

**Curriculum Framework**

**Our School Vision**

***Inspiring Curious Minds***

***Whakahihiri i ngā hinengaro pakiki***

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**Graduate Leaver Profile**



We want our graduates to be

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

They will display ***curiosity*** in the world around them, and live by our shared values of

**Respect / Whakaute**

**Integrity / Pono**

**Community / Hapori**

**Courage / Māia**

Our learning design model guides teaching and learning through cycles of

**GET IT - SORT IT - USE IT.**

**Our School Vision Progressions**

**Curiosity / Whakamatemate**

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|  | **I am curious about the world around me**  **and want to learn new things.** | | |
| * **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** | **Beginning** | **Developing** | **Applying** |
| *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.* |

**Our School Values Progressions**

**Respect / Whakaute**

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|  | **I show respect for myself, others, and**  **the environment.** | | |
| * **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** | **Beginning** | **Developing** | **Applying** |
| *I can talk about what respectful behaviour*  *towards others*  *looks like.* | *I make good choices in regards to my words and actions towards others, most of the time.* | *My respectful words and actions are visible to others, and I help others*  *to do the same.* |
| *I can talk about what respectful behaviour towards school property and people’s belongings looks like.* | *I make good choices in regards to my actions towards school property and people’s belongings most of the time.* | *My good choices in regards to my actions towards school property and people’s belongings are visible to others, and*  *I help others to do*  *the same.* |

**Integrity / Pono**

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|  | **I am honest and truthful, and take responsibility for my actions.** | | |
| * **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** | **Beginning** | **Developing** | **Applying** |
| *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.* | *I reflect on my actions, and their consequences to myself and others, before*  *I do things.* |

**Community / Hapori**

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| --- | --- | --- | --- |
|  | **I contribute towards our school and community, and build positive relationships with others.** | | |
| * **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** | **Beginning** | **Developing** | **Applying** |
| *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 others, 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 do the same.* |

**Courage / Māia**

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| --- | --- | --- | --- |
|  | **I am brave in challenging situations, and**  **do not give up when things are hard.** | | |
| * **I am brave when faced with new situations** * **I show resilience and determination when things are hard** * **I help others to be brave.** | **Beginning** | **Developing** | **Applying** |
| *I can talk about what being brave looks like, and*  *when I might need*  *to be brave.* | *I take action in challenging situations, even though I am feeling afraid or uncertain.* | *I embrace challenges and demonstrate a willingness to step outside of my*  *comfort zone.* |
| *I am learning to be brave when faced with new situations.* | *I persevere when things are hard, and do not*  *give up.* | *I act as a role model, inspiring and helping others to be courageous.* |

**Our Fox Glacier School Inquiry 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.



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| **Tuning In**  **Finding Out**  ***Think about different ways to build my knowledge*** | **Sorting Out**  **Going Further**  ***Deepen my***  ***understanding*** | **Making Conclusions Taking Action**  ***Reflect on, share and apply my new knowledge*** |
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| --- | --- | --- |
| 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.** | 1. **Organise my information and check I have answered my question.** 2. **Go further by adding more detail to my answers and asking more questions if I need to.** | 1. **Think about what I know now and make conclusions about it by sharing what it means to me and others.** 2. **Take action by using my new knowledge to help me in my next learning situation, or to make something better for myself or others.** |
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| **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** |
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**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 both local expertise and our 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, the Arts, and Technology, feature at least once each year as a main focus in inquiry units planned for the classroom.
* Students have opportunities to learn languages and/or other curriculum areas with specialist teachers through the Virtual Learning Network programme.
* English and Mathematics is taught separately, and links into units of work wherever possible.
* Te Reo Māori is incorporated into the daily life and learning of the school, and taught specifically for at least 2 terms per year. Units of inquiry include aspects of te Ao Maori and bicultural perspectives. Student expertise is utilised and is an important part of our programme.
* Health and Physical Education is taught at least twice a week each term.

