolds

- monitoring the actual progress and output – to ‘catch’ students before they get stuck in a rut or go down an unhelpful track

#### Curriculum summary sheets –

All class based assessments are summarised on curriculum summary sheets and sent home to parents at the end of terms 2 and 4. Assessments are marked on a continuum depicting curriculum levels 1 to 5 and an effort level is also given.

#### Portfolios –

An example of work for each taught topic (for example evidence of a fair test, printout of a slideshow presentation etc) and accompanying rubric is to be put into a portfolio of student’s work (a clear file with 40 pockets). Portfolios go home to parents at the end of terms 2, 3 and 4.

#### Rubrics –

In Inquiry Learning, a rubric that shows progression in both process and content is used.

#### **Resources:**

Each topic in Social Studies or Science is resourced for that term. This may include equipment for Science fair tests or experimentation, helpful texts, web resources, visiting speakers, etc. The planning includes graphic organisers and planning sheets for students to use.

#### **Achievement Expectations:**

We expect the majority of Year 7 Kowhai students to be achieving at level 3p to 4p, and Year 8 students at level 4b to 4a, in Science and Social Studies.

#### **Assessment and Reporting**

We assess to

- monitor student progress and achievement for the purposes of further learning.
- develop quality and consistency in teaching and learning programmes by providing information for planning, evaluation and review.
- identify individual students or groups of students with specific learning needs and to cater accordingly.
- provide useful and objective information for parents/caregivers on the student’s progress, achievements and next steps in that development.
- 

Formative assessment is the most important form, as it provides feedback and feed forward as close to the learning moment as possible.

## Second Language Learning at Kowhai

### **Rationale**

Our students need to develop understandings of and interactions with people groups and world views other than their own. Learning another language and exploring other peoples' cultures is an effective means of doing this. As well as broadening our students' horizons, learning an additional language will develop their capacity to learn further languages and strengthen their competence in their own language.

At Kowhai second Language-learning opportunities are offered in the following languages:

- Maori – because it is an official language of NZ and we have a significant proportion of Maori students who enrol at our school.
- Samoan – because it is a widely used language in NZ and provides a connection with the Pasifika cultures which are also widely represented in our school.
- French – because it is spoken both in the Pacific and globally. It is also a language offered in the high schools we contribute to, so students may continue to develop their competency.
- NZ Sign – because it is the third official language of New Zealand and it provides students with an introduction to a non-verbal language code.

**Maori** is offered via three immersion/bilingual class in Pounamu, our Maori unit. This is a fulltime programme, following the Maori curriculum. (There is a small Maori component in all mainstreamed classes).

**Samoan** is offered in a small bilingual withdrawal class. Students are withdrawn from their mainstream classes for a minimum of four hours per week for Samoan literacy.

**French** is offered as a 'beginners course' option in our Talent Development programme. This amounts to a 10 hour introduction to French language and culture.

**NZ Sign** is offered as a 'beginners course' option in our Talent Development programme. This amounts to a 10 hour introduction to NZ Sign language.

Those languages offered in the Talent Development programme are delivered as follows:

Term 2: Stage 1 Introduction to French option (10 hour course)

Stage 1 Introduction to NZ Sign option (10 hour course)

Term 3: Stage 1 Introduction to French option (10 hour course) – repeat of Term 2 course

Stage 2 Introduction to French option (10 hour course) – for students who completed the Term 2 course.

Stage 1 Introduction to NZ Sign option (10 hour course) – repeat of Term 2 course

Stage 2 Introduction to NZ Sign option (10 hour course) – for students who completed the Term 2 course.

Other beginner courses in second-languages may be added to the Talent Development, depending on teacher capability. (We have been able to offer introductions to German, Spanish and Chinese in recent years.)

Note:

We are seeking a relationship with the Mt Albert Grammar School French department, with a view to inviting their senior students to participate in the delivery of our French Talent Development classes.

# **TECHNOLOGY SCHEME**

**DRAFT**

**This document is intended for use in conjunction with the NZ Technology Curriculum Statement.**

*Technology is a creative, purposeful activity aimed at meeting needs and opportunities through the development of products, systems and environments. Knowledge skills and resources are combined to help solve practical problems. Technological practice takes place within and is influenced by social contexts.*

## **PHILOSOPHY**

Kowhai Intermediate School's Technology program is intended to develop our students' technological know-how. We want them to solve technological problems and grasp technological opportunities with confidence.

