

2011 Curriculum Plan

This is Russley School's Curriculum and has been developed from ongoing review and consultation. Each teacher/team is expected to interpret and adapt this plan to meet the needs and interests of their students and to be able to demonstrate how their interpretation is consistent with it.



PRINCIPLES

Underpinning the Russley curriculum design and practice

This curriculum covers both planning and practice. Its strength and quality depends on commitment to ongoing professional learning and development.

- 1. The Russley curriculum is driven by the learner's needs**
Planning begins with clarifying where students are at. Teachers have a clear idea of the intended progressions the children will make.
- 2. The Russley curriculum is driven by high expectations**
This requires planning, teaching and learning experiences that extend, challenge and motivate students to achieve their personal best.
- 3. The Russley curriculum is consistent with the New Zealand Curriculum**
Our curriculum reflects the intentions and directions of the *New Zealand Curriculum*.
- 4. The Russley curriculum connects key dimensions of learning**
Planning, teaching and learning experiences connect Foundation Learning (Literacy and Numeracy) with Rich Learning (Values, Key Competencies and Learning Areas).
- 5. The Russley curriculum describes the big ideas and themes.**
What is planned at the big ideas and themes level is the basis for teaching, learning and assessment. Goals are overarching yet give scope for choice and flexibility at both syndicate and classroom levels. They reflect our overall Learning Area statements rather than narrow achievement objectives.
- 6. The Russley curriculum Progressions of Learning**
Progressions of learning, which provide the basis for assessing and reporting student achievement, are based on the Literacy Learning progressions, National Standards for Reading, Writing and Mathematics and our school's Learning Area statements. Students are active participants and work with teachers to gauge their achievement, progress and next learning.
- 7. The Russley curriculum seeks high level student engagement**
High level student engagement and motivation is achieved through approaches that actively involve students in decisions about their learning inquiry and activities.
- 8. The Russley curriculum has a clear planning structure and cycle**
The planning structure and cycle make connections from school-wide "big picture" goals through to syndicate and classroom programme plans. They involve interconnected processes of planning-teaching-assessing-reviewing.
- 9. The Russley curriculum review**
Ongoing review allows analysis of the curriculum as it impacts on teaching and learning and informs future direction and development.

Curriculum Principles

As required the school's curriculum design and action is underpinned by and consistent with the NZC principles on page 9.

<p style="text-align: center;">NZC</p> <p style="text-align: center;">Curriculum practice throughout our school is underpinned by and consistent with the NZC principles.</p>	<p style="text-align: center;">Russley School</p> <p>Evidence that the Russley curriculum is underpinned by the NZC principles is seen through the following actions.</p>
<p>HIGH EXPECTATIONS The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</p> <p>LEARNING TO LEARN The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p> <p>TREATY OF WAITANGI The curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo me tikanga Maori.</p> <p>CUTURAL DIVERSITY The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.</p> <p>INCLUSION The curriculum is non-sexist, and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.</p> <p>COHERENCE The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p> <p>FUTURE FOCUS The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p> <p>COMMUNITY ENGAGEMENT The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.</p>	<p>High Expectations</p> <ul style="list-style-type: none"> • High Expectations are clearly communicated • Students are motivated to achieve personal best <p>Learning to Learn</p> <ul style="list-style-type: none"> • Students, through reflection, can explain the steps used in their learning, and make positive changes to their learning • Students are guided through feedback to understand where they are at, and how best to move forward. <p>Treaty of Waitangi</p> <ul style="list-style-type: none"> • Learning experiences that are inclusive of te reo me tikanga Maori across all curriculum areas build understandings about the bicultural nature of Aotearoa/New Zealand <p>Cultural Diversity & Inclusion</p> <ul style="list-style-type: none"> • School and classroom practices show knowledge and respect of students' cultural backgrounds (language, beliefs, traditions) as well as their individual needs abilities, talents and interests. <p>Coherence</p> <ul style="list-style-type: none"> • Programmes are planned and experienced in ways that make natural connections across and within values, key competencies, learning areas, knowledge and organisational structures such as syndicates and educational settings. <p>Future Focus</p> <ul style="list-style-type: none"> • Where relevant, learning programmes and experiences encourage students to look to the future and to consider relevant issues. <p>Community Engagement Purposeful experiences connect with students' lives outside of school, and where relevant seek to involve the support and interest of their families and community.</p>

Vision for Students' Learning

<p style="text-align: center;">NZC Vision for all of New Zealand's young people who participate in our school system.</p>	<p style="text-align: center;">Our School Vision of the qualities Russley students will develop as a result of our influence and example during their years of learning and living in our school and its community.</p>
<p>Confident</p> <ul style="list-style-type: none">• Positive in their own identify• Motivated and reliable• Resourceful• Resilient <p>Connected</p> <ul style="list-style-type: none">• Relate well with others• Use communication tools effectively• Connected to the land and environment <p>Actively involved</p> <ul style="list-style-type: none">• Participate in a range of life opportunities• Contributors to the well-being of New Zealand <p>Lifelong learners</p> <ul style="list-style-type: none">• Literate and numerate• Critical, creative thinkers• Seekers, users, creators and judges of knowledge• Informed decision makers <p style="text-align: center;"><i>The New Zealand Curriculum, 2007</i></p>	<p>Confident in Themselves</p> <ul style="list-style-type: none">• Strong sense of identity• Resilient• Committed to Russley values <p>Connected with others</p> <ul style="list-style-type: none">• Communicate and engage positively with others• Use Initiative• Care for the environment <p>Active Participants</p> <ul style="list-style-type: none">• Motivated to participate in all available opportunities• Active body and mind <p>Future Thinkers</p> <ul style="list-style-type: none">• Sound foundation skills• Have goals and dreams• Make and justify decisions• Have a desire to learn

Values We Share

The school values were developed after extensive consultation and reflect those on page 10 NZC. These values shape how we behave and interact at Russley School. Through ongoing reflection and review the school ensures they are encouraged, modelled and explored in all school practices and programmes.

<p style="text-align: center;">NZC Values we support as a national direction, through encouragement, modelling and exploration</p>	<p style="text-align: center;">Our School Values that are encouraged, lived and regularly reviewed by everyone in our school</p>
<p>Excellence</p> <ul style="list-style-type: none"> aiming high, persevering <p>Innovation, inquiry, curiosity</p> <ul style="list-style-type: none"> thinking critically, creatively, reflectively <p>Diversity</p> <ul style="list-style-type: none"> different cultures, languages, heritages <p>Equity</p> <ul style="list-style-type: none"> fairness and social justice <p>Community and participation</p> <ul style="list-style-type: none"> for the common good <p>Ecological sustainability</p> <ul style="list-style-type: none"> Care for the environment, etc. <p>Integrity</p> <ul style="list-style-type: none"> being honest, responsible, accountable, ethical <p style="text-align: center;"><i>The New Zealand Curriculum (2007)</i></p>	<p>EXCELLENCE Is about trying to do your best in everything you do. It includes aiming high, thinking creatively, critically, and reflectively. <i>This value links to excellence and innovation, inquiry and curiosity, NZC Values</i></p> <p>RESPECT Is about being considerate of and valuing others. It includes understanding others' opinions and ideas, and caring about what is around you. <i>This links to respect, and diversity, and ecological sustainability, NZC Values</i></p> <p>Loyalty and Self Control Is about doing something you have committed yourself to do, and following it through. It includes doing the job you are supposed to do, being sensible, and owning up. <i>This links to equity and community, and participation and ecological sustainability, NZC Values</i></p> <p>Cooperation and Fairness Is about caring for one another and putting yourself in the other person's shoes. It includes helping and supporting others, understanding how others feel, and considering how you need to respond to others. <i>This links to diversity, and community and participation, NZC Values</i></p> <p>Honesty Is about making your "yes" be "yes, and your "no" be "no". It includes being honest and truthful, being sincere and sticking to what you believe and value. <i>This links to integrity, NZC Values.</i></p> <p>Environmental Is about caring for our environment and showing ways to recycle and to develop and maintain a healthy and sustainable environment. This links to the ecological sustainability and community and participation values, NZC Values</p>