**The New Zealand Curriculum Learning Areas**

In [**English**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/English), students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In [**the arts**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/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**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/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**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/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**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/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.

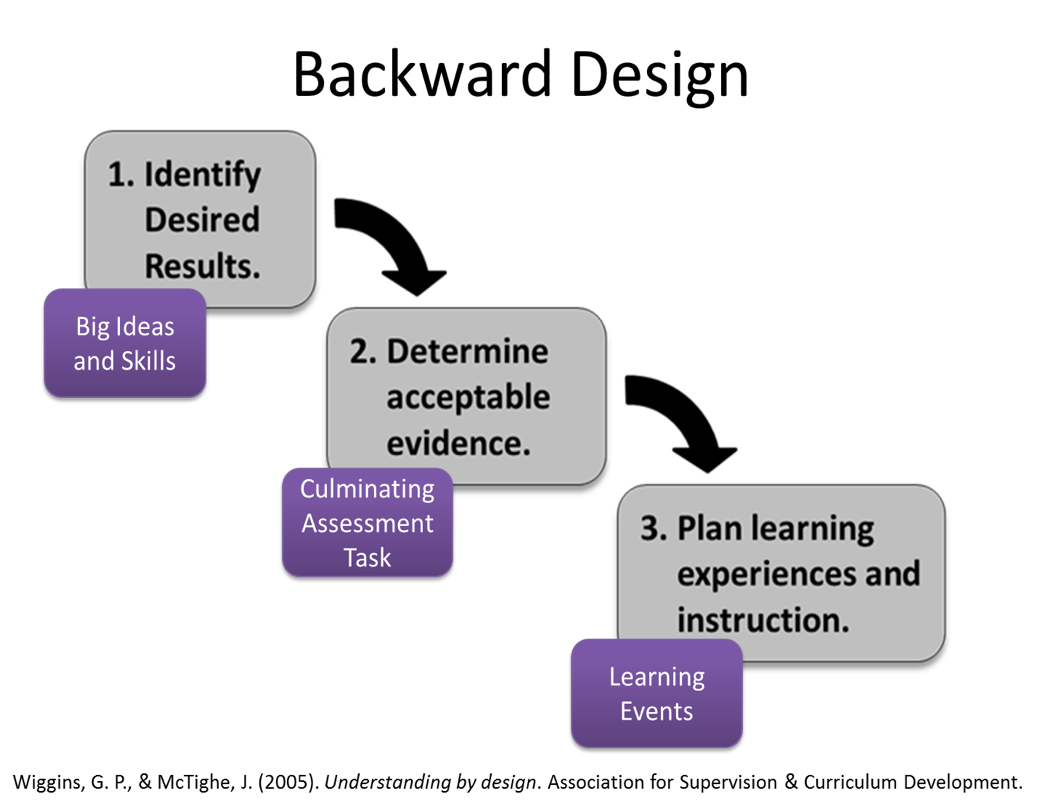
In [**science**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Science), students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

