Curriculum Framework

Our School Vision

Inspiring Curious Minds

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Graduate Leaver Profile

We want our graduates to be

caring, confident, successful learners who respect themselves, others, and the environment

and who live by our shared values of

Respect / Whakaute
Excellence / Hiranga
Community / Hapori
Curiosity / Whakamatemate
Integrity / Pono

Our learning design model guides teaching and learning through cycles of

GET IT - SORT IT - USE IT.

Values Progressions

Respect / Whakaute

	I show respect for myself, others, and the environment.		

	Beginning	**Developing**	**Applying**
• **I respect myself and others** • **I treat others as I would like to be treated** • **I use my manners when I am speaking or listening to others** • **I am careful with school property and other people's belongings**	*I can talk about what respectful behaviour looks like and share basic ideas about respectful behaviour, actions and language.*	*I act with dignity and respect towards others, and property, most of the time.*	*My respectful actions and words are visible to others and I get feedback that reinforces respect.*
	I use different prompts to act respectfully towards others and property eg: questions about respectful actions, feedback, prompting.	*I can make good choices in regards to my words and actions most of the time.*	*I use respectful language and act with dignity and respect towards others.*

Excellence / Hiranga

	I strive to always do my best, and positively acknowledge the achievements of others.		

	Beginning	**Developing**	**Applying**
• **I show my personal best in my work, attitude and behaviour** • **I aim high and persevere** • **I take responsibility for my own learning and behavior** • **I take pride in my strengths and achievements, and acknowledge those of others**	*I can talk about what excellence looks like and share basic ideas about trying my best, even when it is hard.*	*I show perseverance when things are hard, and a commitment towards doing my best, most of the time.*	*I consistently show a high level of perseverance and commitment to achieving my best in all that I do.*
	I can explain what I like about my work, and tell others what I like about theirs.	*I demonstrate a growth mindset towards my learning, and positively acknowledge the accomplishments of others, most of the time.*	*I am able to take pride in my accomplishments, while positively acknowledging the accomplishments of others and supporting them to achieve their best.*

Community / Hapori

I contribute towards our school and community, and build positive relationships with others.

	Beginning	Developing	Applying
● I work together with others to contribute to our school and support our community ● I recognise and accept individual differences ● I build positive relationships with others ● I care for others and look out for them	I can talk about what contributing to our school and the community looks like and share basic ideas about what I could do.	I contribute positively to our school and the community, without being prompted, most of the time.	I independently look for new ways to contribute to our school and the community.
	I can talk about how we are all different and unique, and share basic ideas on what being a good friend looks like.	I show respect and acceptance towards individual differences, and am friendly and caring towards others most of the time.	I am respectful and caring towards others, celebrate our individual differences, and support others to be the same.

Curiosity / Whakamatemate

I am curious about the world around me and want to learn new things.

	Beginning	Developing	Applying
● I want to learn new things ● I am willing to take risks ● I have a strong desire to find out about myself and the world around me ● I ask questions and investigate the answers	I can talk about what I would like to learn.	I am willing to take risks in my learning to learn new things, and with support I can plan the steps I need to take to find things out.	I can independently identify a new area of learning for myself, plan my inquiry, locate my resources, and carry it out.
	I work with others to investigate the answers.	I am able to ask good questions and investigate the answers with a little support most of the time.	I am able to take my learning further by reflecting on my new knowledge and applying it to other situations.

	I am honest and truthful, and take responsibility for my actions.		

	Beginning	**Developing**	**Applying**
• **I do the right thing because it is the right thing to do** • **I am honest and truthful to myself and others** • **I take responsibility for my actions and their consequences**	*I can talk about what doing the right thing looks like, and usually tell the truth.*	*I do the right thing and tell the truth most of the time.*	*I always do the right thing, and support others to do the same.*
	I am learning that I am responsible for my actions and their consequences.	*I understand that I am responsible for my actions and their consequences, and do this most of the time.*	*I reflect on my actions, and their consequences to myself and others, before I do things.*

Learning Design Model

Our learning design model **GET IT - SORT IT - USE IT** defines the cycle of learning within a lesson, a unit, or a theme. The verbs below classify some of the actions that are appropriate at each stage.