Key Competencies

Students are supported to develop the key competencies on pages 12-13, NZC.

Competencies are integrated, holistic and complex. They include the knowledge, skills, attitudes and values needed for living, learning, working and contributing to the life of the community. Key competencies are needed by everyone across many life contexts, of which school is only one. Consideration is needed to explore the transfer of the competencies to other areas of students' lives.

<p style="text-align: center;">NZC Five Major Competencies students need to develop</p>	<p style="text-align: center;">Our School In our school we emphasise students' development of the following:</p>
<p>Thinking</p> <ul style="list-style-type: none"> Use creative, critical, metacognitive and reflective processes to make sense of information, ideas, experiences Actively seek, use and create knowledge Reflect on own learning, draw on personal knowledge and intuitions, ask questions, challenge the basis of assumption and perceptions <p>Using language, symbols and texts</p> <ul style="list-style-type: none"> Interpret and use words, number, images, movement, metaphor and technologies in a range of situations Recognise how choices of language and symbol affect people's understanding and ways in which they respond to communications Use ICT confidently to communicate and access information <p>Managing self</p> <ul style="list-style-type: none"> Self-motivation 'Can do' attitude Set personal goals, make plans, have high personal standards Be enterprising, resourceful, reliable, resilient Have strategies for meeting challenges Know when and how to follow someone's lead, or make own well-informed choices <p>Relating to others</p> <ul style="list-style-type: none"> Interact effectively with a diverse range of people in a variety of contexts Listen actively, recognise different points of view, negotiate and share ideas Open to new learning Take different roles in different situations Know when it is appropriate to compete, and when it is appropriate to co-operate <p>Participating and contributing</p> <ul style="list-style-type: none"> Participating actively in local, national, global communities Respond appropriately as a group member Make connections to others Create opportunities for including people in group activities 	<p>Learning Competencies (Thinking and Languages, Symbols and Texts)</p> <p>Thinking</p> <ul style="list-style-type: none"> Asking, investigating and acting on questions that involve critical, creative, lateral thinking Exploring, inquiring and problem solving Making and justifying decisions Reflecting on knowledge, ideas, values and behaviour. <p>Language, Symbols and Texts The school's objectives for ENGLISH and MATHEMATICS & STATISTICS are the basis for the development of this competency. Those objectives connect across all learning areas and activities including ICT.</p> <p>Personal & Social Competencies (Managing self, relating to others, participating and contributing)</p> <p>These competencies are linked to all learning areas and are reflected in planning and learning experiences. Students are encouraged to use the common language of the competencies as part of every day school life.</p> <p>Managing Self:</p> <ul style="list-style-type: none"> Having and working to goals Staying focused Seeking and acting on feedback Being organised, <p>Relating to Others:</p> <ul style="list-style-type: none"> Showing respect and courtesy Listening and communicating Being open minded and trusting Interacting well with people in different settings. <p>Participating and Contributing:</p> <ul style="list-style-type: none"> Active engagement in community activities Taking leadership and membership roles in various groups

Learning Areas

Learning for Knowledge and Skills

Students are provided with effectively taught programmes in the learning areas, pp18-23, NZC

NZC Essence and Strands	Our School Main Learning Area Goals for students across all levels of the school.
<p>English Students study, explore, and enjoy language and literature communicated orally, visually, or in writing.</p> <ul style="list-style-type: none"> • <i>Listening, reading and viewing</i> • <i>Speaking, writing and presenting</i> <p>Mathematics & Statistics Students explore relationships in quantities, space, and data.</p> <ul style="list-style-type: none"> • <i>Number and algebra</i> • <i>Geometry and measurement</i> • <i>Statistics</i> 	<p><u>English</u> The focus is on the use and enjoyment of the English language and literature, communicated orally, visually, or in writing for a range of purposes and audiences, and in a variety of ways.</p> <ol style="list-style-type: none"> 1. Communicate clearly and well in oral, visual and written form. 2. Express ideas and present information using conventions and formats suited to purpose. 3. Read, view and listen for purpose and for pleasure to broaden understandings and perspectives. 4. Use processes and strategies to gain meaning from what is seen, heard and read. 5. Use processes of proofing and editing to improve the quality of work. 6. Understand how ICT and media messages influence their thinking. <p><u>Mathematics & Statistics</u> The focus is on the exploration of the use of patterns and relationships in quantities, space and time and data. Students learn to estimate with reasonableness, calculate with accuracy, and recognise when results are accurate or doubtful.</p> <p>Number</p> <ol style="list-style-type: none"> 1. Recognise, interpret and use mathematical ideas and information in everyday situations. 2. Understand and use a variety of strategies to efficiently solve problems. 3. See and use patterns in numbers, shapes and measures. <p>Geometry and Measurement</p> <ol style="list-style-type: none"> 1. Use and recognise properties of shapes 2. Calculate and use appropriate units and instruments of measurement. <p>Statistics</p> <ol style="list-style-type: none"> 1. Investigate, collect, interpret and present data 2. Explore patterns and meanings in data

Science

Students learn to investigate, understand, and explain our natural, physical world and the wider universe.

- *The nature of science*
- *The living world (LW)*
- *The planet Earth and beyond(PEB)*
- *The physical world(PW)*
- *The material world(MW)*

Social Sciences

Students learn about how societies work and how people can participate as critical, active, informed and responsible citizens.

- *Identity, culture and organization*
- *Place and environment*
- *Continuity and challenge*
- *The economic world*

Technology

Students learn to use practical and other resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.

- *Technological practice*
- *Technological knowledge*
- *Nature of technology*

Science

The focus is on investigating, understanding, explaining our natural, physical world and the wider universe, generating and testing ideas; gathering evidence from observations; and investigations, and communicating findings, ideas and understandings.

1. Show an understanding of the diversity of life, processes and the impact that all forms of life have on each other with an emphasis on the biology of New Zealand. **(LW)**
2. Show an understanding of the interconnecting systems and process of the earth and solar system. Understand that these are interconnected. **(PEB)**
3. Show an understanding of the concept of energy and how it changes from one form to another and apply this understanding to everyday challenges. **(PW)**
4. Describe and group materials based on properties and recognise permanent and temporary changes in materials in everyday situations. **(MW)**

Social Sciences

The focus is on how communities and societies work, and how people can participate as informed, critical and responsible citizens.

