

# Papatoetoe Intermediate School Curriculum

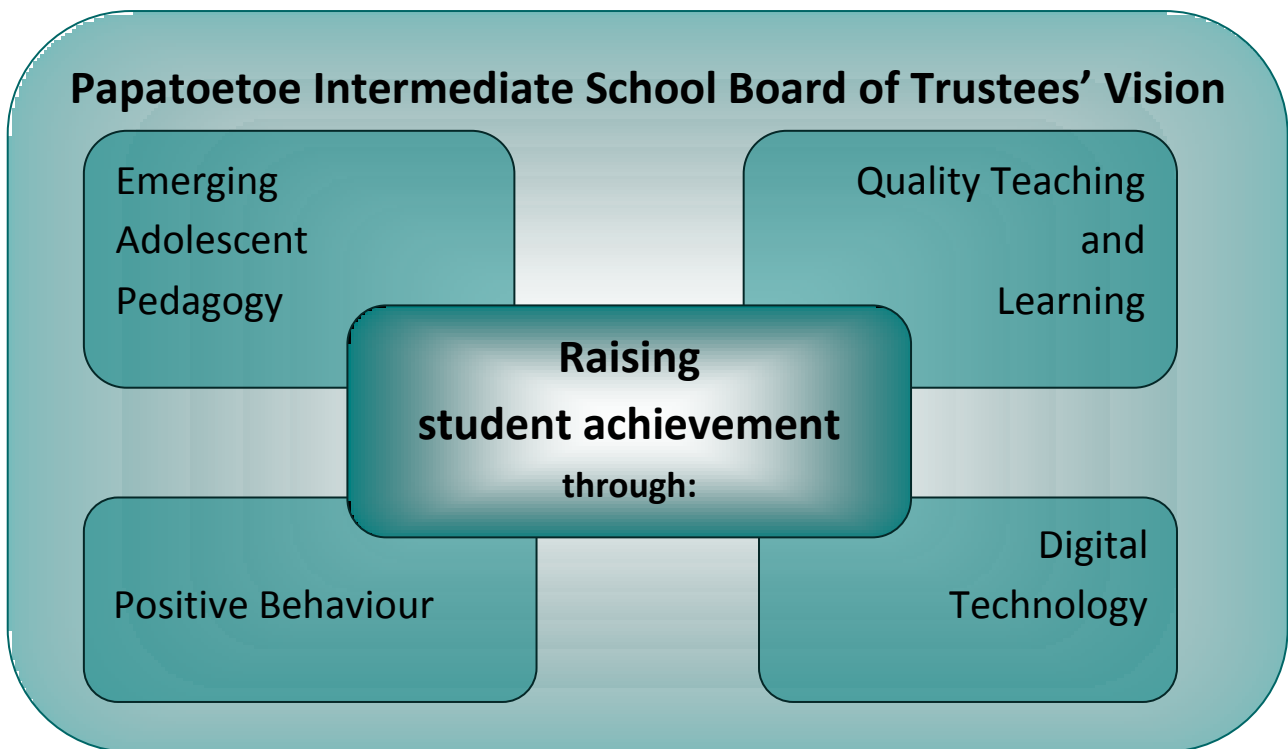
This document is the framework from which all the teaching and learning programmes will be developed.

## Contents

Vision	1
Meeting the needs of Emerging Adolescents	2-3
Quality teaching and learning	4
Positive behaviour for learning (PB4L)	5
Digital technology	6-7
Principles	8
Values	9
Key Competencies	10-11
Student / Whānau / School partnerships	12
Inquiry Learning Implementation plan	13-14
Assessment Implementation plan	15-16
English	17-18
Mathematics and Statistics	19-20
Health	21
Physical Education	22
Learning Languages	23
Science	24
Social Sciences	25
Technology	26-27
Te reo Māori	28
The Arts	29
Two year overview	30
Semesters' overviews	31-34



## Papatoetoe Intermediate School Board of Trustees' Vision



Our vision is for young people who:

NZC	PIS Curriculum	
Confident Connected Actively involved Lifelong learners	Show confidence	<ul style="list-style-type: none"> <li>• Have a positive sense of identity</li> <li>• Gain independence and resilience</li> <li>• Are responsible and motivated</li> </ul>
	Have a sense of belonging and a sense of self	<ul style="list-style-type: none"> <li>• Are able to relate to the variety of people within our community</li> <li>• Have an awareness of changing community</li> <li>• Are upstanding citizens</li> </ul>
	Are involved	<ul style="list-style-type: none"> <li>• Show developing leadership</li> <li>• Contribute to the school and wider community in meaningful ways</li> </ul>
	Are lifelong learners	<ul style="list-style-type: none"> <li>• Will know the joy of learning and learning to learn</li> <li>• Develop critical thinking skills and the ability to make decisions and have opinions</li> <li>• Take opportunities and be successful</li> <li>• Be active in creating knowledge</li> </ul>

## Meeting the needs of Emerging Adolescents

Papatoetoe Intermediate School is a New Zealand middle school catering for the needs of students in years 7 and 8. These students range in chronological age from 10 to 13 years; the years of emerging adolescence.

### **Learning in years 7 – 10**

*During these years, students have opportunities to achieve to the best of their abilities across the breadth and depth of the New Zealand Curriculum.*

*A responsive curriculum will recognise that students in these years are undergoing rapid physical development, becoming increasingly socially aware, and encountering increasingly complex curriculum contexts. Particularly important are positive relationships with adults, opportunities for students to be involved in the community, and authentic learning experiences.*

NZC, Pg 41

Papatoetoe Intermediate School is a member of the long [1936] and proud New Zealand tradition of intermediate schooling. The founding tenet of intermediate schooling, as articulated by Clarence Beeby, Director of Education, is;

*To provide a socially integrative period of schooling.... The chief function of the intermediate school is to provide between the two [primary and secondary] a period of expansive, realistic and socially integrative education that will give all future citizens a common basis of experience and knowledge.*

Beeby, 1938

One of the key purposes of the Papatoetoe Intermediate School Curriculum therefore, is to outline how we intend to meet the specific needs of emerging adolescents.

<b>Nolan's Taxonomy of Emerging Adolescent needs (Nolan, 2000)</b>	<b>Relationship to NZC and Beeby</b>	<b>Specific aspects of the Papatoetoe Intermediate Curriculum</b>
A sense of competency and achievement	Focus on literacy and numeracy Increasingly complex curriculum [NZC, pg 41] Realistic education [Beeby]	Focus on raising student achievement in all aspects of school life.
Self Explanation and definition.	Becoming increasingly socially aware [NZC Pg 41].  Socially integrative period of school [Beeby].	Principles and Key Competencies of NZC.  Respect for and encouragement of first languages.
Supportive social interaction with peers and adults.	Positive relationships with adults [NZC Pg 41].	Virtues Programme.  School Leaders' programme.
Challenging and rewarding physical activity.	Rapid physical development [NZC pg 41].	Central position of health learning areas. Extensive PE and Sport programme. Use of external Sport facilitators. After school sports programmes.

Meaningful participation in school and community.	Students to be involved in the community [NZC pg 41]  Future citizen - a common basis of experience. [Beeby]	Social Sciences: Social Action. Elective Programme: Young Leo's. Music and Arts performances in the community.
Routine, limits and structure.	A responsive curriculum [NZC pg 41]  A socially integrative period of schooling [Beeby]	Positive Behaviour 4 Learning Programme.  Learning Pathways expectations.
Diversity of Experience	Authentic learning experiences [NZC pg41]  A period of expansive education [Beeby]	Technology and Arts Programme Inquiry Learning EOTC experiences (e) Learning developments.

An Intermediate School is neither a primary nor a secondary school, but endeavours to adopt the best of both while catering for the specific needs of students in years 7 and 8. Therefore, our students are:

- grouped in homeroom classes, while also experiencing periods of specialisation [Technology and Arts].
- expected to make sound progress in literacy and numeracy, while also experiencing a widely diverse range of curriculum areas.
- grouped with friends from their contributing school, while being encouraged to mix with a wide variety of other students during electives, sports and arts activities.
- expected to follow clearly outlined routines, while taking on increased leadership responsibilities with their peer group.
- grouped according to learning needs, while taking ownership of their own learning pathways and developing the skills of life-long learning.
- given a sound grounding in basic learning experiences, while also undertaking authentic learning opportunities through Inquiry Learning.

## Conclusion

Through age-appropriate, authentic learning experiences, such as Inquiry Learning, we encourage the development of future citizens. Each student at Papatoetoe Intermediate School shares a common basis of experience and knowledge, as outlined in this curriculum document.

## Quality teaching and learning

Quality teaching is defined as 'pedagogical practices that facilitate for heterogeneous groups of students their access to information, and ability to engage in classroom activities and tasks in ways that facilitate learning related to curriculum goals'.

Alton-Lee and Nuthall (1998)

The Effective Pedagogy section of the New Zealand Curriculum (p34-36) sets out seven major points, based on extensive evidence, that tell us how students learn best.

These are:

- Create a supportive learning environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
- Facilitate shared learning
- Make connections to prior learning and experience
- Provide sufficient opportunities to learn
- Inquire into the teaching-learning relationship

These points have been used along with the ten characteristics of quality teaching (Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis 2003) and the effective teaching indicators (ERO draft 2010) in the revised version of the Papatoetoe Intermediate School Effective Teaching and Learning Criteria.