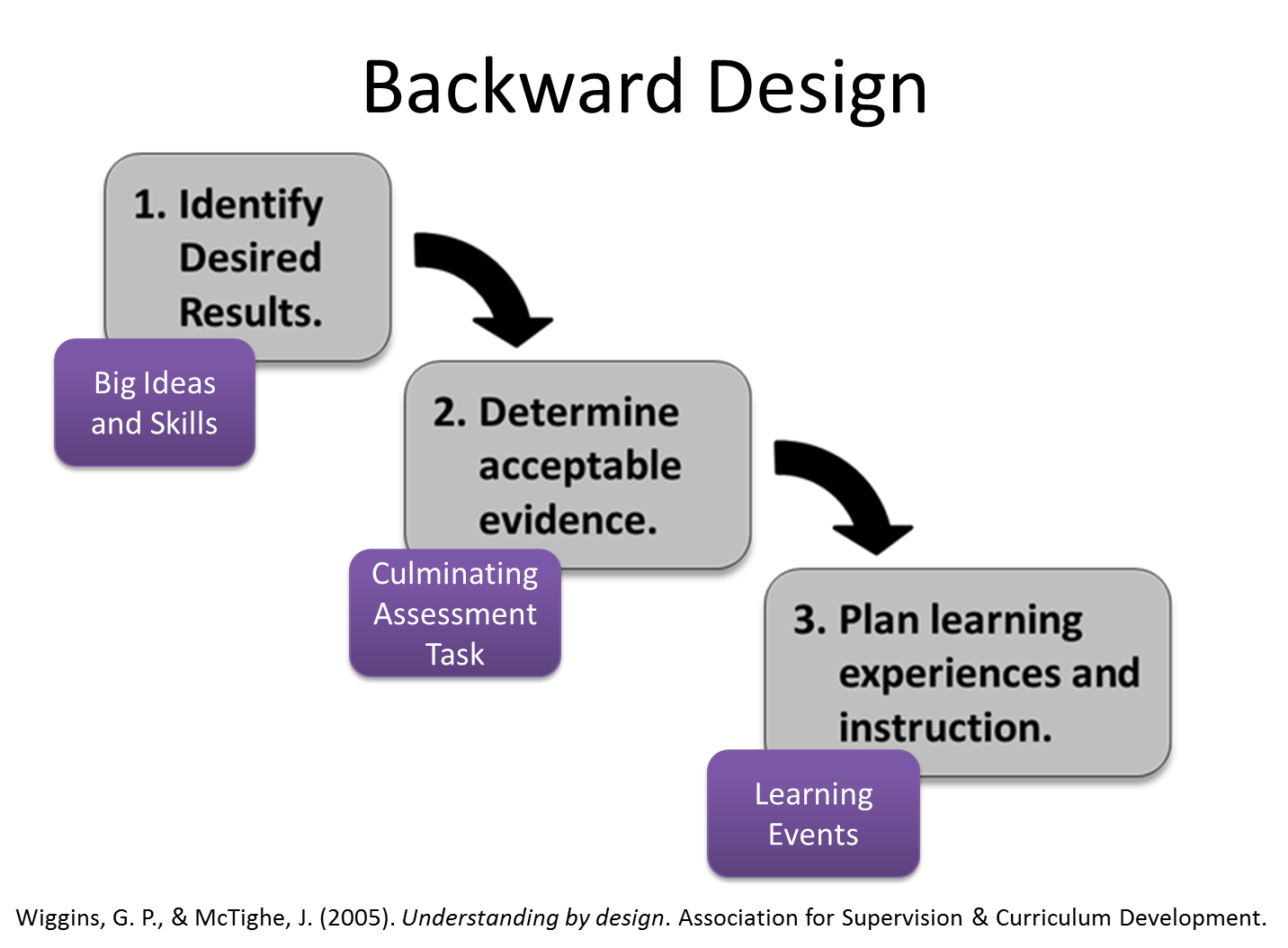
In the [**social sciences**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Social-sciences), students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In [**technology**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/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.





**Links to Key Supporting Documents**

[Inclusive Procedures](https://drive.google.com/file/d/19jbf_7Zk2WVggppkwtBP5TNSNaqByDoB/view?usp=sharing)

[Literacy Progressions (reading and writing)](http://www.literacyprogressions.tki.org.nz/The-Structure-of-the-Progressions)

[Mathematics and Statistics Progressions](http://nzcurriculum.tki.org.nz/Archives/Assessment/Mathematics-standards/The-standards)

[Maori Progressions](https://drive.google.com/file/d/1YBJAKWrlw5i9fHF5vgeJz6_1oRmSPton/view?usp=sharing)

[Student Agency](https://drive.google.com/file/d/18j3nRwzU2auDG86T_lOjCCbXuk1TnMjV/view?usp=sharing)

[Fox Glacier School Implementation of the New Zealand Curriculum](https://drive.google.com/file/d/1_mKPi7Fxs6bJfs6Sv9O4z9NmN8cq1HR9/view?usp=sharing)