## **1. COVERAGE**

### Policy Statement

Students will experience a balanced program consistent with the NZ Technology Curriculum document.

### Implementation

- 1.1 Curriculum overviews will be planned and reviewed biannually. The overviews will be prepared by the Technology team in consultation with the staff.
- 1.2 Our students will experience the six technological areas, covered over two years
- 1.3 The overviews indicate the areas to be covered, the achievement objectives to be formally assessed and contexts for study. Appendix 1 offers a chart of suggested context topics.
- 1.4.1 Technology will be taught as a subject in its own right, but it will be integrated with the other essential learning areas where possible (e.g Science, Social Studies, Arts, and Health and Physical Education) and involve the use of language and mathematical skills.
- 1.5 The delivery of Technology will conform to the Kowhai Curriculum Balance statement.

## **2. PLANNING PROGRAMS**

### Policy Statement

Programs will be planned and taught which are consistent with the NZ Technology Curriculum statement.

## Implementation

### Planning:

2.1 Within the Technology team and in whanau, teachers are encouraged to share ideas and plan together. Planning involves:

- ◆ Establishing the technological areas and contexts from the overviews
- ◆ Reviewing students' past achievements
- ◆ Identifying the needed teaching
- ◆ Discussing contexts
- ◆ Listing possible learning experiences
- ◆ Researching available resources
- ◆ Matching the learning experiences to the achievement objectives
- ◆ Deciding which objectives are to be assessed and ensure that data can be collected to carry out assessment
- ◆ Producing a unit plan. (Planning formats in the appendix).
- ◆ Teachers referring to the *Safety and Technology Education Guidance Manual* to ensure that all safety issues have been managed before commencing the unit
- ◆ Preparing a Portfolio annotation sheet if one is required
- ◆ Evaluating the unit at its conclusion

### Delivery:

2.2 Programs delivered should allow students to:

- ◆ Investigate, use and understand various technologies, especially those in settings which they are familiar with
- ◆ Develop a growing knowledge of the principles and processes of technology
- ◆ Identify and explore needs and opportunities that involve technological solutions
- ◆ Design, evaluate and improve technological solutions
- ◆ Select the right tool and materials for the job
- ◆ Use equipment safely and with growing skill
- ◆ Work to agreed specifications and quality standards
- ◆ Notice the connection between technology and society (past, present and future)
- ◆ Develop confidence in using and contributing to technologies
- ◆ Work individually and in groups

2.3 Barriers to learning in Technology should be identified and removed where possible.

- ◆ Programs should be set in relevant contexts so students can make connections between the technology and their own experiences
- ◆ Programs should be planned so that students with disabilities or special needs can participate as fully and safely as possible
- ◆ Care should be taken to ensure that both genders have equal opportunities to participate successfully and to receive instruction and feedback
- ◆ Technological activities based on Maori developments and applications, and opportunities to use te reo should be included in the program
- ◆ New speakers of English should receive language support that will enable them to participate in Technology programs
- ◆ Students should have opportunity to work at the level appropriate to them so that support or extension are available in each unit

## **3. ASSESSMENT, REPORTING AND EVALUATION**

### Policy Statement

The main aim of assessment in Technology will be the improvement of students' learning. The main aim of evaluation in Technology will be the improvement of teaching programs. Students and parents will receive reliable feedback on individual progress.

- 3.1 *As far as possible, assessment should be embedded in the learning programs.*
- 3.2 *Whole tasks or outcomes should be assessed rather than individual details.*
- 3.3 *It is not desirable to assess all achievement objectives in every unit of work.*
- 3.4 Assessment must take into account the diversity of solutions possible when doing Technology.
- 3.5 *Both processes and outcomes should be assessed.*
- 3.6 Annotated samples may be collected in individual Technology folders to show progress over time.
- 3.7 Peer assessment and self-evaluation will play an important part in a balanced assessment program, especially when assessing group projects.
- 3.8 Teachers will keep records of students' achievements from which summary information can be reported to parents and others.
- 3.9 Annotated samples or assessment sheets will be prepared for the Portfolios to be discussed with parents at interviews.
- 3.10 Achievement levels will be indicated on the Individual Student Profile cards at the end of each unit of work. (See Appendix)
- 3.11 Technology work will be 'marked', that is, motivating feedback will be provided to students to encourage their progress.
- 3.12 Students' work will be acknowledged in as many ways as possible (e.g. through displays of work and such events as a *Technology Fair*).
- 3.13 Progress in technology will be evidenced by increasing range and complexity of ideas being used in their work (see p26,27 of Technology Curriculum statement).
- 3.14 Information about student achievement will be collated and reported to the Board of Trustees when requested.

