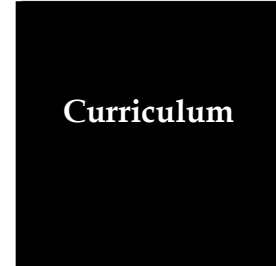


# Ashburton Borough School



incorporating Lagmhor School

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## Curriculum 2010

# ABS Curriculum

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# Section 1

## Background

### **Key Purposes of the NZC**

After reading key sections of the New Zealand Curriculum document Ashburton Borough School has identified the key purposes as the following;

This curriculum gives schools the flexibility to actively involve students in what they learn, how it is taught and how the learning is assessed, and invites schools to embrace the challenge of designing, relevant and meaningful learning programmes that will motivate and engage students. Including these key aspects;

- Becoming a nation of achievers – capable, knowledgeable, caring, active, and open to opportunity in order to live and learn
- NZC vision for young people; is confident, creative, connected and actively involved.
- Catering for increased specialisation and flexibility in the workplace - Future focus
- Globalisation
- Diversity
- Literacy and Numeracy as well as a range of other learning areas - Holistic learners
- Key competencies developed in order to live, learn and contribute as members of our community
- Equipping individuals to be positive, responsible, contributing members of society

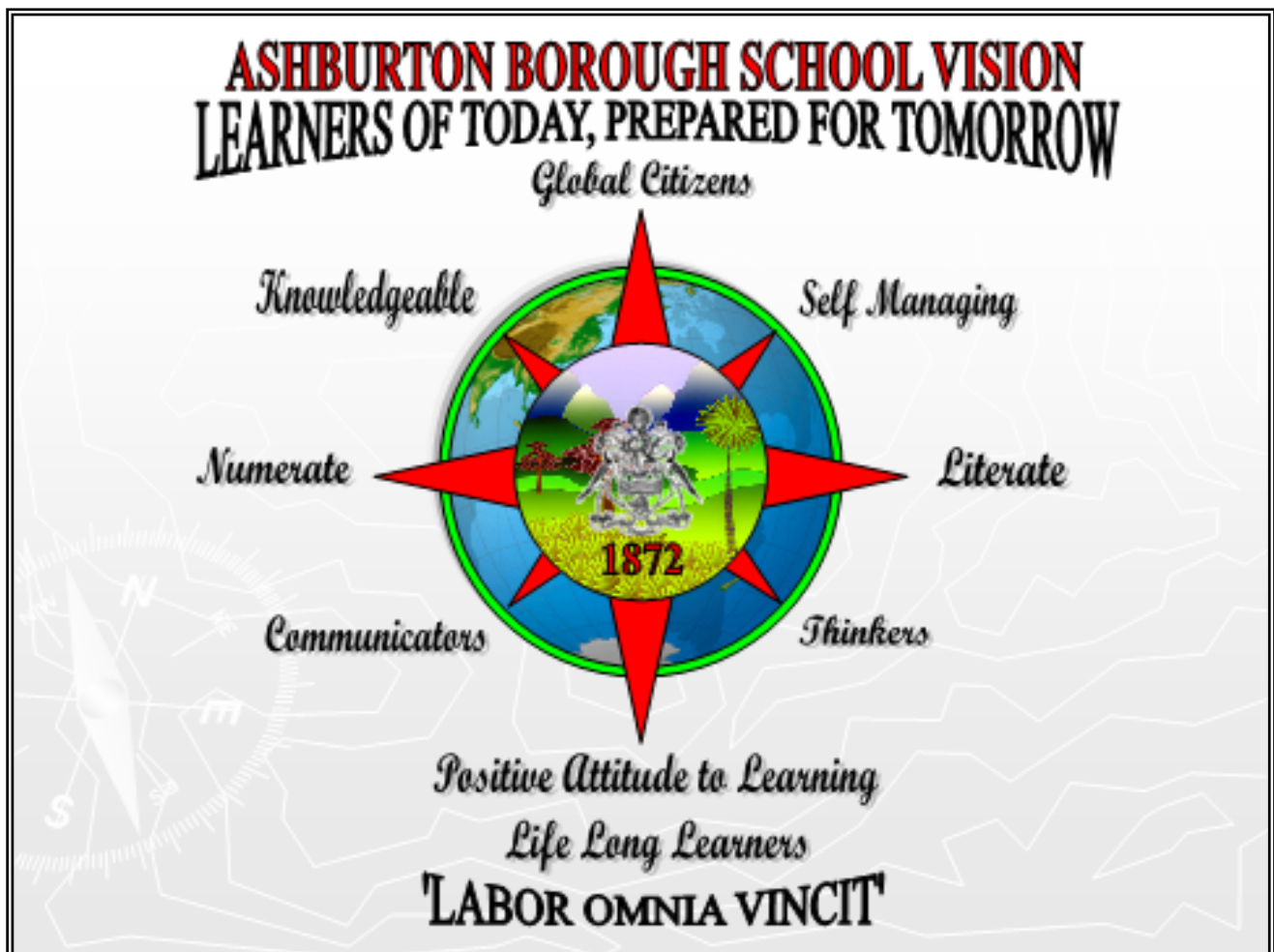
It allows schools the scope to cater for student's particular needs, interests and talents of students and strengths of teachers.