The criteria are intended to assist teachers to reflect upon their teaching practice with a view to allow continuous review and improvement in teaching and learning within all areas of our school.

### **Conclusion**

All teachers at Papatoetoe Intermediate School have a clear understanding of what is required to provide quality teaching for learning. This curriculum document enhances the ability of teachers to provide students with the experiences necessary for each individual to be engaged, to progress and to achieve.

## Positive Behaviour for Learning (PB4L)

The Positive Behaviour for Learning initiative is about improving academic and behaviour outcomes for all students. Our school has always placed a strong emphasis on positive interactions and good behaviour for all on our school site. This initiative aims to make positive behaviour in our school the norm.

PB4L is a school-wide framework which will be consistently applied across both classroom and non-classroom settings (such as playground, corridor, buses), where appropriate behaviours are clearly defined and taught by all staff. It builds on what we are currently doing, and covers a broad range of systemic and individualised strategies for achieving important social and learning outcomes for all students.

The focus is on:

- Preventing problem behaviour
- Developing students' social skills
- Reinforcing desired behaviour
- Consistently addressing and reducing inappropriate behaviours
- Using data-based assessment and problem-solving to address concerns

The expected outcomes include:

- Increased positive reinforcement strategies for all students
- A whole community approach to working with our young people
- A strengthened school vision of raising academic performance
- Teachers able to define specific inappropriate behaviours, analyse, then specify and support replacement behaviour.
- Staff applied use of a functional assessment approach when examining behavioural concerns
- Improved effectiveness of individual interventions
- Staff acting as mentors for other schools coming into the programme over the next three years

The PB4L team is made up of staff from various areas of the school; teachers, BoT rep, support staff and is guided by Special Education (SE). They will meet monthly and involve staff in data-based decision-making and problem-solving where appropriate.

This is a three to five year focussed initiative funded by the Ministry of Education which is dependent upon outcomes. This initiative is supported by:

- The school's current Foundation Document
- The school's Pastoral Care Team
- The PB4L Action Plan (developed 2010)

## Digital learning environment

### Aim:

To provide students at Papatoetoe Intermediate with a strong digital learning environment in which they are given the opportunity to experience new and different learning. The digital environment, with which they are familiar, allows them greater access to learning through increased sight, sound and motion.

To assist students to become lifelong learners we need to build up the expectation of students, teachers and families to understand that learning is a 24/7/365 activity. (i.e. 24 hours a day, 7 days a week 365 days a year.) Digital literacy is a key building block of being a connected, lifelong learner.

### Philosophy:

We live in a world where young people's lives are dominated by the electronic media e.g. T.V, online, video games, mobile devices.

We need to provide an educational environment which will assist students to grow in an ever changing world. (NEG 3). Teaching through a variety of media in which young people are comfortable and confident will lead to greater attention and motivation from which will flow greater success.

### E-learning and effective pedagogy

- e-learning (i.e. learning supported by or facilitated by ICT) has considerable potential to support the teaching approaches outlined in the above section.

The purpose of e-learning is to:

- assist the making of *connections* by enabling students to enter and explore new learning environments, overcoming barriers of distance and time;
- facilitate *shared learning* by enabling students to join or create communities of learners that extend well beyond the classroom;
- assist in the creation of *supportive learning environments* by offering resources that take account of individual, cultural, or developmental differences;
- enhance *opportunities to learn* by offering students virtual experiences and tools that save them time, allowing them to take their learning further.
- Schools should explore not only how ICT can supplement traditional ways of teaching but also how it can open up new and different ways of learning.

(NZC p36)

### Teacher planning:

- Will include digital opportunities e.g.
  - Within a Literacy period a group may be using a digital resource to listen to a story.
  - Within a Numeracy period students may be using an online digital resource to practice a skill or may be collaborating in an attempt to solve a Social Sciences based rich task.
- Will include opportunities to use online worlds and interactive websites and applications in a wide variety of learning areas and contexts.
- Will include the use of Schoolzone in facilitating student learning e.g. blog, myclasses.

## Assessment

- Every student will create their own e- portfolio as evidence of work undertaken and assessments completed.
- The school is aiming to have 'on demand' student e-portfolios available to parents through the home-school portal.
- The quality of each student's e-portfolio provides the assessment context for digital learning. Students will be assessed according to a rubric of digital e-portfolio effectiveness.

This will assess;

A student's understanding of digital literacy

A student's ability to use digital tools

A student's ability to present work in the most effective manner to share learning.

# Papatoetoe Intermediate School Principles

The foundations of curriculum decision making

The Principles - NZC	The Principles – Papatoetoe Intermediate School
<p><b>High Expectations</b>  <i>The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</i></p>	<ul style="list-style-type: none"> <li>All students set goals with the help of their teachers and parents with a view to personal progress and excellence. Student goals are SMART (Specific, Measurable, Achievable, Realistic and Time bound)</li> <li>Students know the learning intentions, are empowered to use self- and peer-reflection against success criteria, and then aim for their next steps.</li> <li>Teachers provide multiple opportunities for students to achieve their goals both within the school walls and beyond.</li> </ul>
<p><b>Treaty of Waitangi</b>  <i>The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</i></p>	<ul style="list-style-type: none"> <li>Te reo me ōna tikanga Māori is integrated within the classroom programmes.</li> <li>Whānau are consulted and involved in decision making.</li> <li>Students and teachers have opportunities to be a part of initiatives that focus on Māori.</li> <li>All students stand tall of their turangawaewae.</li> </ul>
<p><b>Cultural Diversity</b>  <i>The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.</i></p>	<ul style="list-style-type: none"> <li>Diversity is respected, shared and celebrated within the curriculum and the school.</li> <li>Students and staff are encouraged to contribute to programmes in a way that reflects the variety of cultures and traditions that make us who we are; connected as citizens of New Zealand and of the world.</li> </ul>
<p><b>Inclusion</b>  <i>The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognized and affirmed and that their learning needs are addressed.</i></p>	<ul style="list-style-type: none"> <li>All students are given opportunities to be their best within our school; encouraging of varying talents, abilities and needs.</li> <li>Students and staff are alert to bias and challenge preconceptions.</li> </ul>
<p><b>Learning to Learn</b>  <i>The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</i></p>	<ul style="list-style-type: none"> <li>Students and teachers are encouraged to reflect upon their learning; how it came about and how to improve it in the future.</li> <li>Teachers reflect critically on their practice and how it has improved student learning.</li> <li>Students and teachers act upon agreed learning pathways.</li> <li>A learner-centred pedagogy is seen in all classrooms.</li> </ul>
<p><b>Community Engagement</b>  <i>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.</i></p>	<ul style="list-style-type: none"> <li>The home/school/student partnership is used as a base to engage and support the learner. (see PIS student/whānau/teacher triangle)</li> <li>Community agencies are encouraged to participate within programmes.</li> <li>The community is encouraged to provide learning programmes on our school site.</li> </ul>
<p><b>Coherence</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>There is meaningful integration within learning areas and contexts for study; authenticity of experiences is encouraged.</li> <li>Students are encouraged to explore a wide range of choice within Inquiry Learning, including significant assessment, which may open up new areas of interest for further learning.</li> <li>A curriculum based on a rich big question encourages the use of Inquiry Learning pedagogy.</li> </ul>
<p><b>Future Focus</b>  <i>The curriculum encourages students to look to the future by exploring such significant future-focused issues such as sustainability, citizenship, enterprise, and globalization.</i></p>	<ul style="list-style-type: none"> <li>Significant issues form an integral part of our curriculum; both student and teacher initiated.</li> <li>Students and teachers are encouraged to consider actions that promote leadership in becoming citizens of our future.</li> <li>Students and teachers explore the e-learning/digital commitment to ongoing learning</li> </ul>

# Papatoetoe Intermediate School Values

To be encouraged, modelled and explored

## Aim

Values are expressed in the way our students think and act, for themselves and towards others within our school and when out in the community. The values are evident within all aspects of school life; demonstrated by all members of the school. The core value is that of respect; for self, for others and for human rights.

## Guidelines:

**Within our school the Values of the NZC and our community are delivered through the Virtues programme.**

- The Virtues programme will be used to connect the teaching and learning of values to students' lives within and outside the school.
- All staff members actively participate in teaching and modelling the Virtues programme.
- Values outlined in the NZC will be evident within individual classrooms and through learning area programmes. They are:

NZC Values	PIS Curriculum Virtues
<ul style="list-style-type: none"><li>• Excellence</li><li>• Innovation, inquiry and curiosity</li><li>• Diversity</li><li>• Equity</li><li>• Community and participation</li><li>• Ecological sustainability</li><li>• Integrity</li></ul>	<ul style="list-style-type: none"><li>• Respect</li><li>• Cooperation</li><li>• Tolerance</li><li>• Responsibility</li><li>• Perseverance</li><li>• Honesty</li><li>• Reliability</li><li>• Self-Discipline</li></ul>

## Assessment

- Individuals, including staff members, and whole classes are acknowledged for practising the school virtues through school-wide incentive systems and staff acknowledgements.
- Action research may be used to assess the use of values within different contexts.

# Papatoetoe Intermediate School Key Competencies

## Capabilities for living and lifelong learning

There are five identified key competencies in the New Zealand Curriculum. These are the competencies that people use to live, learn, work and contribute as active members of their communities. These are fundamental to real learning in all the learning areas and as a member of society.

Successful learners make use of these competencies in conjunction with other resources available to them inside and outside the walls of the classroom. All staff within the school assist student in developing these competencies and, as they do, they become more motivated to use them, recognising when and how to do so and why.