## **4. RESOURCES**

### Policy Statement

Technology programs will be supported by the provision of appropriate resources.

### **Implementation**

- 4.1 *Local expertise, environment and community should become Technology resources.*
- 4.2 Specialists responsible for particular technological areas will be budget-holders for those areas, responsible for resourcing them.
- 4.3 Classroom teaching of technology will be resourced through a Classroom Technology Budget held by the leader of the Technology team.
- 4.3 Expendable resources should be purchased for particular units of work, rather than held store.
- 4.4 ***Maintenance and organisation of tools and equipment will be the responsibility of the specialist in charge of that particular area.***

- 4.5 ***Resources held by specialists are available for classroom based technology programmes as long as this does not interfere with a current specialist programme.***
- 4.6 ***LEGO is maintained and organised by the Science curriculum leader and is available for classroom use.***
- 4.7 A resource area for Technology will be established in the Soft Materials Room for any general Technology resources, teaching manuals and professional development texts.
- 4.8 In October each year, a budgets for the following year will be proposed.
- 4.9 When appropriate, links with industry and other technology users and producers will be sought.
- 4.10 Teachers will be encouraged to upskill in Technology through personal professional development and through specific development programs for the whole staff as needs are identified for this.
- 4.11 Staff are encouraged to build on the skills they already possess in Technology.

**Arts scheme to be developed**

# Programme for consulting with and reporting to parents

The aim of our reporting is to encourage learning.

## **Rationale:**

The Board has identified engagement with parents as a major strategic focus for the school. The benefits of transparency and interaction between home and school are well-known and supported by research<sup>2</sup>. The aims of this parent-school dialogue are:

- to ensure that teachers have as full a profile of their students as possible
- to have this information as early as possible
- to ensure that goals for learning are understood and shared between parents, students and their teachers
- to ensure that the excellent quality of teaching at the school is well understood by parents
- to ensure that there is agreement between the three parties on learning and behaviour expectations
- to give Kowhai a point of difference from other schools drawing students from our zone (namely, that Kowhai listens to and engages with parents in the education of their children)

## **Programme:**

### Term 1 Week 1

Parents receive a 'Profile of My Child' form to fill out in readiness for 3 Way interviews in weeks 2 and 3.

### Week 2

School finishes at 1.30pm on Wed and Thurs to allow for interview times between 1.30pm and 5.45pm.

Purpose of interviews:

To understand the child better and to work in partnership with parents to make his/her schooling as effective as possible.

Student, teacher and parent meet to discuss the profile, fill out a goal-setting document and sign a behaviour agreement

### End of Term 1

Life Keys self-report goes home (a revamp of current self-report)

### Beginning Term 2

Formal testing data e.g. STAR, PAT, Asttle goes home to parents indicating whether the results are below, at or above expectation.

Week 2: Parent interviews to discuss self-report, assessment data and establish goals for Term 2.

### End Term 2

Portfolio and Achievement Summary Report goes home

- includes student reflection on Key competencies
- includes a parent feedback sheet about things the parent is proud of and suggestions as to which key competencies the child needs to focus on for Term 3.

### End of Term 3

Portfolio goes home

- includes student reflection on their key competencies goal and a brief teacher comment
- includes a parent feedback sheet about things the parent is proud of and suggestions as to which key competencies the child needs to focus on for Term 3.

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<sup>2</sup> e.g. Best Evidence Synthesis: Quality Teaching for Diverse Students in Schooling p32: *Quality Teaching effects are maximised when supported by effective school-home partnership practises focused on student learning. School-home partnerships that have shown the most positive impacts on student outcomes have student learning as the focus.*)

## End of Term 4

Portfolio and Achievement Summary Report goes home

- includes student reflection on Key competencies
- includes summary of formal assessment data indicating whether below, at or above expectation.

## **Open Door Reporting**

Open Door Reporting means that we are ready to talk about a child's progress whenever parents are. Parents are encouraged to arrange a meeting with their child's teacher at any time during the school year to review progress or discuss issues as they arise. We do ask that you seek an appointment. Contact can be made by phoning the school office to leave a message or by emailing the teacher - using teacher's full name as one word e.g. [johnsmith@kowhai.school.nz](mailto:johnsmith@kowhai.school.nz). Parents are encouraged to contact their child's teacher by email or phone at any time, or to set up meetings as needed.