# Vision

*A school's vision briefly describes the future the school community sees for itself, and what students will be like when they are confident, connected, actively involved, lifelong learners.*

## **'Learners of today, Prepared for tomorrow'**

*ABS aims for our students to be literate and numerate life long learners. They are thinkers and self managers who have a positive attitude to learning, with the knowledge and skills to be able to effectively communicate as global citizens.*



## ABS Vision in detail – Connections to Key Competencies and IBO skills

‘Learners of Today, Prepared for Tomorrow’ <i>ABS aims for our students to be literate and numerate life long learners. They are thinkers and self managers who have a positive attitude to learning, with the knowledge and skills to be able to effectively communicate as global citizens.</i>		Key Competencies	IBO Skills
<b>Thinkers</b>	Thinkers are curious and take risks in their learning. They seek, use and create knowledge by asking questions, being <b>creative, critical</b> and <b>metacognitive</b> . They use a range of thinking tools to organise their thought processes to reflect on, and solve problems.	Thinking Using language, symbols, and texts Managing Self Participating and Contributing	Thinking Research Communication Self Managing Social
<b>Self Managers</b>	Self managers are <b>enterprising</b> , resourceful, reliable and <b>resilient</b> . They know when to lead, when to follow and when and how to act independently.	Managing Self Participating and Contributing Thinking Using Language symbols & Text	Self Managing Social
<b>Positive attitude to learning</b>	Students with a positive attitude to learning are highly focused and able to set and work towards achieving goals to the best of their ability. They use a variety of methods including; <b>goal setting</b> , purposefulness, competitiveness and <b>perseverance</b> .	Managing Self	Self Managing
<b>Communicators</b>	<b>Effective communicators</b> are students who are able to <b>give</b> and <b>receive</b> information efficiently; orally, visually and in written form. They can competently use a variety of technologies and genre in each of the learning areas.	Participating & contributing Relating to others Using language, symbols, and texts	Communication Social
<b>Global citizens</b>	<b>Global citizens</b> <u>respect</u> themselves, others and the environment. They <b>value diversity</b> and understand the importance of their place in our world and that <b>they can make a difference</b> .	Relating to others Participating & contributing	Social

# Values

## To be encouraged, modeled and explored

‘Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.’ NZC

<i>ABS 3R's</i>	<i>This means</i>	<i>NZC Values</i>
Respect	Honouring the rights and feelings of others, the environment and ourselves, through our words and actions.	Diversity Equity Integrity Respect
Responsibility	Accountability, dependability	Community and participation Ecological sustainability Integrity
Resilience	Rising to a challenge, displaying the ability to deal with adversity, using initiative to solve challenges in an innovative manner.	Excellence Innovation, inquiry and curiosity

It is acknowledged that not all NZC Values and PYP attributes are captured by the 3R's. Further discussion will be required ensuring that all values are embraced.

## Development of the NZC Values through the ABS Values

<b>Student Rubrics ~ Respect</b>			
<b>Respectful</b> students honour the rights and feelings of others, the environment and themselves, through their words and actions.			
	<b>Developing</b>	<b>Accomplishing</b>	<b>Excelling</b>
<i>Self Respect</i>	I am beginning to feel good about 'me' and I am starting to take care and pride in myself and my work	I feel good about 'me' and take pride in myself and my work.	I am able to acknowledge my strengths, accept areas in which I need to improve and always take pride in myself and my work.
<i>Respecting the Environment</i>	I am beginning to consider others and my home and school environment.	I show consideration towards others and my local environment and am beginning to show awareness of global issues.	I am considerate and caring towards others and the global environment and I am prepared to stand up for my beliefs.
<b>Teacher Actions ~ Respect</b>			
<i>Self Respect</i>	<ul style="list-style-type: none"> <li>✓ Teacher model respecting self and others</li> <li>✓ Positive reinforcement wherever appropriate</li> <li>✓ Provide opportunities for students to shine               <ul style="list-style-type: none"> <li>○ Leadership roles; Student council, Enviro team, Health and safety, Librarians, House captains, PALs, PE monitors, Class room responsibilities, Road patrol,</li> <li>○ Sports teams</li> <li>○ Student competitions, Speech competition</li> <li>○ Cultural activities, music festival, productions</li> <li>○ Service award</li> </ul> </li> <li>✓ Value the school uniform being worn well</li> <li>✓ Quality displays</li> <li>✓ Expectation of quality work</li> <li>✓ Reinforce school expectations / high standards</li> </ul>		
<i>Respecting the Environment</i>	<ul style="list-style-type: none"> <li>✓ Sustainability - Recycle, Reduce, Reuse</li> <li>✓ Encouraging pride in the classroom and wider school community</li> <li>✓ Provide opportunities for students to experience the outdoors through EOTC</li> </ul>		

