

# Kio Kio School Curriculum – Parent Information

## Purpose

The purpose of the Kio Kio School Curriculum is to:

- set the direction for student learning
- guide the design and review of curriculum
- prepare and equip our learners to adapt to change

We want learners who are:

- confident, life-long learners taking responsibility for their own learning
- able to relate well with others
- striving to reach their own potential and achieve the highest of standards
- future successful citizens and active members of New Zealand's multicultural society

We want learning that:

- meets student needs
- develops a wide range of skills
- taps into previous life experiences
- emphasises literacy and numeracy
- motivates and engages learners
- uses meaningful contexts
- can be applied to new and unfamiliar situations
- maximises opportunities to excel

## Principles

### 1. 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*

*Kio Kio School acknowledges Inclusion through:*

- an Inclusive Practices Policy and Plan
- learning support and enrichment programmes
- cultural groups open to all students irrespective of cultural background
- celebration of learning and achievement
- non gender based sports and activities
- learning support staff who support students with special needs
- embracing of diversity

### 2. 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*

*Kio Kio School acknowledges Community Engagement through:*

- development of a Community, Engagement and Partnership Policy and corresponding plan
- community experts to support student learning
- written reports and learning conferences
- regular learning celebrations and showcase events eg. end-of-year prize giving
- newsletters, email and texts, website, blogs, google docs, media articles

- 'traditional' school events
- community involvement in managing and running events
- parent evenings, surveys, forums
- Supporters' Committee (PTA) and community fund raising
- use of community facilities - the school as the hub of the community
- working bees
- sports coaches/managers/supporters
- EOTC and trips

### **3. 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*

*Kio Kio School acknowledges Learning to Learn through:*

- a strong focus on literacy and numeracy
- establishing the starting point for each student using standardised tests/assessment
- using information from previous teachers and schools
- cross grouping where appropriate
- students setting goals
- use of thinking skills to develop learning strategies
- teacher modelling (think out loud) – meta-cognition
- reflecting on learning
- teachers being open to new learning

### **4. Coherence**

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

*"The New Zealand Curriculum", Ministry of Education (2007), p.9*

*Kio Kio School acknowledges Coherence through:*

- a new entrant transition programme (Kio Kio Cadets)
- links/visits to local pre-schools and Otorohanga College
- liaison with other schools
- integrating links between learning areas
- a Writing Competition, Athletics Challenge and sports with cluster schools
- class trips
- a school-wide learning model that embeds the key competencies
- school values being emphasised

### **5. 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*

*Kio Kio School acknowledges Future Focus through development of:*

- lifelong skills for future citizenship, particularly literacy and numeracy
- a values system that builds successful future citizens
- a strong work ethic
- student leadership
- health-promoting projects

## Key Competencies

The key competencies are intended to be a central and embedded part of the curriculum. 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*

Key competencies are lifelong dispositions. They are:

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

Our school curriculum integrates the key competencies with the school vision and values through *Learner Qualities*:

Key Competencies	Kio Kio Learner Qualities	Vision	Values
Managing Self Thinking	<b><i>Planners</i></b>	Confident	Responsibility Innovation Creativity Independence
Using language, symbols and texts Thinking Managing self Participating and contributing	<b><i>Inquirers</i></b>	Relate well to others	Innovation Curiosity Creativity Leadership Risk takers Independence
Using language, symbols and texts Thinking Relating to others	<b><i>Creators</i></b>		Curiosity Risk takers Creativity Innovation
Thinking Participating and contributing	<b><i>Reflectors</i></b>	Strive to achieve the Kio Kio Core Values	Respect Responsibility Excellence Empathy Honesty Citizenship

## Learning Areas



“Teaching and learning programmes are developed through a wide range of experiences across all learning areas, with a focus on literacy and numeracy, along with the development of values and key competencies.”

*“The New Zealand Curriculum”, Ministry of Education (2007), p.41*

*The New Zealand Curriculum specifies eight learning areas:*

- *English*
- *Mathematics and Statistics*
- *Science*
- *Social Sciences*
- *Arts*
- *Health and Physical Education*
- *Technology*
- *Learning Languages*

Each area forms part of a broad, general education and provides a framework for learning.

### Rationale

At Kio Kio School the learning areas of *English*, *Maths* and *Statistics* are priorities. They are taught as separate areas, and integrated where appropriate and natural to do so. These are the foundation areas of the curriculum.

*Science*, *Social Science* and *Technology* are taught using concepts and big ideas. These are the contextual areas, relying on a meaningful context to give relevance to learners.

*PE*, *Health* and the *Arts* are taught both separately and integrated where appropriate.

*Learning Languages*, incorporating Te Reo Maori and Tikanga Maori, are taught using the school's sequential learning framework that is currently being developed. Te Reo and Tikanga Maori are incorporated into all learning areas where appropriate.