## **Portfolios**

These show student achievement and development over time, through an assessed collection of work. NZ curriculum levels are used as benchmarks. The portfolios aim to show assessment of student performance or production embedded in the learning. They provide a medium for self and peer evaluation and for goal-setting.

# Gifted and Talented

## Kowhai GT Definition

At Kowhai Intermediate School, Gifted and Talented students are those who show talents or the potential for highest performance and/or originality when compared with others of their age, experience, culture and environment. Such ability or potential may occur within one or a wide range of talent areas.

## Kowhai GT Vision

- Students who use their gifts and talents to develop their own potential and the potential of others.
- Programmes that promote student choice, flexibility, initiative and independence.
- Programmes supported by resources and technologies which will enhance students' learning.
- Teachers with vision who can encourage risk-taking in learners.
- In-class programmes that detect and stamp out boredom.
- Access to experts in their field who can extend and enrich student's skills and knowledge.
- Spaces which allow for a variety of ways of working.
- An environment rich with students' work.

## GT Curriculum Model

Our programmes will emphasise the THINKING - FEELING - APPLYING aspects from our GT Curriculum Model.

Programmes will aim to take students into higher order thinking, exploration of values and attitudes, and situations where they can explore new ideas, learn new skills and produce authentic outcomes.

## GT students will be identified through a synthesis of:

- › School records from contributing schools.
- › Kowhai assessment procedures (e.g. Asttle, PAT, STAR)
- › Teacher observation.
- › Parent recommendation.
- › Peer identification.
- › Self identification.

## In-class Differentiation

- › Class programmes will include differentiation for gifted and talented students in the areas of their gifting.
- › GT students can be involved in planning learning activities that will meet learning objectives.
- › These differentiations will reflect the Kowhai GT Curriculum Model.
- › Homework activities will be provided at the correct maintenance level for gifted and talented students.

## Talent Development

Modules may include such options as:

- › Philosophy
- › English
- › Mathematics
- › Future Problem Solving
- › Science
- › Second Languages (Samoan, Spanish,

French, Chinese, Samoan)

- › Latin/Classics
- › Dance
- › Visual Art
- › Technology
- › Kapahaka
- › Orchestra
- › Choir
- › Music Groups
- › Various sports

## Special Events

- › Otago Maths
- › Various competitions and interschool events
- › Australasian Schools Competitions
- › Science Fair
- › Sports Camp
- › School Production

## MAORI PERSPECTIVES

### We aim to:

- recognise and value te reo Maori me ona tikanga in the school. incorporate a Maori world view so it is a part of school life. Eg. karakia, greetings, powhiri
- ensure that topics dealing with the heritage of the Maori are included in the curriculum.
- provide opportunities for children to look at curriculum topics from a Maori perspective.
- recognise and promote learning styles that support Maori children.

### Practices

- The use of te reo Maori me ona tikanga will be valued in the school (e.g.an emphasis on the correct pronunciation of all Maori words.
- Curriculum areas, particularly Science and Social Studies, should include a Maori perspective.
- The provision of resources should reflect the importance of Maori within the school.
- Teaching styles reflect and enhance the group orientation and oral traditions of Maori children.
- Endeavour to use assessments that reflect cultural background of students.
- Teachers will be given opportunities to improve their confidence and knowledge in tikanga and te reo Maori.
- Staff understand the Treaty of Waitangi policy.

## Maori Medium Education

Kowhai Intermediate School recognises Maori as tangata whenua and the Treaty of Waitangi ensures that te reo and tikanga Maori is promoted and protected within and by the school. Therefore the school has a longstanding Maori Medium Education unit (Whanau Pounamu).

### Pounamu aims:

- To work for the survival of Te Reo and Tikanga Maori.
- To maintain an establishment of a partnership between the school community and the Maori community.
- To maintain commitment to the educational requirements of students by providing opportunities to learn te reo Maori and tikanga Maori.