1. Explore (at levels appropriate to their age) local, national and global issues to increase awareness of the impact of the past that helps shape the future.
2. Develop an awareness of the Treaty of Waitangi and learn about other cultures within and beyond New Zealand, past, present and future.
3. Understand relationships between people, economies, and environments.
4. Show an understanding of people's roles and responsibilities and their impact on society

Technology

The focus is on the use of practical approaches to develop products and systems to meet needs and explore opportunities.

1. Show how and why things work, their uses, limitations, suitability **(Technological practice)**
2. Make and evaluate plans, models, products and systems for particular purposes **(Technological Knowledge)**
3. Evaluate and critique the impact of technology on people and environments **(Nature of technology)**

The Arts

Students explore, refine, and communicate ideas as they create works and respond to the works of others.

- *Performing Arts – Dance, Drama and Music*
- *Visual arts*

Health & Physical Education

Students learn about their own well-being and that of others, in health-related and movement contexts.

- *Personal health and physical development*
- *Movement concepts and motor skills*
- *Relationships with other people*
- *Healthy communities and environments*

Learning Languages

Students develop the means to communicate with people from another culture and explore their own personal world.

- *Communication*
- *Language knowledge*
- *Cultural knowledge*

The Arts

The focus is on exploring artistic expression of self, community and culture, and expressing and interpreting ideas with creative, aesthetic, and performance frameworks.

1. Express self, culture and ideas and respond to the works of others.
2. Communicate, express, develop and interpret creative ideas and emotions through movement, image and sound.
3. Create music from natural, acoustic, and digital environments, explored through listening, performing and creating.
4. Represent and communicate their creative ideas using a variety of mediums and techniques.

Health & Physical Education

The focus is on knowing the meaning of personal, social and community well-being and engaging in activities that promote it.

1. Show an understanding of the importance of hauora in both a personal and wider social context. **(personal health and physical development)**
2. Use knowledge of hauora to participate and develop a range of motor movements **(movement concepts and motor skills)**
3. Show ability to build healthy relationships with other people and the need to be healthy. **(relationships with others)**
4. Show an understanding of how and why they need to be healthy and how our bodies work. **(healthy communities and environments)**

Learning Languages

The focus is on how communities and societies work, and how people can participate as informed, critical and responsible citizens.

1. Show an understanding of the interrelationships between languages and culture.
2. To apply knowledge of a language by using the correct structures and vocabulary to communicate at a level appropriate to their age and ability.

Quality Teaching

Draft 2010 related to the Professional Dimensions

At our school we have identified and decided on the following characteristics of quality teaching. These characteristics are reference points for regular teacher self and peer reflection and appraisal.

<p>Professional Knowledge</p>	<p>Teachers:</p> <ol style="list-style-type: none"> 1. Are dedicated, enthusiastic and passionate about their own learning and the learning of their students. 2. Challenge themselves, take responsibility for their professional learning and growth; use reflection, analysing and critical thinking skills to identify areas of weakness so as to improve their practice. 3. Plan, teach skills and develop knowledge in literacy and numeracy so students are literate life-long learners who can access knowledge across all learning areas. 4. Have knowledge of what they are teaching and why.
<p>Teaching techniques</p>	<ol style="list-style-type: none"> 1. Bridge the gap between theory and practice, utilizing people, places and contexts within the school and wider community. 2. Observe learning and use evidence of progress to inform planning of next steps. 3. Use a variety of teaching approaches including questioning and high-order thinking. 4. Provide opportunities for modelling and reflection. 5. Involve students in decision making, the setting of direction of learning, negotiate success criteria, promote independence and taking responsibility, self-evaluation and celebrate student achievements.
<p>Motivation of students</p>	<ol style="list-style-type: none"> 1. Are enthusiastic and passionate about the learning of their students. 2. Know their learners, accept and celebrate diversity and differences, link student's prior knowledge and interests to engage learners in relevant, memorable and meaningful context. 3. Provide a varied, stimulating and balanced curriculum sharing their learning experiences to meet the needs and interests of all students. 4. Make fun part of learning experiences.
<p>Classroom management</p>	<ol style="list-style-type: none"> 1. Develop a safe, structured learning environment for risk taking, filled with high expectations, optimism, respect for all students and have students as their 'prime focus' believing they can make a difference. 2. Are consistent, flexible, caring, nurturing, have positive relationships with students, model they are human and promote the Russley values.
<p>Communication</p>	<ol style="list-style-type: none"> 1. Are active listeners and effective communicators
<p>Support for and co-operate with colleagues</p>	<ol style="list-style-type: none"> 1. Accepts new ideas and are willing to change their own practice adjusting to changing circumstances so as to address student needs. 2. Are open-minded, adaptable, well organised, perceptive and realistic. 3. Work collaboratively with colleagues, management and mentors as a member of a learning community and contribute at a level appropriate to age and experience. 4. Can prioritise, manage themselves and energy levels whilst keeping a balanced life.

Assessment

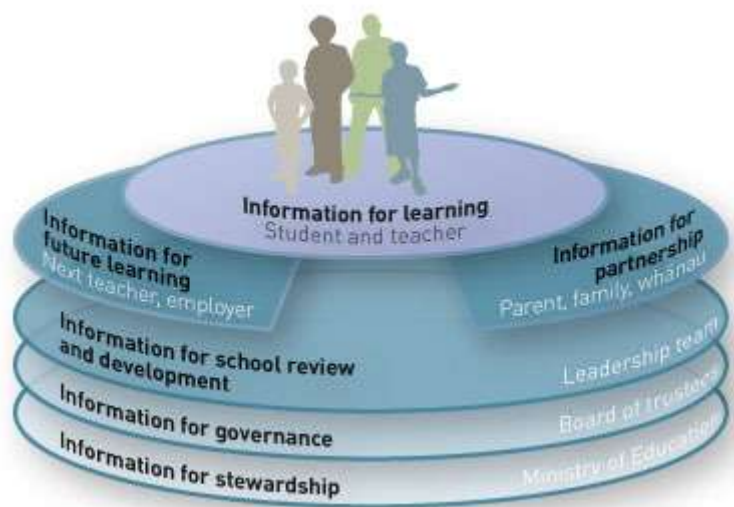
Assessment at our school serves two interrelated purposes: informing teaching and learning as it happens (Assessment for learning, AfL), and accumulating information for reporting to parents and the Board of Trustees (Assessment of learning, AoL).

Primary Purpose:

“... to improve students’ learning and teachers’ teaching as both student and teacher respond to the information that it provides” NZC, pg 39

“Assessment involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress. Much of this evidence is of the moment” NZC, pg 39

Russley School acknowledges the different groups of people involved in supporting students’ learning.



NZC, pg9

Principles, practices and the programme for assessment and reporting are described below. All judgments of student achievement and progress draws on multiple sources of information, critical analysis of that information, and informs dependable decisions about progress and achievement and future learning priorities. Teachers need to sufficient and comprehensive evidence to justify their assessment of student achievement.