The competencies develop over time, through interactions and with explicit reference in various situations. Students need to be challenged and supported to develop these in wide-ranging contexts.

The key competencies below are indicative and will be included in syndicate planning with explicit references to the three aspects: learning environment, teacher as facilitator and learner and students as teachers and learners.

Key Competency	The learning environment	The teacher as facilitator and learner	The students as teachers and learners
Thinking	<ul style="list-style-type: none"> <li>Supports thinking skills through display of charts, processes and strategies that have been explicitly taught.</li> <li>Allows the use of authentic contexts in which to practise various thinking skills.</li> <li>Encourages independence and curiosity through the classroom structure.</li> <li>Is a safe place for students to ask questions and challenge assumptions and perceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly teaches different thinking tools to maximise student learning.</li> <li>Models the use of thinking tools, language and risk-taking.</li> <li>Builds in time for reflection on the efficacy of the tools.</li> <li>Allows students to investigate and question in all learning areas in order to make sense of information, experiences and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and seek answers using thinking tools they have selected for the purpose.</li> <li>Can explain why a particular thinking tool was useful while another was not.</li> <li>Can describe a problem or challenge and how they will tackle it.</li> </ul>

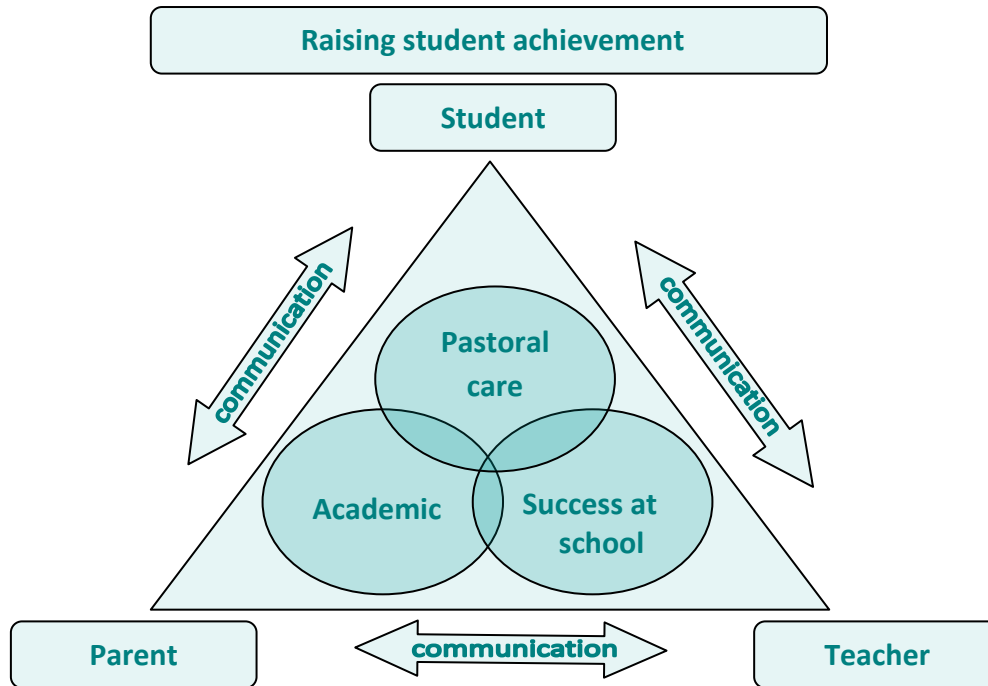
Key Competency	The learning environment	The teacher as facilitator and learner	The students as teachers and learners
Using language, symbols, and texts	<ul style="list-style-type: none"> <li>Displays learning area concepts and vocabulary.</li> <li>Displays high quality student work.</li> <li>Displays and discusses next steps and rotation charts.</li> <li>Has available a variety of texts and ways in which to access these.</li> <li>Is constructed to allow independent and structured use of oral communication, supporting risk-takers.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the ICTs available to enhance.</li> <li>Uses contextual vocabulary</li> <li>Shares learning intentions and co-constructs success criteria.</li> <li>Reflects upon learning both orally and in written forms with students.</li> <li>Encourages multiple ways for students to present new learning.</li> </ul>	<ul style="list-style-type: none"> <li>Present new learning in a variety of ways.</li> <li>Communicate with clarity and confidence using acceptable vocabulary and form for the occasion.</li> <li>Take ownership of their work, reflecting upon what they have achieved and their next steps.</li> </ul>

Key Competency	The learning environment	The teacher as facilitator and learner	The students as teachers and learners
Managing Self	<ul style="list-style-type: none"> <li>Clearly displays learning pathways, learning intentions and/or success criteria.</li> <li>Encourages students to be self-reliant, set goals and make choices then manage their time independently.</li> <li>Encourages the use of ICTs to support the above.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures learning pathways are referred to and discussed regularly and goals are set and assessed in collaboration with students.</li> <li>Ensures all teaching and assessments are explicit.</li> <li>Encourages high standards and perseverance in all learning areas and in social situations.</li> <li>Teaches skills of self-management according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Use and discuss learning pathways confidently.</li> <li>Are well-prepared for their school day e.g. uniform, commitments and mind-set.</li> <li>Plan and assess in all learning areas and social situations.</li> <li>Use skills of self-management.</li> </ul>

Key Competency	The learning environment	The teacher as facilitator and learner	The students as teachers and learners
Relating to others	<ul style="list-style-type: none"> <li>Is structured to support group work including the use of online collaboration.</li> <li>Allows for competition and cooperation, negotiation and active listening.</li> <li>Is structured to support students from diverse backgrounds in working effectively together.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates effective interactions among students and staff.</li> <li>Demonstrates appreciation of diversity and commitment to teamwork.</li> <li>Teaches and demonstrates active listening, a commitment to conflict resolution and promotion of the Virtues.</li> <li>Models expected behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Take ownership of their interactions with others in all situations.</li> <li>Demonstrate active listening and appropriate responses to new and different ideas and people.</li> <li>Demonstrate appreciation of diversity and commitment to teamwork.</li> </ul>

Key Competency	The learning environment	The teacher as facilitator and learner	The students as teachers and learners
Participating and contributing	<ul style="list-style-type: none"> <li>Displays achievements and opportunities for involvement.</li> <li>Allows for diversity to be celebrated and inclusion to be the norm.</li> <li>Encourages relationships as connection between students, staff and parents.</li> <li>Supports social action as desirable.</li> </ul>	<ul style="list-style-type: none"> <li>Provides opportunities and encourages participation for all students in varying activities and groups according to student interest.</li> <li>Plans for active and appropriate involvement by students and is open to student ideas.</li> <li>Teaches rights, responsibilities and social action explicitly.</li> <li>Demonstrates active involvement and support of school-wide activities.</li> </ul>	<ul style="list-style-type: none"> <li>Seek out opportunities to participate in activities that interest them or create these in collaboration with others.</li> <li>Demonstrate active involvement inside and outside of class, connection with others and their actions demonstrate an understanding of the rights and responsibilities that come with being a member of a community.</li> </ul>

## Student / Whānau / School partnerships



### Introduction

Emerging adolescents need to experience consistency of approach from the significant adults in their lives. Therefore the partnership between family and teacher provides a safe place for student to explore who they are, and what they wish to become.

### Guidelines

#### Reporting:

- Term 1 and mid-year reports will not be sent home to parents and caregivers. Written reports will only be given at three-way conferences involving the student, their parent/caregiver and their teacher/s. Wherever possible the three-way conference will be held in the first language of the family member/s.
- Assessment and achievement information will be available on demand through an online portal for students and their families. E-portfolios are the major part of this approach.

#### Consultation:

- The parent community will be consulted on the PIS Curriculum.
- Various parent evenings are held every year at which curriculum issues are discussed. Every effort is made to ensure parents and families are given the opportunity to discuss these issues in their first language.

#### BoT reporting:

- All curriculum areas write an annual report for the Board of Trustees. This report includes targets set and an analysis of student achievement in that area.
- Curriculum groups meet on a cycle with the Board of Trustees at which they present and discuss their annual report.
- The annual reports are summarised in a flyer that goes out to all families.

## **Inquiry Learning: Implementation plan**

### **Aim**

Information literacy is the ability to learn for oneself from the ever-increasing amount of information sources available. “To be information literate, a person must be able to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information ... Information literate people are those who have learned how to learn.” (American Library Association). Inquiry Learning raises student achievement by providing students with a framework to scaffold their progress into information literacy.

### **Guidelines and Effective Pedagogy**

- The Inquiry Learning process model adopted by the school is based on Action Learning. It has four steps: Deciding; Finding, Using and Recording; Presenting; and Evaluating and Taking Action.
- Inquiry Learning is not limited to particular times of year or lessons. It is a way of learning which is integral to teaching and learning across the Learning Areas and Key Competencies.
- In Terms 1 and 4 teaching and learning focuses on the skills required for Inquiry Learning. This is integrated with their other learning not “bolted on” as information skills lessons.
- In Terms 2 and 4 the portion of the timetable allocated to Science and Social Science is dedicated to Inquiry Learning to enable students to work through a complete Inquiry Learning cycle. Investigations are not limited to a particular Learning Area but are within the scope of the Big Question for the Semester.
- Successful Inquiry Learning investigations balance student independence and teacher guidance. They are:
  - Student led. The learner has as much scope for choice and self direction as s/he is capable of.
  - Teacher guided, not “independent research.” The teacher plans and implements whatever support is needed in collaboration with the learner at each step.