<b>Student Rubrics ~ Responsibility</b>			
<b>Responsible</b> students are accountable for their own decisions and actions. They are trustworthy and dependable.			
	<b>Developing</b>	<b>Accomplishing</b>	<b>Excelling</b>
<i>Being accountable</i>	I can explain my behaviours.	I can explain and take responsibility for my behaviours and accept the consequences.	I can explain and take responsibility for my behaviours and modify my behaviour accordingly.
<i>Being dependable</i>	I am learning to think for myself and be cooperative.	I can think for myself and be relied on by others.	I am cooperative, reliable and trustworthy and use my initiative.
<b>Teacher Actions ~ Responsibility</b>			
<i>Accountable</i>	<ul style="list-style-type: none"> <li>✓ Teachers model / expect high and consistent standards</li> <li>✓ Positive reinforcement - intrinsic</li> <li>✓ Encourage reflective thought and action</li> <li>✓ Teach children how to modify behaviour</li> <li>✓ Encourage students to take ownership of their own learning</li> <li>✓ Students be aware of, and accept the consequences of their actions for making good and poor choices</li> <li>✓ Provide opportunities for students to practise expected competencies</li> </ul>		
<i>Dependable</i>	<ul style="list-style-type: none"> <li>✓ Teachers model dependability <ul style="list-style-type: none"> <li>○ being reliable, punctual, consistent, honest,</li> <li>○ work cooperatively with peers</li> <li>○ follow through – do what you have agreed to do</li> <li>○ be trustworthy</li> </ul> </li> </ul>		

<b>Student Rubrics ~ Resilience</b>			
<b>Resilient</b> students have a positive ‘can do’ attitude and show perseverance when facing challenges.			
	<b>Developing</b>	<b>Accomplishing</b>	<b>Excelling</b>
<i>‘Can do’ attitude</i>	I am beginning to give new activities a try on my own or with the help of others.	I am attempting new things on my own most of the time.	I am confident in attempting new activities with or without help.
<i>Perseverance</i>	I am beginning to complete activities on my own and with support if needed.	I am attempting to complete most activities on my own.	I confidently complete new activities independently most of the time.
<b>Resilient</b> students have a positive ‘can do’ attitude and show perseverance when facing challenges.			
<b>Teacher Actions ~ Resilience</b>			
<i>‘Can do’ attitude</i>	<ul style="list-style-type: none"> <li>✓ provide a safe and supportive environment so that students feel free to ‘have a go’ at anything</li> <li>✓ model and set high expectations</li> <li>✓ model and encourage students to review and modify tasks until they are satisfied with the results</li> <li>✓ praise success as they achieve steps towards their goals</li> </ul>		
<i>Perseverance</i>	<ul style="list-style-type: none"> <li>✓ teaching students to be resilient, persistent and coping with set backs</li> <li>✓ model range of strategies, including thinking skills, to solve problems</li> <li>✓ give support to get started</li> <li>✓ encourage children not to give up</li> <li>✓ provide “specific, effective, appropriate, frequent, positive and responsive feedback to children”</li> </ul> <p>‘Summary of BES’</p>		

# Key Competencies

*The New Zealand Curriculum* identifies five key competencies. People use these competencies “to live, learn, work, and contribute as active members of their communities.”

*The New Zealand Curriculum*

**Ministry of Education (2007), p.12**

The Key Competencies are:

- Thinking
- Using language, symbols, and texts
- Managing self
- Relating to others
- Participating and contributing

The key competencies underpin everything that happens in teaching and learning. They have implications for all aspects of planning and teaching, including activities, resources, and language used; content, topics or foci for learning; the role that both students and teachers take in the learning process; and the culture of the classroom and school.

## Principles that underpin Key Competencies

### Active

- Students are 'doing'-applying learning and using learning in meaningful ways
- Students are *generating* knowledge through their participation in learning
- **(as opposed to just remembering, regurgitating, repeating, recording, waiting, copying)**

### Real/purposeful

- Students interact with others in real, authentic contexts
- Connections are made between learning areas
- **(as opposed to classroom-only contexts or in relation only to discreet knowledge areas)**

### Relevant

- Learning is relevant to students' lives now and also supports their development as life-long learners
- **(as opposed to learning relevant only to a limited range of possibilities from the past)**

### Empowering

- There is attention to developing students' learning dispositions - their desire, inclination and will to learn
- **(as opposed to a focus on complying with instructions, reliance on only teacher-directed, teacher-driven, teacher-prompted learning)**

# Pedagogy

Page 34 of the NZ curriculum states “the evidence tells us that students learn best when teachers;

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

At Ashburton Borough School we will construct our own understanding and knowledge of the world through experiencing things and reflecting on those experiences. When we encounter something new we have to reconcile it with our previous ideas and experiences. We will ask questions, explore and assess what we know.