Russley School practices are based on the characteristics of effective assessment

.e.g.

- benefits students
- involves students
- supports teaching and learning goals
- is planned and communicated
- is suited to the purpose
- is valid and fair

The Process of Inquiry

At Russley School the Kath Murdoch inquiry approach is our starting point. As with other approaches it involves the key stages outlined below and provides a process for learning that can be used across all curriculum areas. Inquiry learning can be one lesson, one day or take place over various time frames. Russley School has begun its journey with this approach and will develop and strengthen it over time. Other initiatives have impacted on the rate of development e.g. the introduction of National Standards. This will probably continue to impact in 2011 as teachers deepen their understanding of the standards and moderation processes.

See following page.

Inquiry Learning

- Is messy and recursive, a cycle rather than a linear process, that progresses through phases.
- Exemplifies connections between big ideas, major concepts and general principles for deeper understanding.
- Requires critical, creative and reflective thinking and questioning.
- Promotes the use of ICT tools to communicate, research, plan, document, present, report and process information.
- Provides a context for developing reading, writing, speaking and listening processes and skills.
- Requires students to collaboratively seek, use and create new knowledge in rich, real and relevant learning contexts.
- Allows for different learning styles, learning needs and student direction

Phase	Purpose	
Tuning In	<ul style="list-style-type: none"> ▪ Engage students and promote interest in the topic. ▪ Identify student prior understandings and misconceptions. ▪ Ask initial questions, make predictions and hypothesize. ▪ Refine initial planning and use information gained as baseline assessment data. 	<p style="text-align: center;"> Reflection <i>(ongoing and at conclusion of the unit)</i> </p> <ul style="list-style-type: none"> ▪ Revisit and evaluate learning intentions, student predictions, questions and prior learning. ▪ Establish an ongoing process to identify what has been achieved, what requires further attention and develop next steps for learning. ▪ Evaluate key competencies, process skills and action taken. ▪ Seek and provide feedback to others. ▪ Reflect on and develop future learning goals for inquiry.
Finding Out	<ul style="list-style-type: none"> ▪ Develop understanding through direct and shared experiences. ▪ Model and explicitly teach students how to investigate (research skills, interviews, observations, experiments, films, books, surveys etc). ▪ Challenge students' ideas, beliefs and values. 	
Sorting Out	<ul style="list-style-type: none"> ▪ Clarify, interpret, organise and analyse information gathered in the finding out phase. ▪ Process shared experiences and demonstrate the knowledge, skills and values learnt. ▪ Draw conclusions from questions and hypotheses. ▪ Make connections explicit and link learning to big ideas and concepts. ▪ Represent and present learning within different learning areas, using a range of tools, e.g. technology, literacy, music, ICT etc. 	
Going Further	<ul style="list-style-type: none"> ▪ Extend and broaden learning, identifying further questions or following unanswered questions. ▪ Provide opportunities for students to follow areas of personal interests, accounting for learning needs and styles, as collaborative groups or independently. ▪ Help students to set goals and develop action plans. 	
Drawing Conclusions	<ul style="list-style-type: none"> ▪ Revisit big ideas and concepts in relation to what they learnt. ▪ Synthesise and organise ideas, identifying gaps in information and areas to revisit. ▪ Identify the purpose and ways to apply learning. 	
Taking Action	<ul style="list-style-type: none"> ▪ Develop partnership links between home, school and the wider community. ▪ Demonstrate learning and make explicit connections to the big ideas or concepts taught. ▪ Integrate learning areas, using processes and tools relevant to the action being taken. 	

School Curriculum Review

This section explains the school's purposes and procedures for self-review. Above all, self-review is regular and draws on quality information to enable conclusions about successes, priorities for addressing students' learning needs, and any necessary revisions to this Curriculum Plan.

As part of the school's annual review process Curriculum leaders will review their learning area at the end of Term 3 and report against their goals and how these have contributed to the school's overall goals and improved student achievement. This review provides the Board of Trustees with information on each learning area. This information will inform any adaptations of the curriculum plan the leadership team needs to make.

In term 4 of each year the senior management team will review the Russley Curriculum and make adjustments according to feedback from curriculum teams in their annual review.

The English and Mathematics team leaders will provide an annual analysis of school wide reading, writing and mathematics achievement for the senior management team to review and adjust school practices and resources to address areas of need. This analysis will be reported to the Board of Trustees.

Once a term Syndicate leaders will provide analysis of student achievement data in reading, writing and mathematics to the leadership team. This data will be used to make necessary adjustments to teaching practice and allocation of resources.

Once a term teachers will discuss achievement data for the students in their class at a team meeting and develop strategies and adapt teaching practices to meet the needs of any students not making expected and appropriate progress.

Other curriculum areas will explore assessment tools for gathering data about student achievement that will inform the Board and leadership team's decisions about priorities and programmes needed to improve achievement.

Students and Parents will have the opportunity to give feedback about the Russley curriculum as part of the Board of Trustees review programme.

Russley School Self Review Processes 2011- 2015

This section explains the school's purposes and procedures for self-review which is linked the Government's priorities and Ministry of Education's goals for education.

Ministry of Education Statement of Intent 2010-2015

The Ministry of Education's Statement of Intent 2010 - 2015 identified the key elements of how schools will contribute to the delivery of the Government's priorities for education.

Every child achieves literacy and numeracy levels that enable their success

International research and assessment data show that over years New Zealand students, on average, achieve well in the areas of literacy and numeracy, and that our best students are among the best in the OECD. The main concern is that our education system continues to have significant disparity between the high and low performing groups and that a disproportionate number of Māori students and Pasifika students are in the low achieving groups.

Every young person has the skills and qualifications to contribute to their and New Zealand's future

A secondary school level qualification is deemed essential for young people to gain employment or further higher-level education. In 2008, 29 per cent of school leavers (15,837 young people) left school without achieving NCEA Level 2. Māori and Pasifika students were over represented in this group.

Background to Self Review at Russley School

Russley School has had a schedule for reviewing its policies at Board level for some time. In 2008 management introduced a wider self review process that reviewed all aspects of the school's programmes and linked goals for improvements in student achievement. Since 2008 all programmes and processes have been reviewed, the curriculum has been updated to meet the requirements of the NZC 2007 and our reporting and assessment processes aligned to the NZC as well as the revised NAG 2, NAG 2a 2009, and National Standards 2010. In addition the school has considered ERO's model of school self review.

In 2010 Professional development in self review processes was facilitated for senior staff by an external UC facilitator using the Ministry of Education's National Standards Review Tools. We continue to review and refine our self review processes so they provide sufficiently robust information to assure the Board that our teaching programmes and school practices reflect our curriculum and school priorities and improve student achievement.