### **Assessment**

- Evaluation is one of the Inquiry Learning steps. Students will learn to assess themselves and their peers.
- In successful inquiries, teacher assessment is a formative discussion with the learner at each step of the process.
- For the purposes of summative assessment the grades Developing, Achieving, Merit and Excellence are used to describe student achievement at each step and across the inquiry as a whole. These grades are reported to parents along with the student question and a comment.
- Assessment rubrics are provided in Teacher drive to support teacher, peer and self assessment.

### **Planning and Resources**

- Planning documents and other information to support teachers are stored in Teacher Drive.
- Planning must indicate how the Inquiry Learning skills that will be taught during Terms 1 and 2 and how students will be guided through their Inquiry Learning investigations in Terms 3 and 4.
- All teachers have the opportunity for professional development in Action Learning through the Infolink course delivered by Auckland University.



## **Assessment: Implementation Plan**

### **Aim**

The primary purpose of assessment is to improve teaching and learning as both student and teacher respond to the information that it provides. When using effective diagnostic, formative and summative assessment practices students will be involved in their own learning and assessment.

The concept of assessment for learning is a key model; proving to be a powerful effect on motivation and achievement.

All assessments will benefit and involve students, support teaching and learning goals, be planned and communicated, be suited to purpose and be valid and fair.

### **Guidelines**

#### **General**

##### **Assessment will:**

- Develop student assessment literacy using a range of tools.
- Focus on the discussion of learning pathways with students; setting goals and communicating these to parents/caregivers in a variety of ways, at formal meetings e.g. report evenings and through informal means e.g. blogs.
- Be discussed regularly in syndicates and teams and focus on current assessment data, the moderation of these and the next steps for learning.
- Be used to select target groups, plan interventions and reflect critically on the success of these.
- Be collected in an e-portfolio.
- Include timely completion of school-wide requirements as detailed on the assessment schedules.

#### **Diagnostic**

##### **Assessments will:**

- Include e-asTTle online and pen and paper tests, orally administered GloSS and/or snapshots, PROBE and prior learning gathering. Other formal and informal data gathering tools will also be used according to the learning area.
- Be analysed and interpreted by teachers.
- Inform the classroom, syndicate and school-wide planning of lessons and programmes.
- Be communicated to parents through formal and informal means (as above).

#### **Formative**

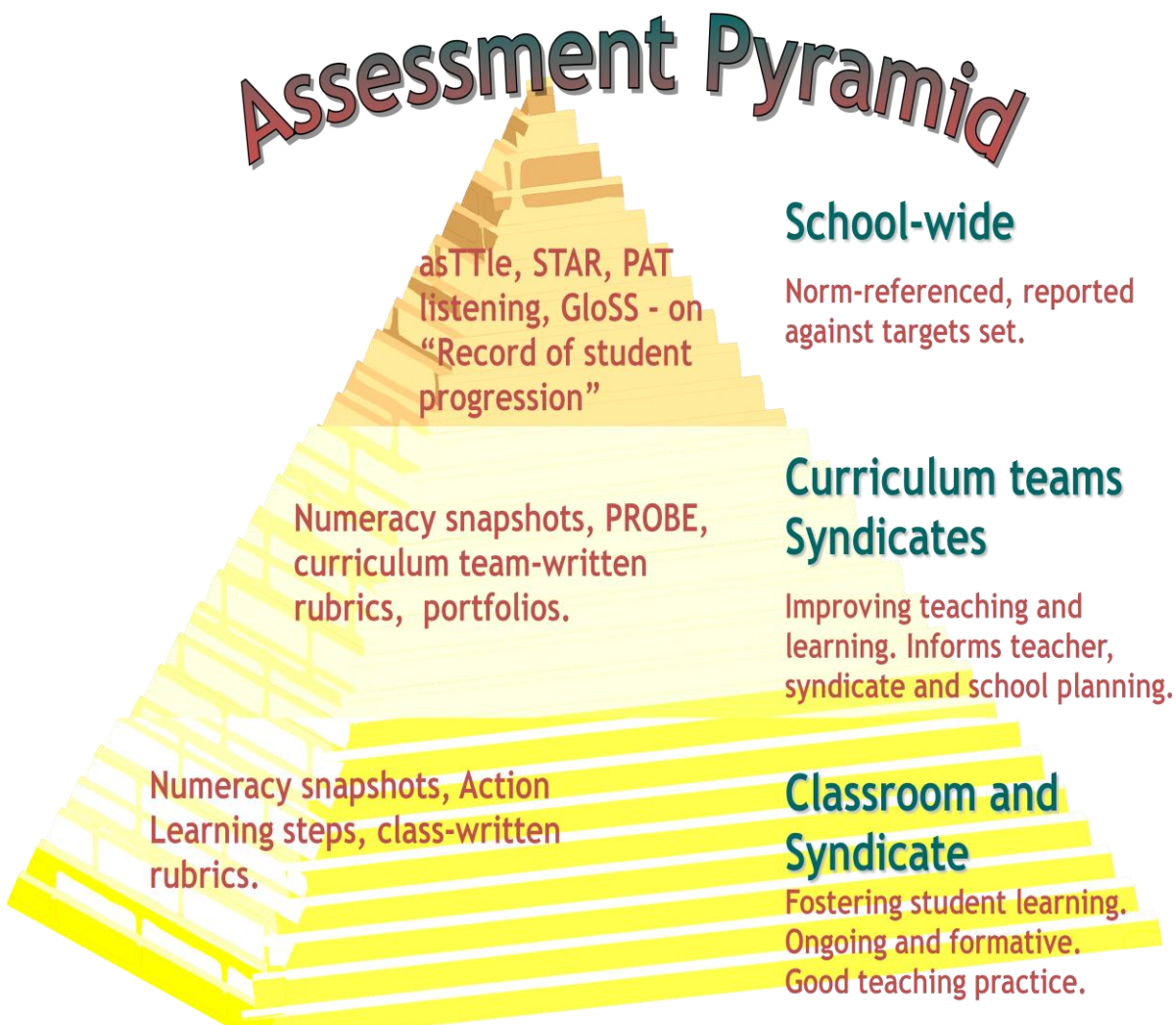
##### **Assessments will:**

- Develop the skill of self- and peer-assessment in all learning areas.
- Occur throughout the teaching and learning process and take a variety of forms.
- Include feedback from the teacher or peer which is either formal (such as written tests) or informal (such as oral responses) and specifically related to the student's progress against the steps of their current learning goals.
- Ensure learners are supported to set their own next learning goals.
- Inform the planning of lessons from week to week.
- Be communicated to parents through formal and informal means (as above).

## Summative

### Assessments will:

- Include e-asTTle online and pen and paper tests, orally administered GloSS and/or snapshots, PROBE and other tools that can provide a snapshot of achievement at one point in time. Other formal and informal data gathering tools will also be used according to the learning area.
- Be communicated to parents through formal and informal means (as above).
- Use the National Standards in Reading, Writing and Mathematics as reference points that describe achievement in those areas.



## **Implementation Plan: English Literacy**

### **Aims**

#### **Listening, Reading, Viewing, Speaking, Writing and Presenting**

Confidence in oral English comes first. All students must be confident speakers and listeners of English.

Students are able, through a range of texts, to confidently gain meaning and strategies of how to form and express ideas. They need to be able to understand that different texts are determined by audience and purpose, how language features are used and the links between reading and writing.

Through exposure to different text types they will be able to think and communicate for a variety of instructional, social, and personal purposes; developing their basic interpersonal communication skills (BCIS) and their cognitive academic language proficiency (CALP).

All teachers are teachers of literacy and numeracy. Students should experience all aspects of literacy in authentic learning tasks.

### **Guidelines**

#### **Instruction (teaching and learning) in English will:**

- Provide structured development in oral competencies in English.
- Provide opportunities for students to gain mastery of skills in Reading and Writing by weekly guided group lessons. Students are grouped according to individual needs.
- Use the Literacy Learning progression, the English Literacy Learning Progressions (ELLP), English Language Intensive Programme (ELiP), Effective Literacy Practice for Years 5 to 8, Supporting English Language Learning in Primary Schools and Write Ways to guide planning.
- Use ELL strategies and principles in the design of all literacy lessons.
- Give students multiple opportunities for discussion during reading and writing lessons to share their ideas.
- Group and regroup students according to current assessment data, and target students will be identified in both reading and writing.
- Ensure that students have written goals that have been discussed as part of their learning pathway.
- Provide a rich language environment, including current displays of students' work.
- Ensure that seven periods of literacy be taken each week.
- Ensure that the deep features and surface features need to be addressed in writing, although students' needs will determine focus areas for teaching.
- Be based on teachers regularly reflecting on their practice and its impact on their teaching; including using student voice.
- Focus in syndicate meetings will be on discussion of student progress, target student achievement and effective pedagogy.
- Include, in all literacy lessons, learning intentions and success criteria that are understood by the students and can be articulated by them.

### **Effective Pedagogy**

#### **Students learn best when their teachers:**

- Provide ample opportunity to practise and develop oral competency.
- Create a supportive learning environment;
- Encourage reflective thought and action;

- Enhance the relevance of new learning;
- Facilitate shared learning
- Make connections to prior learning and experience;
- Provide sufficient opportunities to learn;
- Inquire into the teaching-learning relationship.