Teachers will encourage students to constantly assess how the activity is helping them gain understanding, giving them ever broadening tools to progress learning. Students will learn how to learn.

Children will enjoy learning because they are actively involved, they will transfer learning across the learning areas and will learn in an authentic real world context that is stimulating and engaging. They learn to question things and apply their natural curiosity to the world. They develop social and communication skills in a classroom environment that promotes collaboration and the exchange of ideas. The school places an emphasis on using a range of ICT to enhance learning.

# Development of the Key Competencies through the ABS Vision

## *Student Rubrics and Teacher Actions*

<b>Student Rubrics ~ Thinking</b>			
<b>Thinkers</b> are curious and take risks in their learning. They seek, use and create knowledge by asking questions, being creative, critical and meta-cognitive. They use a range of thinking tools to organise their thought processes to reflect on, and solve problems.			
<b>Key Competencies:</b> Thinking, Using language, symbols, and texts, Managing Self, Participating and Contributing <b>IB Transdisciplinary skills:</b> Thinking, Research, Communication, Self Managing, Social			
<b>Dispositions</b>	<b>Developing</b>	<b>Accomplishing</b>	<b>Excelling</b>
<i>Think Creatively</i>	With support I can shape an idea.	I can shape ideas and devise strategies to further develop them.	I can shape new ideas, develop strategies to implement them and transfer these skills into other contexts.
<i>Solve Problems</i>	I can talk about a problem.	I can identify a problem and discuss possible solutions.	I can identify, discuss solutions and am able to decide which one will be best.
<i>Reflective</i>	With support I can think about and discuss my learning.	On reflection I can evaluate my own learning against set criteria. With support, I can identify and discuss my next learning steps.	When I reflect, I can justify my decisions and evaluate my learning against set criteria. I can identify and discuss my next learning steps and apply my learning to new situations across and range of contexts.
<i>Ability to use thinking tools and strategies</i>	I can use simple thinking tools to develop my learning	I can use a range of thinking tools to develop my learning.	I can choose and apply thinking tools to develop my learning.

<b>Teacher Actions ~ Thinking</b>	
<b><i>Think Creatively</i></b>	<ul style="list-style-type: none"> <li>✓ Create the stimulus where ideas can be nurtured</li> <li>✓ Integrated into the classroom programme use a range of strategies and thinking skills eg Six Hats, PMI, Blooms taxonomy, Thinkers Keys</li> <li>✓ Provide opportunities to express and open boundaries for students to create and explore</li> <li>✓ Promote student generated / directed inquiry</li> <li>✓ Encourage discussion in safe, inclusive environments / building ideas / challenging ideas / accept that some ideas might not work / investigate alternatives</li> <li>✓ Teacher uses all available information to determine what their students already know and what they need to learn next</li> </ul>
<b><i>Solve Problems</i></b>	<ul style="list-style-type: none"> <li>✓ Teach students to be able to identify and articulate what a problem is</li> <li>✓ To teach, model and practise problem solving strategies; active listening, critical thinking, effective communication, brainstorming possible solutions, mind mapping, information gathering, assessing the value of information gathered and role play</li> <li>✓ Provide opportunities to use these skills in the school environment; eg PAL's</li> </ul>
<b><i>Reflective</i></b>	<ul style="list-style-type: none"> <li>✓ Model, teach and practise how to be reflective eg Six Hats, PMI, Blooms taxonomy, Thinkers Keys</li> <li>✓ Teaching and modelling goal setting; eg links to school wide expectations, exemplars, for example language, measurable, next step</li> <li>✓ Co-construct learning experiences for getting the best out of my learning</li> <li>✓ Develop success criteria with children based on WALT's</li> <li>✓ Discuss and share ways of setting and achieving goals</li> <li>✓ Model, teach and practise how ask relevant questions to generate new ideas</li> <li>✓ Model and provide opportunities to determine next step learning through conferencing</li> <li>✓ Provide specific time for quality reflection</li> <li>✓ Provide different opportunities and situations for reflection eg teacher / buddy / parent</li> </ul>
<b><i>Ability to use thinking tools and strategies</i></b>	<ul style="list-style-type: none"> <li>✓ Making connections by applying prior learning to new contexts</li> <li>✓ Teach the tools and strategies and explain the significance of each, in the thinking process</li> <li>✓ Provide many opportunities for students to use tools that are appropriate to the task</li> <li>✓ Provide opportunities for students to revisit information, at least three times, in a variety of different contexts</li> </ul>

**Student Rubrics ~ Self Managers**

**Self managers** are enterprising, resourceful, reliable and resilient. They know when to lead, when to follow and when and how to act independently.