### Practices

- Children in the unit and their whanau must have a commitment to te reo, tikanga and kaupapa Maori.
- Students from Maori medium education will be given priority for places in the unit.
- Members of the Unit's staff will manage the selection process for students to the Unit, in partnership with the Principal.
- Board of Trustees will channel all appropriate Ministry funding into Te Reo and Tikanga Maori.
- The staff and management team of the Unit, in consultation with the school will be involved with the financial management of the Maori Language Funding.
- Regular hui will be held to discuss issues pertaining to the overall running of the unit.
- The maximum number of students in any one class will not exceed 25 at any time.
- The school and whanau will provide environments and opportunities that are manifestations of kaupapa Maori both within the school and the wider community.
- To deliver all curriculum areas in te reo Maori me ona tikanga.
- To provide quality programmes and support which enable students to progress in their levels of te reo and their understanding of tikanga Maori.

## **.ESOL Procedures**

As a richly multicultural school we aim to ensure that every student of whatever background can learn successfully and happily here.

### **1. Reception of ESOL student**

People of all cultures and backgrounds will be welcomed and received with equal courtesy. Every effort will be made to ensure that communication is effective.

Translators will be used where necessary - initially using any students or staff with knowledge of the enrollee's language.

Assistance will be offered to fill out enrolment forms if required.

An ESOL reception form will be filled out that gathers parent/caregiver perceptions of their child's language needs.

Previous records will be sought for students enrolling from a contributing school.

Identify new immigrants (note level of family or extended family support).

Identify refugee arrivals (note any trauma or disruption issues).

Establish residency status, details and dates, previous education and any other information provided by parents

### **2. Orientation and Placement**

ESOL students will be placed in mainstreamed classes where programmes will be developed to support their learning and social needs.

A sympathetic student will be assigned as a buddy to orient new students within the school.

Wherever possible ESOL students will be placed in classes with other students of their first language background.

During the school year, special meetings will be held with the families of various ethnic groups to hear their concerns and wishes for their children's schooling.

### **3. Assessment**

The classroom teacher will carry out an initial assessment of ESOL students placed in his/her class. This programme will include informal conversations (including discussions about interests), one-to-one reading and observations of learning behaviour (paying particular attention to listening and speaking skills). Assessment tools such as PAT will not be used for new speakers of English. Following initial assessment and discussion with a senior teacher, referral for further support will be made by the teacher to the Associate Principal. Students will also be assessed against the ESOL/AF form.

Assessment will be ongoing and will direct the subsequent learning of students.

### **4. ESOL Assistance**

- ELLP progressions for help with diagnosis and planning
- In-Class resources
- Rainbow Reading.
- Homework Club to support ESOL homework.
- ESOL withdrawal classes operating during Talent Development blocks.
- Teacher aide
- Teacher release
- Bi-Lingual support workers

### **5. Classroom organisation and programmes**

Depending on individual needs, new arrivals may require:

- Intensive orientation and opportunities to experience plenty of daily, spoken English
- support within their class with new vocabulary and concepts
- specific academic support

Appropriate buddies will be used for support.

Peer tutors will assist with reading practice.

Within the classroom programme teachers will need to :

- use a variety of teaching approaches, including visual reinforcement and repetition of key points
- provide good models of English usage and structure
- monitor individuals closely through small groups and individual conferencing
- select resources appropriate to the interests and level of the individual
- acquire, where possible bilingual dictionaries and some texts in the students' first language
- Make referrals to SENCO/ESOL coordinator (Associate Principal) as necessary.

## **6. Funding**

ESOL funds will be used for professional and para-professional support of language learning, for resources and/or language experiences.

## **7. First Language Maintenance**

Students will be encouraged to use their first language among their peers. Families will be encouraged to provide books and plenty of interaction in their first language. It is preferable for families to put their efforts into first language support while the school is focusing on English.

## **8. Reporting**

ESOL students' achievement will be reported on to parents in the same ways as the rest of the school. However, interpreters will be arranged wherever possible if there are communication difficulties.

## **Samoan Unit**

In response to a community request, Kowhai has established a Samoan bilingual class. This class of Year 7 & 8 students follow the annual school curriculum overview, but the programme is delivered in Samoan and English. There is a twin focus on both languages. The aim is to get as much crossover as possible which involves transferring back and forth between each language in order to root the learning in both language. This will involve specific teaching about such transfer including accommodating the cultural features (authenticity) that will help learning to be anchored. (E.g. writing and speaking persuasively: students are reminded of what they know from English learning and then draw out prior experiences of how arguments are formed in Samoan culture – then compare features.)