## **Assessment**

**The following assessment tools are used for summative assessment;**

- e-asTTle writing
- e-asTTle reading
- PROBE
- STAR
- Schonell
- National Standards in Reading and Writing
- MoE assessment tool: listening, speaking, oral and written vocabulary, writing sample (ELLP moderated)
- ELLP Progressions (Stages)

Formative assessment is ongoing as teachers reflect on their practice and student progress. This includes peer assessment, self assessment, teacher/ student conferences and three-way conferences.

The National Standards state that Year 7 students should be working towards level 4 in reading and writing and that Year 8 students should be at level 4 and beyond. The main difference between the two year groups is that for year 8, the students have increased their speed, accuracy, and use of appropriate strategies in reading and writing texts.

Students who have been in New Zealand for three years or less will be assessed against the ELLP. All other students will be assessed against the National Standards.

The Literacy team will report all student progress once per term to the Learning Leader team and once yearly to the Board of Trustees. The annual report will also report on Maori and Pasifika achievement.

## **Planning**

All reading and writing planning will be directly related to the students' needs using summative and formative assessment tools and overall teacher judgement.

Planning must involve both unit plans and daily plans with continuous reflection by the teacher.

Planning must show evidence of any changes developing from the teacher's reflection and student achievement.

Teachers will develop a separate literacy weekly plan.

## **Resources**

A wide variety of resources to support English literacy are available in both hard copy and online (PIS Curriculum).

## **Mathematics and Statistics: Implementation Plan**

### **Aim**

Mathematics and Statistics allow students to think and solve problems in different contexts thinking creatively, critically, strategically and logically. Mathematics is about patterns and relationships in quantities, space and time. Statistics is about exploring and using patterns in data.

Students learn to structure and organise their thoughts and procedures. They develop thinking skills including modelling, prediction of outcomes, using conjecture, justifying and verifying, seeking patterns and making generalisations.

All teachers are teachers of Literacy and Numeracy. Students should experience all mathematics strands in authentic learning tasks.

### **Guidelines**

#### **Instruction (teaching and learning) in Mathematics and Statistics will:**

- Be a daily priority. There will be the equivalent of 6 periods or 180 minutes per week of class time dedicated to the teaching of mathematics and statistics.
- Be based around the principles of Numeracy i.e. group teaching which is evidence-based. Teachers will use the numeracy booklets to form the basis of the programme in Number and Algebra.
- Take into account the targets set by the Mathematics team. Therefore teachers will use current data to have a target group as a focus to be reported upon as per the assessment schedule.
- Include groups based on current data and are flexible throughout the year. Group teaching will be conducted based on a rotation that is visible and accessible to all students and clearly displayed in the classroom.
- Include students who are in an identified target group being seen by the teacher at least three times a week.
- Include, as first priority, the development of number knowledge and number strategies for all students. Without this fundamental building block, there is little point on moving onto strand teaching.
- Ensure, for those students confident in number, the strand development as described, for each numeracy stage, in the Numeracy support folder.
- Consist of a differentiated programme to implement the inclusion of strand material. This will include authentic learning e.g. through a rich task.
- Ensure the pace of a lesson is based on student needs, not coverage (to extend, challenge and amplify mathematical ideas of students).
- Provide a balanced programme including knowledge learning (including basic facts and place value), new strategy teaching, meaningful independent follow up activities and maintenance work. Teacher should see/teach 2 groups a day/per 45 minute period.
- Ensure current teaching and learning in Mathematics and Statistics are reflected in classroom environment e.g. maths task board, appropriate and current wall displays
- Ensure students are able to talk about their current learning, what they need to learn next and how they will approach that.
- Include e-learning tools to enhance student learning.
- Ensure students have the opportunity to participate in a variety of Math-based activities throughout the year. E.g. Mathex & Otago Problem Solving Challenge.

## Planning

### Teachers are expected to:

- Use the Long Term Planning Sheets found in the Numeracy folder on Teachers Drive NZ Maths website.
- Planning must be specific to each group, and individual student needs.
- Teams to set aside about 20 – 30 minutes to plan, or review maths plans within the syndicate meeting time on a regular basis.
- Pertinent, relevant weekly plans must be based on a 4 group rotation using the school's weekly planning sheet found in T/Drive in the Numeracy folder.
- Examples of weekly planners are available

### Assessment:

- Assessment is mostly formative and ongoing; uses a variety of tools and may be carried out at varying times of the year. Some assessments are compulsory and are noted on the school assessment schedule.
- Summative assessments must include; GloSS tests and snapshots, moderated within syndicates and with the assistance of Learning Leaders.
- e-asTTle will form the bases of target setting. Guidelines will come from the Numeracy team.
- Rich assessment tasks may be used in conjunction with other learning areas focuses. These will have their own purpose- and teacher-designed rubrics.
- The Mathematics team will report on all student progress once per term to the Learning Leaders and yearly to the Board.
- This annual report will also report on Maori and Pasifika achievement.

### Resources:

Teachers have access to the following:-

- Numeracy Books 1-9 and numeracy materials provided to each class teacher.
- Figure It Out books
- E-learning resources are many and may be accessed through *PIS Curriculum online*
- Many other resources online and in the numeracy folder on Teachers Drive (access to Mathematics Curriculum website via teacher laptops) and *PIS Curriculum online*

### Induction Programme:

- B.T. – Enrolled in a specified B.T. programme in year 1, numeracy induction programme in year 2.
- Returning Teachers will be asked to attend cluster meetings.
- In-Class Support is available through the Mathematics team and Learning Leaders.

## **Health: Implementation Plan**

### **Aim**

Health is concerned with the present and future well being of students themselves, of other people, and of society through learning in health – related contexts. This incorporates student development through their understanding of the factors that influence the health of individuals, groups, and society: lifestyle, economic, social, cultural, political, and environmental factors.

### **Guidelines**

#### **Instruction (teaching and learning) in health will:**

- Ensure health is taken once a week or integrated into the topic of study undertaken in class for the equivalent of 45 minutes per week.
- Refer to overview in the Health document for topic of study at each year level.
- Ensure pubertal change is taught in all classes by the class teacher only (as per MoE guideline).
- Ensure pubertal change is focussed on the specific physical, social and emotional changes being experienced by emerging adolescents.
- Be responsive to needs or issues as they arise from the students during the year.

### **Planning**

#### **Teachers are expected to:**

- Use health folders for each year level as available in hard copy and online (PIS Curriculum).
- Display learning intentions and unpack these for students. Success criteria will be co-constructed with students.
- Integrate the teaching of Health across all curriculum areas.
- Ensure students have input into individual or group related research projects in terms 2 and 4 when Inquiry Learning is the focus.
- Undertake ongoing PD given to staff as needs arise, to facilitate and develop student understanding in content knowledge and understandings of specific topics.

### **Assessment:**

- Summative assessment will be carried out using commonly agreed upon rubrics.
- Student reflections/plenary questions are used to assess understandings and next steps.
- Portfolio/e-portfolio self assessment sheet as co-constructed by teacher and student.
- Students may select a Health based Inquiry Learning question in Term 2 or 4. This is assessed under the Inquiry Learning assessment umbrella.

## Physical Education: Implementation plan

### Aim

For all teachers the focus for PE is on the well being of students through learning in movement contexts. This assists students to relate to and have respect for other people, and take action for their personal well-being. All teachers have a responsibility to improve the skills in PE but, more importantly, to allow students the opportunity to be able to use these in the application of all games and sports so that they feel successful.

### Guidelines

#### Instruction (teaching and learning) in Physical Education will:

- Be taught 3 periods per week with a fourth period of Sport following the PE timetable.
- Ensure that each teacher be aware of and follow the overview for the year and the term's PE lessons.
- Ensure that all teachers take their own class for all PE activities unless undertaken by student sport leaders.
- Ensure all students are changed into school PE including sports shoes and appropriate hat (in season).
- Encourage the development of sport student leaders who will take groups for PE instruction.

### Planning

#### Teachers are expected to:

- Use the PE folder that all teachers have and/or access to *PIS Curriculum online* and other relevant resources, including the teacher in charge of PE for help with lessons and modeling.
- Plan using a rotation of activities so that all students do all activities according to the overview. (This is linked to the Zone Sports and this means that by teaching these activities when we do it helps incorporate some of the skills needed to take part in the Zone Days.)
- Follow the effective lesson structure: each PE session should include a warm up activity, skill taught, practice of skill and a game if time permits.
- Provide a game at the end of the session (or series of lessons) so teachers can observe and assess the skills in action.
- Teach skills. Students need to be able to use the skills taught in small and sport code games.
- Provide sufficient opportunities for students to practice and master the skill with as many different activities to reinforce it including group work.
- In Term 4 there is an exception. During the last 4 weeks of the year classes can play the small ball games to apply the skills taught.

### Assessment

- The Beep test takes place at the beginning of Term 2 and the middle of Term 3 for the whole school taken by the Sports Director. Summative assessment of fitness.
- Formative assessment each term uses a portfolio sheet on which students self assess, highlight their achievements. Teachers then make a comment.
- The summary sheet for teachers is for reference and to justify the level the student is on for reporting. These are based on Team Solutions assessments.
- The annual report to the Board of Trustees will use the Beep test results, observations and the collected results which will show the progress of Maori and Pasifika students.

## Learning Languages: Implementation Plan

### Aim

Languages link people locally and globally. Learning an additional language allows a new window into another cultural context and identity, expressing meaning in different ways. Learning an additional language allows students to appreciate, understand and communicate in both the target language and in whichever other languages they are competent. Interaction in alternate languages allows development of new understandings of their own first language and the target language.