**Key Competencies:** Managing Self, Participating and Contributing, Thinking, Using Language symbols & Text

**IB Transdisciplinary skills:** Self Managing, Social

<b>Dispositions</b>	<b>Developing</b>	<b>Accomplishing</b>	<b>Excelling</b>
<i>Enterprising</i>	With support, I can understand the risks involved and try something new.	I demonstrate initiative and I have the confidence to try something new.	I demonstrate initiative and I have the confidence to try something new. I can make an informed decision and confidently seek out and participate in new challenges.
<i>Resilient</i>	With support, I can cope with setbacks and move on. I am beginning to understand that mistakes or setbacks are learning opportunities.	I am developing skills and strategies to independently cope with setbacks. I can see mistakes or setbacks as being learning opportunities and I can move on.	I have the skills and strategies to independently modify my behaviour to cope with setbacks. I accept setbacks are opportunities to extend my learning and development so that I may move forward.

**Teacher Actions ~ Self Managers**

<i>Enterprising</i>	<ul style="list-style-type: none"> <li>✓ Be resilient, teach children strategies to be resilient</li> <li>✓ Willing and confident to take action</li> <li>✓ Be proactive and use initiative</li> <li>✓ Allow time and use time well</li> <li>✓ Listen to ideas</li> <li>✓ Assess the needs</li> <li>✓ Provide examples</li> <li>✓ Be flexible</li> </ul>
<i>Resilient</i>	<ul style="list-style-type: none"> <li>✓ Overcoming difficulties</li> <li>✓ Dealing with stress – calmness</li> <li>✓ Demonstrate balance and patience</li> <li>✓ Accepting feedback positively</li> <li>✓ Trying things again</li> </ul>

**Student Rubrics ~ Positive Attitude to Learning**

Students with a positive attitude to learning are self-motivated, highly focused and able to set and work towards achieving goals to the best of their ability. They use a variety of methods including; goal setting, purposefulness, competitiveness and perseverance.

**Key Competencies:** Managing Self

**IB Transdisciplinary skills:** Self Managing

<b>Dispositions</b>	<b>Developing</b>	<b>Accomplishing</b>	<b>Excelling</b>
<i>Goal setting</i>	With support I can set my own goals and talk about whether I have achieved them.	I can set my own goals, success criteria and measure my performance against them.	I can set goals, plan how I am going to achieve them, measure and justify my performance.
<i>Perseverance</i>	With support, I can keep trying even when it's hard.	I am developing strategies to help me keep working on challenging tasks.	I can choose from a range of strategies to assist me to remain focused. I can successfully complete challenging tasks and can manage most distractions.

**Teacher Actions ~ Positive Attitude to Learning**

<i>Goal setting</i>	<ul style="list-style-type: none"> <li>✓ WALT's / success criteria</li> <li>✓ SMART Goals <b>S</b>pecific, <b>M</b>easurable, <b>A</b>ttainable, <b>R</b>ealistic, <b>T</b>imely</li> <li>✓ Goals are published, referred to reviewed / reset</li> <li>✓ Provide feedback and Feed forward – peer, teacher, self –reflection.</li> <li>✓ Acknowledge achievement / achievements celebrated</li> <li>✓ Provide tools to assess and reflect on their goals (Thinking tools, Thinking hats, Questioning Matrix).</li> </ul>
<i>Perseverance</i>	<ul style="list-style-type: none"> <li>✓ Keep trying / modelling resilient behaviours</li> <li>✓ Positive attitude</li> <li>✓ Encourage children</li> <li>✓ No soft options</li> <li>✓ High standards / high outcomes</li> <li>✓ Teacher and children role playing resilient behaviours and coping strategies</li> </ul>

<b>Student Rubrics ~ Effective Communicators</b>			
<b>Effective communicators</b> are students who are able to <b>give</b> and <b>receive</b> information efficiently; orally, visually and in written form. They can competently use a variety of technologies and <b>genre</b> in each of the learning areas.			
<b>Key Competencies:</b> Participating & contributing, Relating to others, Using language, symbols, and texts			
<b>IB Transdisciplinary skills:</b> Communication, Social			
<b>Dispositions</b>	<b>Developing</b>	<b>Accomplishing</b>	<b>Excelling</b>
<i>Give information</i>	With support, I can speak, write and present information.	I can speak, write and present information clearly to a variety of audiences.	I can speak, write and present ideas and information to an audience accurately and clearly using a range of visual cues and technologies where appropriate.
<i>Receive information</i>	I can listen, read, view and question to gather information.	I can listen, question and respond appropriately. (verbal, non-verbal and written)	I can listen, question and respond appropriately and can make informed decisions and judgements. I understand messages from a variety sources.
<b>Teacher Actions ~ Effective Communicators</b>			
<i>Give information</i>	<ul style="list-style-type: none"> <li>✓ Demonstrate using appropriate language, voice and pace to suit a particular audience and or purpose</li> <li>✓ Teach and model the usage of correct grammar</li> <li>✓ Teach children the importance of ‘presence’</li> <li>✓ Teach and provide opportunities for children to practise and develop these skills in a variety of contexts</li> <li>✓ Integrate interactive ICT into teaching and learning</li> <li>✓ Assist children when planning researching, analysing, reflecting and presenting their ideas</li> <li>✓ Explore, using ICT, to open up new and different ways of learning, to take their learning further</li> </ul>		
<i>Receive information</i>	<ul style="list-style-type: none"> <li>✓ Teach, model and give opportunities to practise the skills of active listening and conversational etiquette; maintaining eye contact, showing appropriate body language, asking questions for clarification, appreciating and accepting others ideas,</li> <li>✓ Provide meaningful situations for children to listen and interact with speaker / reader (building on prior knowledge)</li> <li>✓ Integrate interactive ICT into teaching and learning</li> <li>✓ Teach children the ability to critically evaluate and validate information from a variety of sources</li> </ul>		