## **SPECIAL NEEDS - Practice and Procedures**

It is the right of every one of our students to have an education commensurate with their abilities.

- Kowhai places special needs students in mainstreamed classes.
- There is a learning support class which special needs students visit for the educational support.
- Programmes focus on individual needs and Individualised Education Plans will be prepared where students need targeted teaching.
- Students' families will be encouraged to become involved in making educational programmes effective for their children.
- Special education funds and resources will be used in transparent, efficient and effective ways.
- The language and culture of students will be used as an important context for their learning.
- Every effort will be made to ensure that the transition from intermediate school to high school is effective.
- ORRS funds and students funded this way will be managed according to the policies and practices of the Edendale Fundholder group of which Kowhai is a member.
- The school identification and referral flowchart will be followed.
- Students with special needs will be identified from contributing schools' data, GSE, other agencies, teacher observation and parental advice.
- The Special Needs Coordinator and school management will consult with parents regarding the best placement of special needs students.
- The NZ Curriculum will be adapted to students' individual special learning needs.
- IEPs will be reviewed twice annually and will follow the Kowhai model.
- Appropriate training will be provided for teachers and teacher aides who work with special needs students.
- A Special Needs Register is maintained so that information can be readily accessed.
- All special needs referrals must go to the SENCo.
- Outside agencies and support networks will be accessed in consultation with the SENCo.



## **EOTC**

### **Procedures - Education Outside The Classroom**

#### **Aims**

E.O.T.C. programmes of this school aim to:

- Develop student's personal confidence, level of independence and self-esteem.
- Enhance students learning through enjoyable, safe, first hand experiences in a range of environments.
- Assist students in their social development by placing them with others in unfamiliar situations.
- Help students develop an attitude of responsibility, particularly towards their own safety and that of others.
- Increase student's awareness of, and respect for the similarities and differences existing between cultures, groups and individuals.
- Increase awareness of, and concern for, the environment.

#### **Programme Guidelines:**

- Ensure that student safety is a priority in EOTC activities.
- No EOTC activity takes place without the completion of a trip permission form and the submission of RAMS which must be approved by Associate Principal or Principal.
- Initial approval will be sought 3 months prior for longer trips.
- Approval for day trips to be sought from the Principal at least one month prior to trip.
- Final approval for all Outdoor Education camps must be obtained at the Board of Trustees a minimum of 1 month before the commencement of the camp.
- (The Board of Trustees meeting is held on the fourth Monday of each month).
- All Outdoor Education camps must gain Board of Trustees final approval 2 months prior to commencement of the camp.
- In obtaining Board of Trustees approval groups should ensure that the standard school camp application form is completed in full.
- As part of the initial approval process trip leaders must consult Principal/Deputy Principal over major programme items and negotiate agreed ratios if necessary and R.A.M.S to be completed where required. Approval will only be given when completed R.A.M.S. have been viewed by Principal/Associate Principal.
- Ensure that all involved with EOTC activities learn and show respect for the environment.
- Ensure that programmes encourage sensitivity to needs and values of Maori and other cultures. Ensure programmes encourage sensitivity to equity issues (including gender, socioeconomic and special needs issues).
- Consult at all stages with care givers giving them at least two weeks notice of day trips and advising them of longer trips at least two months in advance and maintain appropriate contact during activities.
- Endeavour to ensure that no student misses out on an EOTC experience for financial reasons. Financial assistance may be applied for and will be assessed on a case by case basis
- Provide alternative learning situations for students unable to participate.
- Ensure that camping and outdoor pursuit's programmes include an element of fun, time for reflection, a focus on the opportunity to develop group skills, through various adventures, challenges and co-operative experiences.

- Ensure adequate training for all staff involved in EOTC prior to inclusion into any ETOC, including support for staff attending approved workshops, seminars, courses and training and assessment schemes.
- Upon completion of journey all relevant paper work is to be filed with Principal.
- Trip leader is to liaise with the Administration Officer to set up budget and establish financial requirements. A contingency fund must be included as a budget item.
- All receipts and financial details to be returned to Administration Officer by the Wednesday following the camp.
- A financial statement will be issued by Administration Officer at the end of the following month following camp.
- Any fundraising activities must be planned through Whanau leaders and must be equitable.

## The Classroom Environment as a Learning Tool

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The way that teachers plan the physical environment of their classrooms will make a difference in how students learn. You can only maximise the effectiveness within the constraints of size and construction.