### Guidelines

#### Instruction (teaching and learning) in Learning Languages will:

- Be explicit, at least 1 period or 45 minutes per week by identified teachers.
- Use language folders available online and in hard copy. This includes all ex-video and DVD material.
- Be at NZC Level 1, the accepted entry level, and will be assessed from this level.
- Be planned appropriately as related to the appropriate language curriculum document.
- Use the 'Ellis Principles' for second language acquisition are used as our basic principles.
- Use the principles within teaching contexts, alongside the particular MoE folders and teachers' own materials.
- Use learning intentions that are specific and related to the topic. Success Criteria are collaboratively created with the students.
- Use language and cultural contexts to support classroom practice e.g. using the target language for classroom operations.
- Encourage students to have an input into what they wish to learn from the target language. They may interact within e-worlds, reflect upon their interactions and look for further assistance.
- Provide students with the opportunities to further their learning with whichever language they choose. Teachers will allow and facilitate, where possible, the encounters that allow this to happen; through e-learning and access to fluent speakers.
- Provide students input into individual or group related research work in terms 2 and 4 when Inquiry Learning is the focus.
- Include ongoing PD given to staff as need arises, to facilitate and develop student understanding in content knowledge of the specific topic.

#### Assessment:

- Assessment is formative using various tools designed by teachers.
- Self-assessment Portfolio/e-portfolio self sheets as co-constructed by teacher and student may be used.
- Video is useful for recording achievement in all language learning.
- As all language learning is currently at Levels 1-2 no summative assessment data is needed.
- Where learning is at Level 4 then summative assessments will be carried out.

## Science: Implementation Plan

### Aim

Science is a way of investigating, understanding and explaining the natural, physical world. In order to develop scientific knowledge, understanding and explanation, people generate and test ideas, make observations, carry out investigations, construct models and communicate and debate with each other. Challenges and opportunities which face our world can be considered from a scientific perspective.

### Guidelines

#### Instruction (teaching and learning) in Science will:

- The *Nature of Science* strand sets the foundation strand through which the other strands are taught.
- Ensure science is an interactive subject whereby hands on activities stimulate student interest in the area of study. As such teachers will, wherever it is practicable, use appropriate investigation and communication experiences when growing science knowledge and understandings.
- Ensure use of the science lab which is available to all teachers to enhance their science programmes. It is stocked with the chemicals and equipment required for the current units.
- Ensure science is taught the equivalent of 90 minutes a week in Terms 1 & 3 only. This is supported by teaching plans with student workbooks (available for Term 1 and 3 AOs).
- Ensure students are given opportunities to participate in science fairs, interactive science days, science-based electives and external tests.

### Planning

#### Teachers are expected to:

- Plan for the current units (available on PIS Curriculum online) and ensure the unit is related to the Big Question for the semester.
- Plan a rotation of activities so that all students have an opportunity to experience all activities.
- Display learning intentions and unpack these for students. Success criteria will be co-constructed with students.
- Take advantage of in-house professional development opportunities and professional discussion in order to have the content knowledge required to facilitate progression of students in science.

### Assessment

- Science knowledge assessments, conducted at the beginning and end of Terms 1 and 3, are snapshots of student knowledge of various branches of Science (e.g. Physics, Chemistry and Biology).
- The Science Core Skills Test is a snapshot of overall scientific knowledge that will be administered by the classroom teachers at the beginning of Year 7 and the end of Year 8.
- Students may select a Science-based Inquiry Learning question in Term 2 and/or 4 and this is assessed under the Inquiry Learning umbrella.
- National standards in reading, writing and maths may be assessed within a Science context.

## **Social Sciences: Implementation Plan**

### **Aim**

Social Sciences is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Through Social Sciences studies students will investigate individuals and groups who have made a difference whether it be in their own culture, nationally, historically, or fighting for a more just world.

### **Guidelines**

#### **Instruction (teaching and learning) in Social Sciences will:**

- Be taught the equivalent of 90 minutes a week in Terms 1 and 3.
- Be based on effective pedagogy in the classroom allowing opportunity for the key competencies to develop.
- Integrate the teaching of the Social Sciences concepts and the Inquiry Learning processes into other curriculum areas. For example – use texts relating to the concept being studied in reading planning when focussing on skimming/scanning.
- Include an aspect of social action in each context taught.

### **Planning**

#### **Teachers are expected to:**

- Provide Social Inquiry Overviews for Terms 1 and 3 (available on PIS Curriculum online) and are related to the Big Question for the semester.
- Display learning intentions and unpack these for students. Success criteria will be co-constructed with students.
- Follow the layout of the Social Inquiry Overview page suggesting opportunities for further thinking, learning and research throughout the topic. Small groups of students can independently undertake a piece of research into an aspect of this unit that interests them.
- Identify prior knowledge, align activities and resources to intended outcomes; provide opportunities to revisit concepts and learning processes, and attend to the learning needs and backgrounds of individual students.

### **Assessment**

- Students may select a Social Sciences based Inquiry learning question in Terms 2 and/or 4 and this is assessed under the Inquiry learning umbrella.
- Provide prompt, timely and effective feedback.
- Involve students in monitoring their own progress.
- Teachers assess the focussing questions based on conceptual understanding using commonly agreed upon rubrics.
- National standards in reading and writing may be assessed within a Social Science context.

## **Technology: Implementation plan**

### **Aim:**

The aim of technology education is to develop students' technological literacy, which is structured around three strands:

- Technological Practice ('know how')
- Nature of Technology ('know why')
- Technological Knowledge ('know that')

A broad range of contexts should ensure coverage of the three types of transformations associated with technology: transformation of: energy, information and materials. These transformations can in turn be categorised into four purposes: - to manipulate, store, transport or control. It is also expected that contexts chosen will allow students to experience and/or explore a range of technological examples of technology to further encourage diversity within learning programmes

The holistic framework allows teachers to draw from a mix of contexts and develop learning programmes for students, to work towards the achievement objectives from all three strands, in a way that best suits the school resources, teacher knowledge and skill, and the interests of the students.

All teachers are teachers of Numeracy and Literacy. Students should experience Numeracy and Literacy instruction in authentic Technology contexts.

### **Guidelines**

#### **Instruction (teaching and learning) in Technology:**

- Students rotate every six weeks between the four Technology disciplines, Art and Music. Each class is split in two groups, and attends 9 Technology lessons in a 6 week cycle. The four Technology disciplines are Hard Materials, Fabrics, Food, and Graphic Design and Modelling. Each lesson consists of two periods, which is 90 minutes in total.
- Wherever appropriate and possible the Technology programme should be integrated with the classroom programme.
- Each Technology teacher has the responsibility for their own planning.

### **Effective Pedagogy**

Teachers will endeavour to apply the following teaching approaches in their teaching:

- Creating a supportive learning environment
  - Building and maintaining positive relationships.
  - Showing and teaching tolerance and understanding towards cultural and language diversity.
- Encouraging reflective thought and action
  - Developing the ability to stand back and think objectively from information and ideas (critical thinking).
  - Reflecting, assimilating, relating, adapting and translating their thoughts into actions.
  - Developing their creativity.
  - Design tasks and opportunities for students to critically evaluate the material they use, and consider the purpose for which it was originally created.
- Enhancing the relevance of new learning
  - Students learn most effectively when they understand what they are learning, why they are learning it, and how they will be able to use their new learning.
  - Stimulate the curiosity of their students, require them to search for relevant information and ideas, and challenge them to use or apply what they discover in new contexts or in new ways.
  - Look for opportunities to involve students directly in decisions relating to their own learning.

- Students must be guided towards taking greater ownership of their own learning.
- Facilitating shared learning
  - Students learn as they engage in shared activities and conversations with other people.
  - Cultivate the class as a learning community.
  - Learning conversations and learning partnerships are encouraged.
  - Challenge, support and feedback must always be available.
  - Students build the language that they need to take their learning further.
- Making connections to prior learning and experience
  - Students learn best when they are able to integrate new learning with what they already understand.
  - Anticipate students' learning needs and avoid unnecessary duplication of content.
  - Help students to make connections across learning areas as well as home practices and the wider world.
- Providing sufficient opportunities to learn
  - Students learn most effectively when they have time and opportunity to engage with, practise, and transfer new learning.
  - They need to encounter new learning a number of times and in a variety of different tasks or context.
  - Appropriate assessment helps the teacher to determine what "sufficient" opportunities mean for an individual student, and to sequence students' learning experiences over time.
- Teaching as inquiry
  - Where appropriate, use the school's Teaching as Inquiry model for change.
    - Focusing inquiry: What is important, given where my students are at?
    - Teaching inquiry: What strategies are most likely to help my students learn this?
    - Learning inquiry: What happened as a result of the teaching, and what are the implications for future teaching?

### **Assessment**

- Students should be working at Level 3 of the NZ Curriculum and overall teacher judgment, based on a Level 3 /4 rubric is used as evidence of achievement.
- Evidence is gathered in a variety of forms e.g. interactive activities, practising of skills, discussions, drawings and sketches of concept ideas and the Technological Practice design model. This is recorded in a tracking book.
- At the end of each cycle, the four Technology teachers will assess the students' progress and achievement using a common assessment rubric based on the prescribed levels and Achievement Objectives in Technology Indicators of Progression document. The completed rubric and the written evidence will be sent home, as part of the reporting of progress to the parents.
- National standards in reading and writing may be assessed within a Technology context.