<b>Student Rubrics ~ Global Citizens</b>			
<b>Global citizens</b> respect themselves, others and the environment. They <b>value diversity</b> and understand the importance of their place in our world and that they can <b>make a difference</b> .			
<b>Key Competencies:</b> Relating to others, Participating & contributing <b>IB Transdisciplinary skills:</b> Social			
<b>Dispositions</b>	<b>Developing</b>	<b>Accomplishing</b>	<b>Excelling</b>
<i>Value diversity</i>	With support, I am aware that everyone is different.	I am beginning to acknowledge and respect what others bring to our world.	I acknowledge, respect and show understanding of what others bring to our world.
<i>Make a difference</i>	With support, I make a difference by caring for others and the environment.	I am beginning to involve myself in activities that make a difference to the world around me.	I am making a conscious decision to involve myself in positive activities that make a difference to the world around me.
<b>Teacher Actions ~ Global Citizens</b>			
<i>Value diversity</i>	<ul style="list-style-type: none"> <li>✓ Make connections across learning areas as well as home practices and the wider world</li> <li>✓ Organise a cultural festival and include the wider community in classroom programmes</li> <li>Use a range of ICT tools to access information and communicate with other people around the world</li> </ul>		
<i>Make a difference</i>	<p>Teacher to stimulate the curiosity of their students by knowing about ‘what and where’ and how to make a difference</p> <ul style="list-style-type: none"> <li>✓ Provide opportunities for students to take action with regard global issues ie world vision promotion</li> <li>✓ Teach and practise sustainability; recycle, reduce, reuse</li> <li>✓ Encourage pride in the classroom, wider school and community</li> </ul> <p>Provide opportunities for students to be proactive with school and community issues and carry out a social action where appropriate</p>		

# Principles

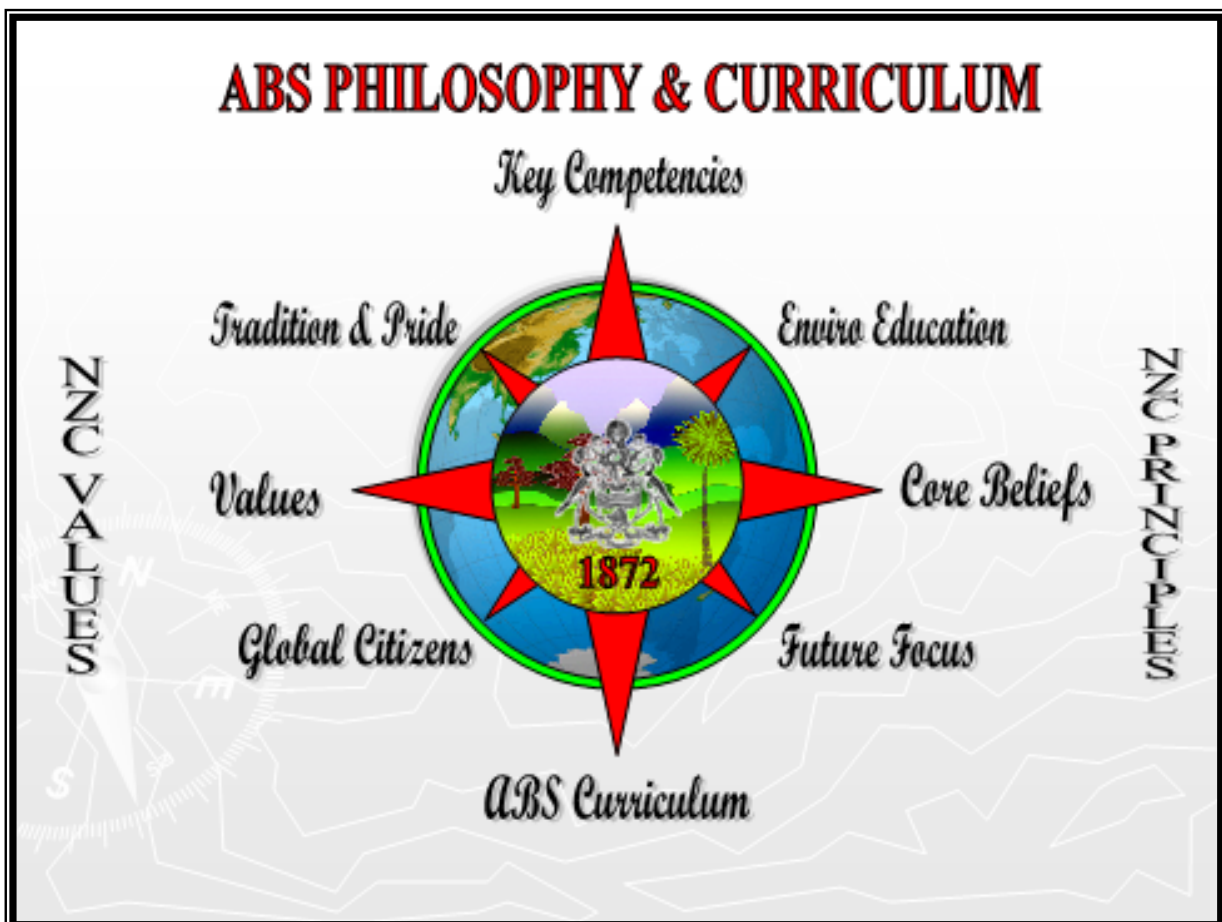
The NZ Curriculum principles underpin our decision-making and are evident in all aspects of the delivery of our school's curriculum. They are the basis of our Educational philosophy - the schools 'Core Beliefs.'