Create a sense of pride in the room among your students – maximise their sense of responsibility for order, tidiness and respect.

### Safety

Ensure entrances are not blocked.

Get sharp or broken objects removed or repaired.

Get loose electrics etc. repaired.

Keep electrical cables organised.

Ensure there is no rotting food scraps.

Have student monitors wipe down surfaces occasionally (housekeeping!).

### Thermal

Consider how you will best plan your room for coolness in the summer (e.g. desks away from direct sunlight) or warmth in winter (e.g. allowing heaters sufficient airflow to heat whole room).

Get any drafts, drips or dampness fixed.

### Acoustics

Get humming neon tubes fixed.

Is the fish tank pump too noisy?

Ensure your whole-class teaching position is the best acoustically.

Keep desks off hard floor areas to minimise banging and scraping.

### Visual

Position your whole-class teaching positions away from backlight (windows).

Decide whether you need to have the lights on all day.

### Spatial

Take care not to over-equip your room with furniture.

Don't clutter the room with your stored resources – store them at home or let us find a place at school where they can be stored.

Strive for the most free floor space you can achieve to allow for flexible teaching styles.

Keep room dividers low so they do not obstruct sight lines.

### Aesthetics

Poor aesthetics encourage negative perceptions about students' work environments – be creative and seek to have an inviting, stimulating and well organised environment.

Tidiness and neatly arranged desks encourages a feeling of order and control (vs. chaos!).

### The Room as a Learning Tool – some suggestions

Refresh the walls regularly with posters and pictures relevant to content studies

Life Keys on display

Inquiry Learning Posters

Poster of the school objective: We Learn. No Exceptions.

Poster on setting SMART goals.

Objectives of content to be taught – advance organisers

Process charts – e.g. how to listen well

Students' work displayed attractively – a way to show that it is valued – and a way to challenge other students and spur them on.

Administration section (weekly timetable, monitor duties, etc).

Taskboards

Get students to set up displays. Keep refreshing these regularly.

Rules – expectations.

Personal connections – student pictures – and pictures of you doing things in your life.

## Homework

Homework is aimed at

1. encouraging sound work habits and
2. practising concepts already taught in class.

Homework supports the current teaching programme in the class and is usually set for Monday to Thursday and should involve at least 30 minutes work each evening, plus some recreational reading. It is acknowledged that some students will work longer to complete their homework in one or two evenings. Most students will still require some parental encouragement to manage homework time, but it is intended that students can complete the work independently. Homework is prepared for school-wide use. It is available to students in four levels:

- For students who are just beginning their acquisition of English
- Level 2** For students operating 2-3 years below expected levels
- Level 3** For Year 7 students achieving at average levels and for Year 8 students achieving just below expected levels
- Level 4 +** For Year 7 students achieving at above expected levels and Year 8 students achieving at average levels, with an extension component for those needing extension.
1. The sheets will be prepared in two broad areas: literacy (including topic areas) and numeracy (Maths practice), as some students could be Level 2 in literacy and Level 3 in Maths.
  2. Students will be informed of their levels so they can be sure they have the correct homework.
  3. Homework is usually distributed on Mondays and marked on Fridays.
  4. Students needing extra help are encouraged to go to the homework club on Wednesdays.
  5. On Friday, at a time suited to the whanau, teachers mark homework with the students. Students assign their work an *effort* mark
  6. The marked homework is collected by the classroom teacher for signing off and commenting on the result and the effort mark the student assigned him or herself.
  7. The classroom teacher keeps a record of completion and attainment.
  8. Homework achievement awards may be presented and sent home at the mid term and end of term.

Note:

- Spelling lists are treated separately from the homework scheme and managed by individual classroom teacher in a way that will best support vocabulary building for each student.