### **Resourcing and Personal Development**

#### **All teachers are expected to:**

- Be aware of information and updates from Technology advisors.
- Attend Technology cluster meetings where appropriate.
- Be familiar with, and a frequent user of, the Techlink website.
- Be aware of all MoE Courses and training programmes that become available.

## Te Reo Māori: Implementation Plan

### Aim

Te reo Māori is indigenous to Aotearoa New Zealand and is a taonga recognised under the Treaty of Waitangi, a primary source of our nation's self-knowledge and identity and is an official language of our country. For Māori students, learning te reo Māori and furthering their understanding of tikanga strengthens their identity and reinforces the significance of the world view of tangata whenua. For non Māori, it is part of the journey towards increased cultural understandings. For all students te reo Māori helps to define New Zealand's special place in the world.

### Guidelines

#### Instruction (teaching and learning) in Te reo Māori:

- Be visible in the classroom environment.
- Ensure teachers use language and cultural contexts to support their classroom practice e.g. using the te reo Māori language for classroom operations.
- Be based on the *Ka Mau te Wehi* resource folder (available online and in hard copy). This includes all CD and DVD material.
- Ensure planning is clearly related to the *Ka Mau te Wehi* resource folder, our base resource, and teachers' own materials.
- Use the 'Ellis Principles' for second language acquisition.
- Ensure learning intentions are specific and related to topic. Success criteria are collaboratively created with the students.
- Provide students with the opportunities to further their learning of te reo me ona tikanga throughout the year. E.g kapa haka.
- Be supported by ongoing PD given to staff as needs arise, to facilitate and develop teacher understanding and use of te reo Māori.
- All students will be assessed in te reo Māori.

#### Assessment:

- Assessment is formative using various tools designed by teachers and from the *Ka Mau te Wehi* resource folder.
- Assessment in te reo Māori will consist of a portfolio of spoken, written and visual work that is discussed with teacher and peers. This may include video and blogs.
- Summative assessment in te reo Māori will consist of observations of student responses to te reo and tikanga experiences against levelled rubrics which describe these in an authentic context.

## **The Arts: Implementation plan**

### **Aim**

The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of our community, enriching our lives and our understandings of ourselves.

Participating in the arts allows students to create movement, sound and images that transform ideas into expressive works. The arts enhance all learning.

All teachers are teachers of literacy and numeracy. The arts provide an opportunity for meaning ful literacy and numeracy teaching in authentic contexts.

### **Guidelines**

#### **Instruction (teaching and learning) in the arts will**

- Focus on exposure to the Arts and opportunities for new experiences.
- Be planned and taught in a specialised form by our Arts Specialist Teachers: Music, Visual & Performing Arts, both dance and drama.
- Be integrated into other learning areas within the classroom by the classroom teacher working with the specialist teacher in authentic learning contexts.
- Provide opportunities for students to work in groups with the possibility for performance/presentation to give validity to work undertaken.
- Have a special place within the learning area of English: they relate, teach, and enhance learning in text purposes and audiences; ideas within language contexts; language features that enhance texts; and the structure and organisation of texts.
- Be visible in classroom displays and displays in all public areas of the school.
- Support gifted students and those students with a passion for the Arts.
- Use ideas for integrated classroom planning available on PIS Curriculum online and by meeting with The Arts learning area leader and the Arts Specialist Team.

### **Assessment**

- Specialist Arts teachers present summative assessment data on students using current rubrics.
- Rubrics are available for the classroom teacher who wishes to integrate Arts disciplines. These may be used summatively or formatively.
- Students should be working at level 4 in the NZ curriculum and overall teacher judgement, against a Level 4-based rubric, is used as evidence of achievement.
- Video is encouraged for recording achievement in The Arts.

**Semester 1 - Year 7**

FOCUS: Personal identity (Me)

BIG QUESTION: Who am I?

**Semester 2 - Year 7**

FOCUS: Local citizenship (Local)

BIG QUESTION: What does it mean to be an Aucklander?

**Papatoetoe Intermediate School**

**Two year overview**

**Semester 3 - Year 8**

FOCUS: National identity (National)

BIG QUESTION: What does it mean to be a New Zealander?


**Semester 4 - Year 8**


FOCUS: Global citizenship (Global)

BIG QUESTION: What does it mean to be a global citizen?

**Terms 1 and 3 Knowledge and skills**

**Terms 2 and 4 Inquiry Learning**

<p><b>Social Sciences</b></p> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Understand how cultural practices vary but reflect similar purposes.</li> <li>Understand how the movement of people affects cultural diversity and interaction in New Zealand.</li> </ul> <p>Refer: <i>Social Inquiry Overview</i> for Case studies may include; <i>Maintaining our culture</i></p> <p>Social action:</p>	<p><b>Science</b></p> <p><b>Living world Level 3</b></p> <p><b>Life Processes</b></p> <ul style="list-style-type: none"> <li>Recognise that there are life processes common to all living things and that these occur in different ways.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>Begin to group plants, animals and other living things into science-based classifications.</li> <li>Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.</li> </ul> <p>Refer: Unit and lesson plans.</p>	
<p><b>Health</b></p> <p><b>Health communities and environments Level 4</b></p> <p><i>Community resources</i></p> <ul style="list-style-type: none"> <li>Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.</li> </ul> <p>Refer: <i>Pap Int Health Unit handbook.</i></p>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p><b>Who am I?</b></p> <p><i>Focus: Personal identity</i></p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>We will create a supportive learning environment, encouraging reflective thought and actions enhancing the relevance of learning. We will ensure that there are sufficient opportunities to learn and will make decisions at the time as to whether coverage should be more or less but in greater depth. We will explore e-learning. We will investigate the success of our teaching in terms of prioritised outcomes. We are providing a knowledge and skills based platform in Term 1 on which to</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p><b>Learning Languages</b></p> <p><b>Levels 1-2 Communication</b></p> <ul style="list-style-type: none"> <li>Receive and produce information.</li> <li>Produce and respond to questions and requests.</li> <li>Show social awareness when interacting with others.</li> </ul> <p><b>Levels 1-2 Language and cultural knowledge.</b></p> <ul style="list-style-type: none"> <li>Recognise that the target language and culture is organised in particular ways.</li> <li>Make connections with their own language and known cultures</li> </ul> <p>Refer: Unit and lesson plans. "Oui", "Si", "Ja", "Ka Mau Te Wehi." Ministry of Ed.</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>Express an aspect of our learning through dance and drama opportunities.</li> </ul> <p>Refer: Unit and lesson plans.</p> </div>	
<p><b>PE</b></p> <p><b>Personal Health and Physical Development Level 4</b></p> <p><i>Regular physical activity</i></p> <ul style="list-style-type: none"> <li>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</li> </ul> <p><b>Movement Concepts and Motor Skills.</b></p> <p><i>Movement skills</i></p> <ul style="list-style-type: none"> <li>Demonstrate consistency and control of movement in a range of situations.</li> </ul> <p><i>Positive attitudes</i></p> <ul style="list-style-type: none"> <li>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</li> </ul> <p>Refer: <i>Pap Int PE Unit handbook.</i></p>	<p><b>Te reo Māori</b></p> <ul style="list-style-type: none"> <li>Every student will be able to articulate their whakapapa in a mihi using their first language fluently: turangawaewae.</li> </ul>	<p><b>Technology</b></p> <p><b>Technological practice Level 3</b></p> <p><i>Planning for practice</i></p> <p><i>Brief Development</i></p> <p><i>Outcome development and evaluation</i></p> <p><b>Technological knowledge Level 3</b></p> <p><b>Nature of Technology Level 3</b></p> <p>(Selected AOs in Year 7)</p>
<p style="text-align: center;"><b>Information Skills – Inquiry Learning</b></p> <p>Deciding: The focus in this semester will be on the deliberate act of teaching that assists students with the <i>deciding</i> phase of Inquiry Learning.</p> <div style="text-align: right;">  </div>		