Type of Reviews

- Strategic self review – In depth longer term reviews on important issues that affect the whole school and or community.
- Vision and higher level goals through school wide analysis.
- Regular self review – Business as usual i.e. data that is regularly gathered
- Emergent self review – Spontaneous reviews to an unplanned event that needs to be addressed promptly (highlighted in red after the event below)

Russley School Self Review focuses on what we consider is most important by:

- Identifying which of ERO's six dimensions of good practice is the focus of the review
- Answering the questions: Where are we now? What helped us get there? What do our findings show we need to do next?
- Using the MOE Self review tools as reference points where appropriate to determine *where we are now?*
- Using Inquiry Questions: refer to the MOE review tools and ERO *Evaluation Indicators for School Reviews Draft 2010* pages 17 – 56
- Identifying the audience of this review and how the information will be used towards school improvement.

School Self review reports will contain the following:

- Analysis of where we are now e.g. main outcomes and trends indicated by the data
- The information used to support any analysis and explain trends
- The decisions/recommendations for future directions/actions
- An executive summary of main points for the Board.

Possible Tools for collecting evidence for Reviews:

- Analysis of multi sourced norm referenced or criterion referenced data in relation to national standards
- Analysis of multi sourced norm referenced or criterion referenced data in relation to Curriculum levels
- Ariki presentation summaries
- PLG summaries
- Literature search
- Learning walks
- Student exemplars
- Student presentations
- Interviews
- Observations
- Inquiry based research questions
- Evidence from other reviews

Process

As part of the school's annual review process leaders will review their learning area of responsibility by the end of Term 3 and report against their goals, identifying how these have contributed to the Board's overall goals and improved student achievement. The Board of Trustees then uses this information for future planning, resource selection, teaching approaches, professional development or anything that will support ongoing student achievement and school improvement. The Board carries out its own self review of policies according to its triennial schedule.

Russley Curriculum

In term 4 of each year the senior management team reviews the Russley Curriculum making adjustments according to feedback from the annual review process.

English and Mathematics

The English and Mathematics team leaders provide annual analysis of school wide cumulative data in literacy and numeracy showing trends and progress against targets.

The senior management team reviews the information and adjusts school practices and resources to address areas of need. This analysis is reported to the Board of Trustees.

Once a term Syndicate leaders provide an analysis of student achievement data in reading, writing and mathematics. Considerations of the data at team and senior staff level identify necessary adjustments to teaching practice and allocation of resources at class, team and school level.

Other Curriculum

From the start of 2011 all other curriculum areas will identify the assessment tools they will use to gather data about student achievement in their area. This will then be reported to the Board according to a cyclical timetable.

Health and Safety Reviews.

We regularly survey students and whanau with a view to improving how we cater for the learning, social and emotional and physical needs of students. This information is reported in a similar way as curriculum.

Self Review process 2010 – 2015 will:

- Have student engagement and achievement as its centre
- Have an inquiry focus: *Teacher Inquiry and knowledge – building cycle to promote valued student outcomes* H Timperley, A Wilson, H Barrar and I Fung (2007)
Teacher Professional Learning and Development: BES
- Identify:
 - What are our students' learning needs?
 - What do they already know?
 - What sources of evidence have we used?
 - What do they need to learn and do and how do we build on what they know?
 - What are our own learning needs?
 - How have we contributed to existing student outcomes?
 - What do we already know that we can use to promote valued outcomes?
 - What do we need to learn to do to promote valued outcomes?
 - What sources of evidence / knowledge can we utilise?
 - Design of tasks and experiences?
 - Teaching actions?
 - What has been the impact of our changed actions?
 - How effective has what we have learned and done been in promoting our student learning and well being using the following reporting format for reviews and PLG summaries.

The Arts Programme

Vision

Russley School's Arts vision is that the Arts is creatively expressing yourself and communicating ideas through movement, sound and images.

Planning

When planning for the Arts, there will be more time needed for Visual Arts, whereas Dance, Drama and Sound Arts needs less weighting unless it is a major focus.

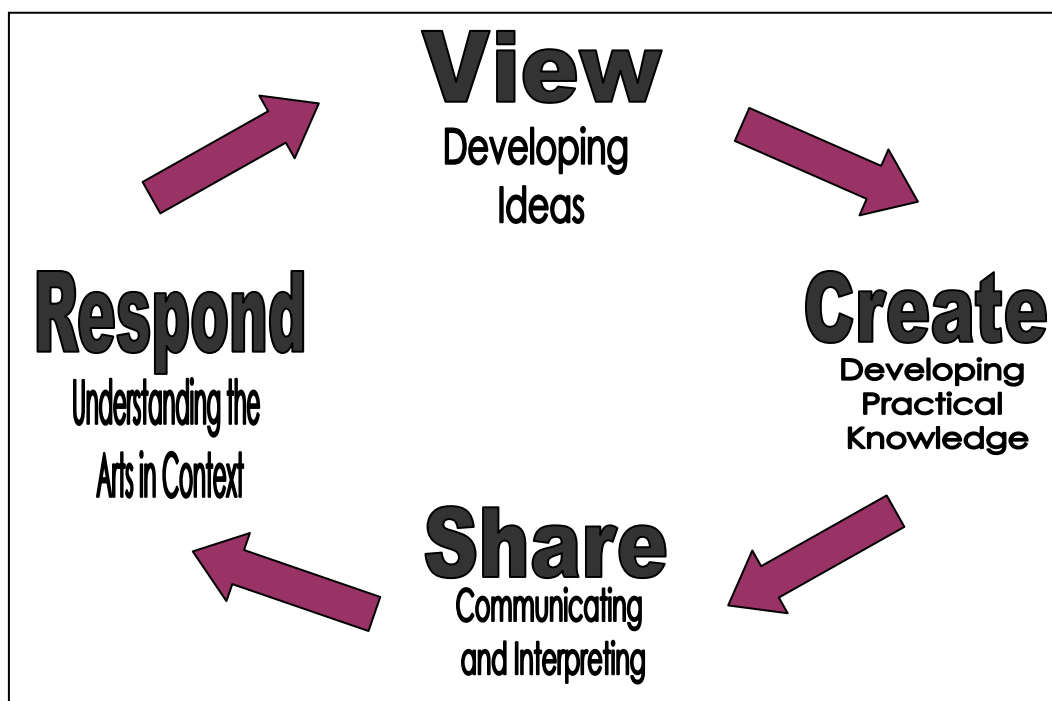
The Arts is a curriculum area that can be easily integrated into classroom topics and inquiries. There needs to be clear links to the bicultural and multicultural heritages of New Zealand/Aotearoa in planning any of the four strands – Visual Arts, Sound Arts, Dance and Drama.

All areas of the Arts will be taught. Integration within the strands can be easily achieved – e.g creating music to go with a dance piece.

Programme

The Programme is based around the New Zealand Curriculum, TKI, The Arts Online and the Exemplars

The teaching process for the Arts at Russley School developed from the New Zealand Curriculum



Assessment

Will be balanced.

Will be related to the teaching process.

Be part of teaching and learning activities.

Related to students needs and learning styles.

Will provide specific information about student progress.

Be used formatively to so support and enhance student learning.

English Curriculum Plan

Vision

The overall desired outcome for Russley school students is to ensure they have the literacy skills and knowledge appropriate to their ability and age to fully participate and succeed in our knowledge society.