## Ashburton Borough Schools 'Core Beliefs'

1. A positive learning environment will exist, enabling children to develop a love of learning and to achieve their highest level of competence.
2. Literacy and numeracy are the foundation of learning.
3. The school will provide appropriate resources including staff to deliver high quality programmes.
4. Quality will be enhanced through innovation and best practice.
5. The school will build effective partnerships with our community.
6. Children with identified needs and abilities will be provided with effective strategies for learning.
7. Diversity and individuality will be recognised and valued.
8. The school is committed to promoting a safe, healthy and sustainable environment.
9. The school will promote values that equip children to become responsible citizens.
10. The school will communicate achievement on the basis of valid information

Ashburton Borough School has high expectations for academic achievement. It recognises the importance of a balance between academic, culture and sporting dimensions of school life.

It is the mission of the school to ensure that all students are provided an education which enhances their learning, builds on their needs and respects their dignity, this education shall challenge them to achieve personal standards of excellence and to fulfill their potential.



**Our commitment to the NZC principles and our success in putting them into effect in teaching and learning is demonstrated in the following ways:**

### **High Expectations**

*“The Curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances”.*

*The New Zealand Curriculum*

**Ministry of Education (2007), p.9**

**Ashburton Borough School acknowledges High Expectations in the following ways;**

- ✓ Gold awards
- ✓ Positive play awards
- ✓ Principal awards
- ✓ Classes – student of the week
- ✓ Consistency of behaviour management
- ✓ Assembly items – class showcase
- ✓ Newsletter positives – children who have achieved well
- ✓ Service award
- ✓ Sport and cultural achievement
- ✓ Web site – student achievement page and children’s work
- ✓ Communication with parents
- ✓ Prize giving
- ✓ Year 8 dinner
- ✓ Class / school expectations clearly enunciated
- ✓ Quality displays / Quality work
- ✓ Work marked regularly – feed forward
- ✓ Three way conferences

### **Future Action**

- Reflection time
- Learning celebrations

### **Treaty of Waitangi**

*“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 Maori me ona tikanga.”*

*The New Zealand Curriculum*

**Ministry of Education (2007), p.9**

**Ashburton Borough School acknowledges The Treaty of Waitangi in the following ways;**

- ✓ Kapahaka wananga
- ✓ Kapahaka enrichment group
- ✓ Myths and legends
- ✓ Cultural visits
- ✓ Environmental education – Maori aspects
- ✓ Music aspects
- ✓ Notices – Maori greetings
- ✓ Connection with Trevor Simpson – Maori health worker
- ✓ Keep Maori families informed through newsletters, interviews, reports
- ✓ Connection with the wider Maori community
- ✓ Policy expressing aspirations for Maori students
- ✓ Reporting on Maori students achievement
- ✓ National anthem sung frequently

## **Future Action**

- Consistent Te Reo programme
- Kapahaka extended to include the whole school
- Marae visits part of school programme
- Annual consultation with the school's Maori community

## **Cultural Diversity**

*"The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people."*

*The New Zealand Curriculum*

**Ministry of Education (2007), p.9**

### **Ashburton Borough School acknowledges Cultural Diversity in the following ways;**

- ✓ Identified support person who assists ESOL children and their teachers
- ✓ Invite parents into the class as cultural experts
- ✓ ESOL celebration / shared lunches
- ✓ Greetings in oral and written forms