## National Standards

At Kowhai, we have identified current practice that matches the intent of the National Standards:

- › *Using a mix of formal assessment tools that compare student progress with others of their age across New Zealand, along with a large measure of teacher observation, insight and judgment to work out where students are at in their learning so they can progress to the next step.*
- › *Having benchmarks at the NZ Curriculum levels (now called Standards) which indicate the expected levels of achievement for our students at their particular age.*
- › *Sharing honest assessment information with students and their parents so that they know where their child lies in relation to that expected band of achievement.*
- › *Using assessment information (the mix of ‘tests’ and teacher judgment) to help students understand where they have got to and what are the next steps for their learning in each area.*
- › *Having students set goals for their learning and getting them to talk regularly with their teachers about their progress towards those goals.*
- › *Using positive encouragement and motivation of students by recognizing their progress as the big thing – because not everyone moves through learning at the same rate all the time.*
- › *Keeping parents fully informed of their child’s current attainment levels and progress and explaining what that means.*
- › *Providing targeted help for students who fall well below expectation and challenging learning for those who have exceeded it.*

The considered view of the Board and Principal at Kowhai is that we will comply with the laws around National Standards. We are confident that we can implement National Standards at Kowhai in a way that satisfies the Ministry of Education, while remaining totally true to our convictions about what helps students learn best. We will not be deflected into unrealistic notions that National Standards are going magically improve student achievement, or the equally unrealistic position that they will ruin students’ opportunities for rich learning across the curriculum. We can cope with National Standards. They are by no means perfect and will no doubt undergo significant adjustment in the years ahead.

Our intention is to continue using a mix of assessment tools along with teacher observation, insight and learning conversations with children, to work out the next steps in their learning. We have always used benchmarks which indicate the expected levels of achievement for our students at their particular age. We will continue to share honest assessment information with students and their parents so that they know where they sit in relation to the expected band of learning for someone of their age. Our students will continue to set goals for their learning and talk regularly with their teacher about progress towards those goals. Our teachers will use positive encouragement and motivation of students by emphasising progress as their main aim. They will keep parents informed of their child’s current progress and attainment levels, explaining what it means in plain language. We will continue to provide targeted help for students who achieve below expectation and challenging learning for those who have exceeded those expectations.

Here is a sample of the material to assist teachers follow a consistent path in making overall teacher judgements about students’ status against National Standards:

## Year 8 Students' Reading : OTJ Worksheet

**PURPOSE:** To guide the forming of an overall teacher judgement (OTJ) when deciding where each student sits against the National Standard and the New Zealand Curriculum levels.

Instructions:

1. Record a mark in the appropriate column for each formal assessment.
2. Record the 'best fit' level based on the evidence of in-class work, group work, book work and learning conversations.
3. Make your overall judgement as the level of achievement

Well Below Standard	Just Below Standard	At Standard	Above Standard
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<b>Reading</b>		Level 2			Level 3			Level 4			Level 5			
Measure	<L2	B	P	A	B	P	A	B	P	A	B	P	A	>L5
<b>STAR (reading comp)</b>														
<b>Asttle (reading comp)</b>														
<b>Other</b>														
<b>Levels according to Teacher Observations and Learning Conversations with students.</b>	Attitude													
	Locating texts for a purpose													
	Using texts for a purpose													
	Vocabulary knowledge													
	Describes Comprehension strategies													
	Regular & sustained reading													
<b>Overall Judgement:</b>														
Notes:														

Sample of reporting student progress to parents against National Standards:

[ ] Room [ ]  
**Progress towards the Ministry of Education  
Y8 NATIONAL STANDARDS**

**Explanation:**

The Ministry of Education has decided on some standards in reading, writing and mathematics which may predict students' ability to succeed at the upper levels of high school. These standards specify which NZ Curriculum level students ought to be working at by the end of each school year. The majority of New Zealand intermediate school students achieve successfully in levels 3 and 4, while a few are still progressing through level 2 and others have already exceeded the National Standard.

At Kowhai we describe students' progress through three stages of each NZ Curriculum level. For example:

- 4B means 'Beginning to achieve at level 4'.
- 4P means 'Progressing towards level 4'.
- 4A means 'Achieving consistently at level 4'.

**The National Standard for Reading & Writing is that by the END of Year 8 most students will be meet the demands of the NZ Curriculum at Level 4 (i.e.4A)**

Your child's teacher, using a mix of professional judgment and testing, believes that your child is reading and writing successfully at:

Reading Level [ ] which is  
already meeting the standard.  
just below the standard.  
progressing toward the standard.

Writing Level [ ] which is  
already meeting the standard.  
just below the standard.  
progressing toward the standard.

**The National Standard for Mathematics is that by the END of Year 8 most students will be achieving at Level 4 in the mathematics and statistics learning area of the NZ Curriculum (i.e 4A)**

Your child's teacher, using a mix of professional judgment and testing, believes that your child is doing maths successfully at:

Level [ ] which is  
already meeting the standard.  
just below the standard.  
progressing toward the standard.