Beliefs

General Principles for Effective Literacy Teaching and Learning:

- Engagement with rich texts is absolutely vital and at the heart of an effective literacy programme.
- Programme planning needs to be driven by the strengths, needs and interests of students, as well as the skills needed at the curriculum level and/or year level.
- Reading and writing needs to be linked into our Inquiry teaching approach and integrated curriculum and embedded in a meaningful context for learning where possible.
- The use of thinking skills needs to be encouraged when making and creating meaning from texts.
- The use of rich vocabulary needs to be continuously promoted through all aspects of the literacy programme.
- How teachers intend to explicitly teach subject specific language needs to be included in inquiry/topic planning.
- Home/School partnerships are vital for success. This may take the form of parent meetings, homework, newsletters, guidelines, provision of reading books/open days/Reading Weeks etc
- Teachers need deep knowledge of literacy and pedagogy in order to teach literacy effectively.
- Effective literacy practice is focussed, strategic and explicit and leads to enhanced student achievement. *It is what teachers actually do moment by moment in their classrooms, that makes a difference to student achievement* (ELP 1-4 & ELP 5-8 Back cover).
- Careful and strategic scaffolding will lead to successful literacy outcomes.
- Teacher expectations have a marked impact on student achievement. All teachers at Russley expect all students can make progress from where they are currently.
- Students need regular instruction in literacy learning and sufficient time to practise the literacy skills they have been taught (particularly the reading and writing skills).
- Reading and writing come from a base of oral language and are interconnected. Teachers need to understand and acknowledge these connections in their literacy teaching. Refer to Learning Through Language: Oral Language 1-4 and 5-8.
- ICT is an integral part of an effective literacy programme. Research shows that strategic use of ICT is a great motivator for reluctant readers and writers.

Coverage of Achievement Aims

- There will be ongoing coverage of the achievement aims according to class needs and individual needs.
- The teaching of *processes and strategies* will be the focus of literacy teaching and learning.
- The learning about *purposes and audiences, ideas, language features and structure* is dependent on explicit teaching of the *processes and strategies*.
- Although achievement aims are often integrated in teaching and learning, teachers may focus on one particular aspect of literacy learning at a time (for example, in guided reading while the focus may be on 'identifying ideas' students will need to explore how the author uses 'language features' and aspects of 'structure' in order to identify ideas).

Key Competencies

English presents students with opportunities to engage with and develop the key competencies in diverse contexts. Literacy programmes lend themselves to explicit teaching of skills particularly related to *The Key Competencies: Thinking, Using Symbols, Language & Text* and *Relating to Others*. Student progress and achievement around the Key Competencies will be assessed through their development as literacy learners.

Learning Goals

Through our teaching and learning programme most children will be able to:

- Be effective communicators in
 - Reading/Writing
 - Listening/Speaking
 - Viewing/Presenting
- Enjoy language/texts
- Understand how language works
- Know that language has a variety of purposes/text forms
- Know how to choose and use language/forms appropriate to the purpose/audience
- Be able to develop processes and strategies that enable them to access all areas of the curriculum as well as throughout life
- Challenge themselves as literacy learners
- Be able to make and create meaning at both a deeper and surface level
- Use literacy skills and knowledge to develop thinking/critical thinking
- Have sufficient literacy skills to confidently understand next steps of learning/participate in new learning activities

This programme is based on:

- The NZ Curriculum
- Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES)
- The National Standards
- School Targets – all students meeting or exceeding National Targets
- Literacy Learning Progressions/English Language Learning progressions
- Effective Literacy Practice in Years 1-4 and 5-8
- Learning Through Talk: Oral Language in Years 1-4 and 5-8.
- Our school curriculum documents

Expectations of Student Achievement

The Government expects all students to meet the National Standards and Russley School is committed to achieve that goal.

Each year the school will analyse its achievement data, identify those students not achieving the Standards and develop targets and strategies to support them to do so.

It is expected that most students in each year cohort will be achieving within the achievement bands in relation to national expectations and standards and the Literacy Progressions.

It is expected that most students in years 1-8 will be reading at the following levels at the end of each year of their schooling.

National Standard/Levels for Literacy and Maths

Curriculum Level	Level 1			Level 2			Level 3			Level 4			Level 5								
	b	p	a	b	p	a	b	p	a	b	p	a	b	p	a						
After one year at school (40 weeks)	<i>At</i>			<i>Above</i>																	
After two years at school (80 weeks)	<i>Below</i>			<i>At</i>			<i>Above</i>														
After three years at school (120 Weeks)	<i>Well Below</i>			<i>Below</i>			<i>At</i>			<i>Above</i>											
By the end of Year 4	<i>Well Below</i>			<i>Below</i>			<i>At</i>			<i>Above</i>											
By the end of Year 5	<i>Well Below</i>						<i>Below</i>			<i>At</i>			<i>Above</i>								
By the end of Year 6	<i>Well Below</i>						<i>Below</i>			<i>At</i>			<i>Above</i>								
By the end of Year 7	<i>Well Below</i>									<i>Below</i>			<i>At</i>			<i>Above</i>					
By the end of Year 8	<i>Well Below</i>									<i>Below</i>			<i>At</i>			<i>Above</i>					
Numeracy Stage	Stage 1 (1-1)			Stage 2-3 (CA)			Stage 4 (AC)			Stage 5 (EA)			Stage 6 (AA)			Stage 7 (AM)			Stage 8 (AP)		

Teachers planning of class programmes will be based on and reflect the expectations of the NZC, Literacy Learning Progressions and the National Standards – as outlined in the school's plan.

Expected Approaches to Teaching and Learning at Russley School

The following approaches to teaching and learning in literacy must be evident in all classroom programmes:

Reading Shared reading, reading to (teacher), guided reading for all students, independent reading

Writing Shared writing, guided writing (including grouping to teach specifically to individual/group writing needs), independent writing

It is important that teachers select and utilise approaches in relation to students' strengths and needs, and to the challenges inherent in the texts.

Development of oral language will be explored as part of professional development in 2011 and guidelines will be incorporated.

Health and Physical Education Curriculum Programme

This programme is based on:

- The New Zealand Curriculum
- Sexuality Education, Revised Guide for Principals, BOT and Teachers, 2002
- TKI – Health and Physical Education Online
- Health Education Advisor, Canterbury Education
- The Connected Curriculum – Managing Implementation, NZEI Lester Flockton 2009
- The Teaching of Sexuality Education in Years 7-13, 2007

Vision

Through learning in health related and movement contexts, students will learn about and promote their own well-being, of others and society.

Strand Learning Goals

Students will:

Strand A: Personal health and Physical Development

Develop knowledge, understanding, skills and attitudes for personal well-being and physical development.

Strand B: Movement Concepts and Motor Skills

Develop motor skills, knowledge and understanding about movement and positive attitudes towards physical activity.

Strand C: Relationships with other People

Develop understandings, skills and attitudes that enhance their interactions and relationships with others.

Strand D: Healthy Communities and Environments

Contribute to healthy communities and environments by taking responsible and critical action.



Strand Learning Goals:

The four strands form the priority school learning goals that capture the intent of this learning area across all levels of the school.