## **Future Action**

- Early communication and a suitable induction programme involving ESOL classroom teacher, parent and child
- Te Reo programme
- Biannual cultural unit / learning celebration as per Transdisciplinary theme

## **Inclusion**

*"The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed."*

*The New Zealand Curriculum*

**Ministry of Education (2007), p.9**

### **Ashburton Borough School acknowledges Inclusion in the following ways;**

- ✓ ESOL register
- ✓ Special needs catered for
- ✓ Enrichment workshops – strengths and personal interests catered for
- ✓ Student competitions
- ✓ Science Challenge
- ✓ LEARNZ
- ✓ Community occasions
- ✓ Gifted and talented programmes
- ✓ Sports Club
- ✓ Student Council
- ✓ Health and Safety Committee
- ✓ Student Librarians
- ✓ Cultural festivals
- ✓ Productions
- ✓ Science Fair
- ✓ Buddy classes
- ✓ Self defence classes
- ✓ PAL's
- ✓ Assembly responsibilities across all classes
- ✓ Todd Cup – singers
- ✓ SuccessMaker

## **Future Action**

- Talent quest
- Aerobics competition
- Parent education programmes
- Festival of the spoken word

## **Learning to Learn**

*“The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.”*

*The New Zealand Curriculum*

**Ministry of Education (2007), p.9**

## **Ashburton Borough School acknowledges learning to learn in the following ways;**

- ✓ Consistent use of phonics programme throughout junior school
- ✓ Effective use of teacher aides in support of classroom programmes
- ✓ Use of asTTle as a tool for ‘where to from here’
- ✓ Formative assessment across learning areas
- ✓ Summative assessment for the purposes for strategic reporting and planning
- ✓ Planned programme of work
- ✓ Consistent and effective application of numeracy and literacy
- ✓ Sequential school wide inquiry model

## **Future Action**

- Sequential models and benchmarks of thinking tools, info literacy and ICT
- Students able to articulate their learning
- Students having a greater understandings of how they learn best
- Continued understandings / application of learning styles by teachers and students
- Developing and implementing inquiry process within the framework of PYP

## **Community Engagement**

*“The curriculum has meaning for students, connected with their wider lives, and engages the support of their families, whanau, and communities.”*

*The New Zealand Curriculum*

**Ministry of Education (2007), p.9**

## **Ashburton Borough School acknowledges Community engagement in the following ways;**

- ✓ Monthly newsletter
- ✓ Regular notices on a Wednesday
- ✓ Parental support for assemblies
- ✓ Sports days
- ✓ Parents in classrooms
- ✓ PMP
- ✓ EOTC
- ✓ School surveys on a variety of issues
- ✓ Communication by homework sheets, notebooks
- ✓ Portfolios, reports, interviews
- ✓ Website
- ✓ Emailed newsletters
- ✓ Visits to and by preschool groups
- ✓ Report on attendance
- ✓ Home and School and BOT

- ✓ Parent education courses
- ✓ Past pupils engagement with the school – help with sports club etc
- ✓ School wide spelling programme
- ✓ Three way conferences

### **Future Action**

- Prospective parents meetings termly
- Wikis - individual classes
- Access from home for parents into 'Parent Read'
- Video of reporting to BOT
- Continued parent education evenings
- Email contact to parents
- E portfolios
- Connection with the High school – students working with students
- Open days

### **Coherence**

*“The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens pathways to further learning.”*

*The New Zealand Curriculum*

**Ministry of Education (2007), p.9**

### **Ashburton Borough School acknowledges cohesion in the following ways;**

- ✓ Portfolios
- ✓ Assessment tools
- ✓ Integrated ICT tools
- ✓ Buddy classes
- ✓ Productions
- ✓ Staff professional development – school wide
- ✓ Pre school and secondary school liaison
- ✓ School wide inquiry model

### **Future Action**

- Design schedule for the introduction of thinking skills, info literacy and ICT
- Curriculum published and implemented
- Kapahaka – include parents and other community people as resource
- Create and learn School song
- Transition afternoon at the end of the year – new classes

### **Future Focus**

*“The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.”*

*The New Zealand Curriculum*

**Ministry of Education (2007), p.9**

### **Ashburton Borough School acknowledges future focus in the following ways;**

- ✓ Enrichment
- ✓ Leadership opportunities; Student council, Road patrol, Assemblies, librarians, health and safety, PAL's, PE committee
- ✓ PrEP
- ✓ Science fair
- ✓ Web site reporters

- ✓ Children's competitions: NIE quiz, Spelling quiz, Canta maths, Rotary speech's, Otago Problems solving, Aoraki Maths, International student competitions, Net Guide web Challenge, Photo competition
- ✓ ICT access
- ✓ ACTC Technology liaison

### **Future Action**

- ICT kids conference
- Class wikis
- School radio station
- Video reporting
- E-portfolios
- International students
- PYP / Inquiry Curriculum