<p align="center"><b>Social Sciences</b></p> <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Understand how people make decisions about access to and use of resources.</li> </ul> <p>Refer: <i>Social Inquiry Overview</i> for Case studies may include; <i>Coping with a disaster</i>.</p>	<p align="center"><b>Science</b></p> <p><b>Planet Earth and Beyond Levels 3, 4</b></p> <p><b>Earth cycles Levels 3, 4</b></p> <ul style="list-style-type: none"> <li>Investigate the cause, rate, and signs of change of natural features,</li> </ul> <p><b>Astronomical cycles Levels 3, 4</b></p> <ul style="list-style-type: none"> <li>Make observations of the moon, the sun, and visible planets, starting to develop a sense of the vastness of the solar system.</li> </ul> <p><b>Interacting cycles Levels 3, 4</b></p> <ul style="list-style-type: none"> <li>Identify the conditions that allow life to exist on Earth and this moment.</li> </ul> <p>Refer: Unit and lesson plans.</p>	
<p align="center"><b>Health</b></p> <p><b>Level 3 Personal Health and Physical development</b></p> <p><i>Personal growth and development</i></p> <ul style="list-style-type: none"> <li>Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.</li> </ul> <p><b>Level 3 Personal Health and Physical development</b></p> <p><i>Personal identity</i></p> <ul style="list-style-type: none"> <li>Describe how their own feelings, beliefs and actions and those of other people contribute to their personal sense of self-worth.</li> </ul> <p>Refer: <i>Pap Int Health Unit handbook</i>.</p>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p><b>What does it mean to be an Aucklander?</b></p> <p><i>Focus: Community citizenship</i></p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>We will create a supportive learning environment, encouraging reflective thought and actions enhancing the relevance of learning. We will ensure that there are sufficient opportunities to learn and will make decisions at the time as to whether coverage should be more or less but in greater depth. We will explore e-learning. We will investigate the success of our teaching in terms of prioritised outcomes. We are providing a knowledge and skills based platform in Term 3 on which to base our inquiry learning in Term 4.</p> </div>	
<p align="center"><b>PE</b></p> <p><b>Personal Health and Physical Development Level 4</b></p> <p><i>Regular physical activity</i></p> <ul style="list-style-type: none"> <li>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</li> </ul> <p><b>Movement Concepts and Motor Skills.</b></p> <p><i>Movement skills</i></p> <ul style="list-style-type: none"> <li>Demonstrate consistency and control of movement in a range of situations.</li> </ul> <p><i>Positive attitudes</i></p> <ul style="list-style-type: none"> <li>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</li> </ul> <p>Refer: <i>Pap Int PE Unit handbook</i>.</p>	<p align="center"><b>Te reo Māori</b></p> <ul style="list-style-type: none"> <li>Every student will be able to</li> </ul>	<p align="center"><b>Learning Languages</b></p> <p><b>Levels 1-2 Communication</b></p> <ul style="list-style-type: none"> <li>Receive and produce information.</li> <li>Produce and respond to questions and requests.</li> <li>Show social awareness when interacting with others.</li> </ul> <p><b>Levels 1-2 Language and cultural knowledge.</b></p> <ul style="list-style-type: none"> <li>Recognise that the target language and culture is organised in particular ways.</li> <li>Make connections with their own language and known cultures</li> </ul> <p>Refer: Unit and lesson plans.  <i>“Oui”, “Sī”, “Ja”, “Ka Mau Te Wehi.”</i>  Ministry of Ed.</p> <hr/> <p align="center"><b>The Arts</b></p> <ul style="list-style-type: none"> <li>Express an aspect of our learning through dance and drama opportunities.</li> </ul> <p>Refer: Unit and lesson plans.</p>
<p align="center"><b>Information Skills – Inquiry Learning</b></p> <p>Finding, Using and Recording:  The focus in this semester will be on the deliberate act of teaching that assists students with the <i>finding, using and recording</i> phase of Inquiry Learning.</p> <div style="text-align: right;">  </div>		

<p align="center"><b>Social Sciences</b></p> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>Understand that events have causes and effects.</li> <li>Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</li> </ul> <p>Refer: <i>Social Inquiry Overview</i> Case studies may include; <i>Treaty of Waitangi, ANZAC Day</i></p>	<p align="center"><b>Science</b></p> <p><b>Level 4</b></p> <p><b>Physical inquiry and physics concepts</b></p> <ul style="list-style-type: none"> <li>Explore, describe, and represent patterns and trend for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.</li> </ul> <p>Refer: Unit and lesson plans.</p>	
<p align="center"><b>Health</b></p> <p><b>Health communities and environments Level 4</b></p> <p><i>Societal attitudes and value</i></p> <ul style="list-style-type: none"> <li>Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.</li> </ul> <p><i>Rights, responsibilities, and laws; People and the environment.</i></p> <ul style="list-style-type: none"> <li>Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.</li> </ul> <p>Refer: <i>Pap Int Health Unit handbook</i></p>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p><b>What does it mean to be a New Zealander?</b></p> <p><i>Focus: National identity</i></p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>We will create a supportive learning environment, encouraging reflective thought and actions enhancing the relevance of learning. We will ensure that there are sufficient opportunities to learn and will make decisions at the time as to whether coverage should be more or less but in greater depth. We will explore e-learning. We will investigate the success of our teaching in terms of prioritised outcomes. We are providing a knowledge and skills based platform in Term 1 on which to base our inquiry learning in Term 2.</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p align="center"><b>Learning Languages</b></p> <p><b>Levels 1-2 Communication</b></p> <ul style="list-style-type: none"> <li>Receive and produce information.</li> <li>Produce and respond to questions and requests.</li> <li>Show social awareness when interacting with others.</li> </ul> <p><b>Levels 1-2 Language and cultural knowledge.</b></p> <ul style="list-style-type: none"> <li>Recognise that the target language and culture is organised in particular ways.</li> <li>Make connections with their own language and known cultures</li> </ul> <p>Refer: Unit and lesson plans. <i>“Oui”, “Si”, “Ja”, “Ka Mau Te Wehi.”</i> Ministry of Ed.</p> </div>	
<p align="center"><b>PE</b></p> <p><b>Personal Health and Physical Development Level 4</b></p> <p><i>Regular physical activity</i></p> <ul style="list-style-type: none"> <li>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</li> </ul> <p><b>Movement Concepts and Motor Skills.</b></p> <p><i>Movement skills</i></p> <ul style="list-style-type: none"> <li>Demonstrate consistency and control of movement in a range of situations.</li> </ul> <p><i>Positive attitudes</i></p> <ul style="list-style-type: none"> <li>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</li> </ul> <p>Refer: <i>Pap Int PE Unit handbook.</i></p>	<p align="center"><b>Te reo Māori</b></p> <ul style="list-style-type: none"> <li>Every student will be able to</li> </ul>	<p align="center"><b>Technology</b></p> <p><b>Technological practice Level 4</b></p> <p><i>Planning for practice</i> <i>Brief Development</i> <i>Outcome development and evaluation</i></p> <p><b>Technological knowledge Level 4</b></p> <p><b>Nature of Technology Level 4</b> (Selected AOs in Year 8)</p>

**Information Skills – Inquiry Learning**

Presenting:

The focus in this semester will be on the deliberate act of teaching that assists students with the *presenting* phase of Inquiry Learning.



<p style="text-align: center;"><b>Social Sciences</b></p> <p><b>Level 4 AOs</b></p> <ul style="list-style-type: none"> <li>Understand how formal and informal groups make decisions that impact on communities.</li> <li>Understand the events have causes and effects.</li> </ul> <p>Refer: <i>Social Inquiry Overview</i> Case studies may include; <i>Poverty, Child labour, Rainforest, Refugees.</i></p>	<p style="text-align: center;"><b>Science</b></p> <p><b>Levels 3, 4</b></p> <p><b>Properties of materials</b></p> <ul style="list-style-type: none"> <li>Group materials in different ways, based on their physical and chemical properties.</li> <li>Relater properties to the material’s use.</li> <li>Distinguish between pure substances and mixtures.</li> </ul> <p><b>Chemical reactions</b></p> <ul style="list-style-type: none"> <li>Identify the different ways in which materials can undergo permanent or temporary changes and relate these changes to everyday situations.</li> </ul> <p><b>Particles</b></p> <ul style="list-style-type: none"> <li>Begin to develop and understanding of the interaction of particles in phase changes and chemical reactions.</li> </ul> <p>Refer: Unit and lesson plans.</p>	
<p style="text-align: center;"><b>Health</b></p> <p><b>Personal Health and Physical development Level 3</b></p> <p><i>Personal growth and development</i></p> <ul style="list-style-type: none"> <li>Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.</li> </ul> <p><b>Personal Health and Physical development Level 4</b></p> <p><i>Personal identity</i></p> <ul style="list-style-type: none"> <li>Describe how social messages and stereotypes, including those in the media can affect feelings of self-worth.</li> </ul> <p>Refer: <i>Pap Int Health Unit handbook.</i></p>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p><b>What does it mean to be a global citizen?</b></p> <p><i>Focus: Global citizenship</i></p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>We will create a supportive learning environment, encouraging reflective thought and actions enhancing the relevance of learning. We will ensure that there are sufficient opportunities to learn and will make decisions at the time as to whether coverage should be more or less but in greater depth. We will explore e-learning. We will investigate the success of our teaching in terms of prioritised outcomes. We are providing a knowledge and sills based platform in Term 3 on which to base</p> </div>	
<p style="text-align: center;"><b>PE</b></p> <p><b>Personal Health and Physical Development Level 4</b></p> <p><i>Regular physical activity</i></p> <ul style="list-style-type: none"> <li>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</li> </ul> <p><b>Movement Concepts and Motor Skills.</b></p> <p><i>Movement skills</i></p> <ul style="list-style-type: none"> <li>Demonstrate consistency and control of movement in a range of situations.</li> </ul> <p><i>Positive attitudes</i></p> <ul style="list-style-type: none"> <li>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</li> </ul> <p>Refer: <i>Pap Int PE Unit handbook.</i></p>		
<p style="text-align: center;"><b>Information Skills – Inquiry Learning</b></p> <p>Evaluating and taking action: The focus in this semester will be on the deliberate act of teaching that assists students with the <i>evaluating and taking action</i> phase of Inquiry Learning.</p>		<p style="text-align: center;"><b>The Arts</b></p> <ul style="list-style-type: none"> <li>Express an aspect of our learning through dance and drama opportunities.</li> </ul> <p>Refer: Unit and lesson plans.</p> <p style="text-align: center;"><b>Technology</b></p> <p><b>Technological practice Level 4</b> <i>Planning for practice</i> <i>Brief Development</i> <i>Outcome development and evaluation</i></p> <p><b>Technological knowledge Level 4</b> <b>Nature of Technology Level 4</b> (Selected AOs in Year 8)</p>