Get It | Sort It | Use It

Tuning In Finding Out	Sorting Out Going Further	Making Conclusions Taking Action
Think about different ways to build my knowledge	*Deepen my understanding*	*Reflect on, share and apply my new knowledge*

1. **Find out what I already know about this topic and what I still want to know.** 2. **Form a question and use resources to help me find information.**	3. **Organise my information and check I have answered my question.** 4. **Go further by adding more detail to my answers and asking more questions if I need to.**	5. **Think about what I know now and make conclusions about it by sharing what it means to me and others.** 6. **Take action by using my new knowledge to help me in my next learning situation, or to make something better for myself or others.**

Brainstorm **Practise** **Find** **Define** **Experiment** **Predict**	**Sort** **Order / Sequence** **Assemble** **Analyse** **Compare / Contrast** **Infer** **Summarise** **Consider** **Synthesise** **Negotiate** **Connect**	**Solve** **Decide** **Teach** **Innovate** **Generalise** **Justify** **Design** **Create**

Implementation of the Curriculum

Responsive Curriculum Overview

- Teachers plan units of learning that are informed by the analysis of students' needs, passions, opportunities and individual teacher strengths.
- Students are encouraged and supported to take ownership of their learning by setting their own goals, and devising a plan to achieve them (where am I at? where do I want to go? how will I get there?).
- Units of work include rich collaborative learning opportunities, allow for student agency, and utilise local expertise and the local environment wherever practicable and appropriate.
- Teachers use the Backward By Design planning process to identify desired results, assessment tasks and learning events.
- Science, Social Sciences, Technology, Health and Physical Education, and the Arts feature at least once each year in units planned for the classroom.
- Students have opportunities to learn languages with specialist teachers through the Virtual Learning Network programme.
- English and Mathematics is taught separately, and links into units of work wherever possible.
- Units of inquiry include aspects of te Ao Maori and bicultural perspectives.

The New Zealand Curriculum Learning Areas

In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In **the arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

In **learning languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.
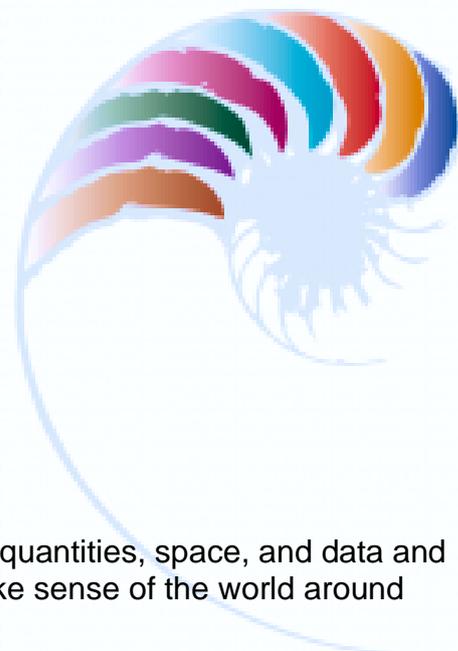
An Overview of the Planning Process

Understanding By Design is the planning framework used in order to plan learning programmes. It is a fully integrated 3-step planning framework that enables professionals to teach for understanding.
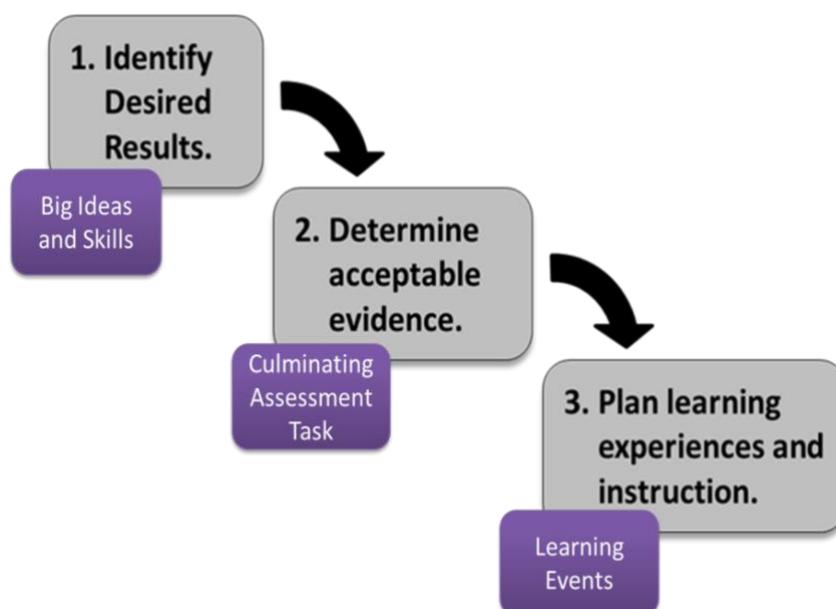
Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Links to Key Supporting Documents

Inclusive Procedures

Literacy Progressions (reading and writing)

Mathematics and Statistics Progressions

Maori Progressions

Student Agency

Fox Glacier School Implementation of the New Zealand Curriculum