A and B is generally focused on self, C on others and D on society.

The AO's provide some indication of the developmental nature of each strand.

The Four Underlying Concepts:

The four underlying and interdependent concepts are developed through all units of work. These signal the approaches that teachers need to use in programmes.

E.g. food and nutrition may take a health promotion approach (develop policies and practices) or a socio-ecological perspective (contribute to their own well being, others and society by running a healthy eating campaign).

Key Areas of Learning:

The seven key areas of learning will provide the context and content for teaching. Each of these areas will be included in health and physical education programmes.

- Mental Health
- Sexuality Education
- Body Care and Physical
- Food and Nutrition
- Physical Activity
- Sports Studies
- Outdoor Education

Assessment:

Assessment needs to:

- be balanced
- be part of teaching and learning activities
- relate to student needs and learning styles
- use a range of strategies and situations
- provide specific information about student progress
- be used formatively to support and enhance student learning

Student progress and achievement in Health and P.E will be identified in relation to the NZC achievement objectives for strand and level progressions. Within the context of the key learning areas, each strand will be assessed over a two year period. This information will be collated at a syndicate and school level with the pace of progress as a focus for analysis. This will ensure students can access the NZC in the future.

Programme Planning

When planning programmes in Health and PE the needs of learners will be considered within the context of:

- Their current physical, social, intellectual and emotional development
- The classroom and school environment
- A wider knowledge of health status, needs and physical activity patterns of children in NZ society.

Consultation

The Health education programme will be developed based on identified students learning needs and in consultation with students, staff, parents and caregivers every even year. Culturally appropriate protocols for consultation will be used for Maori, Pacific and other ethnic communities.

Health and physical education programmes will be inclusive of the NZ bicultural heritage, by reflecting the concept of hauora, recognising te reo Maori and nga tikanga Maori and use cultural contexts that are relevant to students. Programmes will recognise and value experiences, cultural traditions, histories and languages of all New Zealanders.

Individual parents have the right to write to the principal and request that their child/children be excluded from specified parts of the health programmes related to sexuality education. This requirement does not extend to exclusion at any other time when a teacher deals with a question raised by another student that relates to sexuality education.

Mathematics and Statistics Curriculum Programme

This programme is based on the:

- Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES).
- Effective Pedagogy in Mathematics: Best Evidence Synthesis Iteration (BES)
- Findings from the NZDP's
- NZC
- The Mathematics Standards
- The Numeracy Framework
- The Russley Learner
- The School's Targets

Vision

Through learning in Mathematics and Statistics students will develop the ability to solve problems and model situations in a range of meaningful contexts by selecting and applying appropriate knowledge, skills and strategies (MOE, 2009, Mathematics Standards).

Learning Goal






Through our teaching and learning programmes children will:

- Gain a sense of enjoyment of and success in mathematical and statistical learning
- Develop an understanding of mathematical concepts.
- Demonstrate the ability to use mathematical and number knowledge in real life situations.
- Have sufficient knowledge and understanding to apply mathematical concepts to other areas of their learning.
- Demonstrate the ability to use mathematical understandings to develop and explain their thinking.

Long Term Planning

- There will be a component of number strategy domain taught every term.
- Planning will occur in conjunction with other curriculum areas to cater for cross-strand activities.
- Programme planning will be driven from the NZC and will reflect the school-wide long term plan indicated below.
- Specific achievement objectives will be selected to meet the strengths, needs and interests of students.
- Syndicates will have a clear rationale for emphasising strands at different times and will ensure that each strand receives due emphasis over the long term.
- Long term planning decisions will be based on the analysis of achievement information using the NZC and the national standards as reference points.
- Teaching and maintaining number knowledge and strategy development will also occur throughout other focus areas, e.g. Geometry and Measurement.

The proportion of time allocated for the teaching of Number and Algebra and the other strands is indicated below.

Level 1 E-AC	Level 2-EA	Level 3-AA	Level 4-AM	Level 5-AP
				
Suggested Strand Weightings 80% Number & Algebra 20% Geometry & Measurement, and Statistics	Suggested Strand Weightings 70% Number & Algebra 30% Geometry & Measurement, and Statistics	Suggested Strand Weightings 60% Number & Algebra 40% Geometry & Measurement, and Statistics	Suggested Strand Weightings 50% Number & Algebra 50% Geometry & Measurement, and Statistics	Suggested Strand Weightings 50% Number & Algebra 50% Geometry & Measurement, and Statistics

This overview is planned to meet the needs of the average student at each level. Any students requiring remedial or extension programmes will need to have programmes adjusted to objectives from previous or higher levels.

The main purpose of this diagram is to indicate the suggested strand weightings for number and algebra against the other strands at different levels, not the weeks in which these are taught.

School Wide Long Term Plan											
	NZC Level	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	L1	Number and Algebra								Other Stands	
	L2	Number and Algebra						Other Stands			
	L3	Number and Algebra					Other Stands				
	L4/5	Number and Algebra				Other Stands					
Term 2	L1	Number and Algebra								Other Stands	
	L2	Number and Algebra						Other Stands			
	L3	Number and Algebra					Other Stands				
	L4/5	Number and Algebra				Other Stands					
Term 3	L1	Number and Algebra								Other Stands	
	L2	Number and Algebra						Other Stands			
	L3	Number and Algebra					Other Stands				
	L4/5	Number and Algebra				Other Stands					
Term 4	L1	Number and Algebra								Other Stands	
	L2	Number and Algebra						Other Stands			
	L3/5	Number and Algebra					Other Stands				
	L4	Number and Algebra				Other Stands					

Classroom Planning

- The NZ maths planning overviews will be used to inform weekly planning for numeracy. Different overviews will be used for groups working at strategy stages.
- Weekly planning formats for numeracy will include explicit information on teaching the whole class knowledge focus, group knowledge and strategy sessions, group practice and consolidation tasks.
- Anecdotal notes, reflections or modifications will be made to planning where relevant to inform next step teaching.
- Effective teaching in numeracy and maths is focussed, strategic and explicit which then to enhanced student achievement. This will be reflected in planning.

Programme Structure

- Mathematics and statistics will be taught for a minimum of 4 hours a week for at least 36 weeks of the year.
- Learning will be embedded in authentic learning contexts as much as possible, e.g. financial literacy is best taught in authentic learning opportunities, such as appropriate inquiry topics and fundraising situations etc. Where that is done teachers must show in their planning how this has been achieved.
- Students will be taught by their own teacher in ability/needs based groups identified on student achievement information for all mathematics and statistics strands. There may be occasions when the needs of some outliers may be better met by changing class.
- Teachers will use a variety of instructional groups to meet student learning needs. Whole class grouping may be appropriate if there are specific whole class needs.
- The numeracy teaching model of using materials, imaging and number properties will be used across all areas of mathematical learning.
- Maths and numeracy provide a natural vehicle for students to develop many of the key competencies.
- Teachers will demonstrate the effective mathematics teaching components outlined in the national standards pg8 in their planning and teaching practice.

Assessment

- Student progress and achievement will be identified using the expectations from the NZC and the national standards as reference points.
- Multiple sources of evidence will be used to inform overall teacher judgements, including informal and formal assessment tools, e.g. norm-referenced tests (PAT, AsTTle), observations, work samples, exemplary tasks etc.
- Collaborative analysis and interpretation of assessment information will indicate trends and patterns for year levels and groups of students, with a particular focus on Maori students.
- Teachers will engage in a process of critique, reflection and challenge in order to review the effectiveness of teaching practices using achievement information.
- Achievement information will be used to set differentiated targets and implement learning experiences that build on student strengths and address individual learning needs.
- Teachers will follow the assessment framework for numeracy and the other strands.
- Moderation will occur within syndicates at the conclusion of teaching each mathematic strand to ensure consistency in assessment standards. Moderation will occur across syndicates when necessary.

Second Languages Programme

Rationale

The Second Languages programme will endeavour to develop an awareness of other cultures and their language from around the world. Whilst the students will learn the basics of another language the aim of the programme is to expose the students to some of the cultural aspects of another country and the differences there are between their own culture and that of the other culture.

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world.

P24 New Zealand Curriculum

There are three strands involved in the teaching of another language. There is one core strand, and two supporting strands:

In the **core COMMUNICATION** strand, students learn to use the language to make meaning. As they progress they become more effective communicators, developing the skills of listening, reading, and viewing, as well as the productive skills of speaking, writing and presenting or performing.

In the **supporting LANGUAGE KNOWLEDGE** strand, students study the language to understand how it works. This strand helps students to develop explicit knowledge of the language, which will contribute to greater accuracy of use.

In the **supporting CULTURAL KNOWLEDGE** strand, students learn about culture and the interrelationship between culture and language. As they compare and contrast different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others.

Achievement Objectives

The achievement objectives in the COMMUNICATION STRAND provide the basis for assessment. The two supporting strands are only assessed indirectly through their contribution to the Communication strand.

Possible Assessment Criteria

- Students can initiate, or listen and respond to greetings and farewells.
- Students can introduce themselves and their friends to others.
- Students can say, write and respond using numbers up to 20
- Students can give information about themselves – where they are from, their age and birthday, their immediate family members.
- Students can name simple everyday objects – eg, classroom, food, time.
- Students can ask for simple everyday objects.
- Students can identify and discuss various aspects of the culture they are studying, and identify and discuss differences between their own culture and the culture they are studying.

Resources

Oui! An introduction to French (Modules)

Ja! An introduction to German (Modules)

Hai! An introduction to Japanese (Modules)

TKI Website – Learning Languages

Youtube, websites etc

Social Sciences Curriculum

Purpose of Teaching Social Sciences

Conceptual Strands

There are four conceptual strands for Social Sciences:

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

Learning should be provided in Social Sciences that draws on all of these strands, however some may be emphasised at different times or in different years. At Russley School it is expected that all strands are taught within a two year period. Coverage of strands, concepts and contexts will be recorded on the Teacher Drive.

Achievement Objectives

Teachers select relevant achievement objectives to be incorporated into their programmes. This selection should be based on the identified interests and learning needs of the students. Achievement objectives for Social Sciences should integrate concepts from one or more of the four conceptual strands.

Conceptual Understandings

At Russley School, there will be a development of **conceptual understandings** in Social Sciences. Examples of **concepts** are given under each conceptual strand. **Contexts** should be chosen to illustrate these concepts. Teachers and students should be aware of what conceptual understandings are being developed during a study of any context. Understanding will be enhanced if students are able to revisit **concepts** a number of times in a variety of **contexts**.

Effective Teaching and Learning in the Social Sciences

The following approaches are most likely to have a positive impact on student learning in the Social Sciences.

- *Connection:* *Make connections to student's lives.*
- *Alignment:* *Align experiences to important outcomes.*
- *Community:* *Build and sustain a learning community.*
- *Interest:* *Design experiences that interest students.*

Social Inquiry Approach

A social inquiry approach will be used by students in Social Sciences to develop conceptual understandings as they examine issues, ideas and themes. At Russley School, the Kath Murdoch model of inquiry will be used. Refer to **Classroom Connections** By Kath Murdoch (One book is in each classroom)

Vocabulary

Teachers will include subject specific vocabulary as part of their Social Science programmes.

Assessment

Assessment of Social Sciences should have a focus on conceptual understanding. Teachers will select appropriate assessment tools to gain achievement information and to track progress of students.

References

Ministry of Education (2007) *The New Zealand Curriculum*. Wellington: Learning Media

Ministry of Education (2008) *Approaches to Social Inquiry*. Wellington: Ministry of Education

Ministry of Education (2008) *Belonging and Participating in Society*. Wellington: Ministry of Education

Aitken, G. & Sinnema, C. (2008) *Effective Pedagogy in Social Sciences/ Tikanga a Iwi Best Evidence Synthesis Iteration*. Wellington: Ministry of Education

Murdoch, Kath (1998) *Classroom Connections* Australia: EC Publishing

Technology Implementation Plan

General Information

- Technology is all about developing products and systems to expand human possibilities.
- Technological developments address needs and opportunities.
- Technology programs should take into account the needs of the school community, strengths of teaching staff, interests and abilities of students.
- The context in which programs are based is important. A need, issue or opportunity in the school community should be considered.
- Technology is applied science. Science knowledge comes first then that knowledge is used to develop a technology.

Aim of the Technology Curriculum

- An understanding of what technology means so they are equipped to participate in a technological world and careers.
- Exploring historical and contemporary examples of technology
- Learn practical skills as they develop models, products and systems.

Technological Areas

- Electronics and Control Technology
- Information and Communication Technology
- Materials Technology
- Biotechnology
- Food Technology
- Production and Process Technology
- Structures and Mechanisms

Over each 2 year period there should be a range of technological areas taught.

One inquiry unit must have Technology as its main focus.

Technology may also be integrated into Science units where it fits.

Teachers may also do mini-units using Technology to teach specific skills or knowledge e.g. Financial Literacy.

Technological Strands

Technological Practice

Technological Knowledge

Nature of Technology

This Implementation Plan covers Year 1-6.

The Year 7-8 students attend Kirkwood Intermediate weekly to work in their technology specialist programme. The major part of their Technology programme will therefore be taught by the specialist staff at Kirkwood. This programme should be discussed with Russley teachers before being confirmed each year. Once confirmed a copy is attached to this document. Russley teachers may still wish to include components of technology into their other inquiry teaching units. When doing so consideration needs to be given to the time allocated for technology.

SCIENCE CURRICULUM



The Nature of Science: Through the school's science programme students will:

- Understand what science is.
- Understand what scientists do.
- Develop the skills, attitudes and values for building a foundation for understanding the world.
- Understand their place and influence in/on their world.

SCIENCE SHOULD BE.....

Future Focused

Teacher Learning

High quality science learning experiences

Creating a sense of wonder

Regular investigation opportunities for students.

Communicating

About building on student's natural curiosity

Taking the moment



A continuous classroom focus

Using scientific equipment

Understanding Our world

About experimenting

About sustainability

Using scientific language