The delivery of the curriculum at Kio Kio School is based on our vision, values and the identified needs of our students. Our programmes of work will always reflect these values and our learner qualities.

## **New Zealand Curriculum Framework**

### **ENGLISH**

#### ***Essence Statement***

We believe that Kio Kio Learners will be literate, effective communicators in all curriculum areas by learning English, learning about English, and learning through the English language.

#### ***What is English about?***

“As language is central to learning, the importance of literacy in English cannot be overstated.

*The New Zealand Curriculum, Ministry of Education (2007), p.16*

Literacy is using ideas and information to make and create meaning. All students will become effective oral, written and visual communicators.

#### ***How is English structured in the New Zealand Curriculum?***

Two strands, interconnected, each encompassing oral, written and visual forms of the language:

*Making Meaning of Information* (listening, reading and viewing)

*Creating Meaning* (speaking, writing and presenting)

Students need to practice both strands at each level of the curriculum

### **MATHEMATICS AND STATISTICS**

#### ***Essence Statement***

We believe that Kio Kio Learners will be numerate and equipped with effective means of investigating, interpreting, explaining and making sense of the mathematical world in which they live.

#### ***What is Mathematics and Statistics about?***

*Mathematics* is the exploration and use of patterns and relationships in quantities, space and time. *Statistics* is the exploration and use of patterns and relationships in data.

*The New Zealand Curriculum, Ministry of Education (2007), p.26*

#### ***How is Mathematics and Statistics structured in the New Zealand Curriculum?:***

##### **Number and Algebra**

*Number*: involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways

*Algebra*: involves generalising and representing the patterns and relationships found in numbers, shapes, and measures

##### **Geometry and Measurement**

*Geometry* involves recognising and using the properties and symmetries of shapes and describing position and movement

*Measurement* involves quantifying objects, predicting and calculating and using appropriate units and instruments

##### **Statistics**

*Statistics* involves identifying problems, designing investigations, collecting data, analysing and interpreting patterns within data. Findings are then clearly communicated. *Statistics* includes dealing with uncertainty and variation

### **THE ARTS**

#### ***Essence Statement***

We believe that Kio Kio Learners, through *the Arts*, will express, explore and interpret creative ideas, developing their confidence to take risks and their ability to respond to the works of others.

### ***What are The Arts about?***

Through movement, sound and image, ideas are transformed to communicate meanings. *The Arts* are forms of expression that use both verbal and non-verbal communication conventions to encompass all cultures.

### ***How are The Arts structured in the New Zealand Curriculum?***

The Arts are structured around the four interrelated strands:

- *Understanding the Arts in Context*
- *Developing Practical Knowledge*
- *Developing Ideas*
- *Communicating and Interpreting*

### ***The Arts learning area is comprised of four disciplines:***

- *Dance* - expressive movement that has intent, purpose and form
- *Drama* - a focus on role, action and tension in time and space
- *Music (Sound Art)* - a form of personal and cultural expression through sound
- *Visual Arts* - participating, discerning and celebrating their own and others' visual worlds

## **HEALTH AND PHYSICAL EDUCATION**

### ***Essence Statement***

We believe that Kio Kio Learners, through learning in health-related and movement contexts, will focus on the well-being of themselves, others and communities, contributing to the hauora of the learner in the school setting and beyond.

### ***What is Health and Physical Education about?***

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

### ***How is Health and Physical Education structured in the New Zealand Curriculum?***

The four strands are:

- *Personal Health and Physical Development*
- *Movement Concepts and Motor Skills*
- *Relationships with Other People*
- *Healthy Communities and Environments*

### ***The seven key areas of learning are:***

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

## **SCIENCE**

### ***Essence Statement***

We believe that Kio Kio Learners in *Science*, through inquiry, will learn to analyse, hypothesise, experiment, explore and make connections to investigate, understand and explain scientific progress.

### ***What is Science about?***

*Science* is a way of investigating, understanding and explaining our natural, physical world and the wider universe.

### ***How is Science structured in the New Zealand Curriculum?***

*The Nature of Science* is the over-arching strand. Through it, students understand:

- what science is
- how scientists work
- scientific knowledge, skills, attitudes and values in order to make links between science and everyday decisions and actions

### ***The 4 remaining strands in Science are:***

- *The Living World*
- *Planet Earth and Beyond*
- *Physical World*
- *Material World*

### ***How is Science taught at Kio Kio School?***

The Concepts we have chosen are:

- *Sustainability*
- *Change*
- *Energy*
- *Systems & Structures*

## **SOCIAL SCIENCE**

### ***Essence Statement***

We believe that Kio Kio Learners in *Social Science*, through Inquiry, will be respectful and responsible citizens by developing knowledge and skills to understand, participate and contribute in an informed, active and critical manner in all communities.

### ***What is Social Science about?***

How societies work and how people participate in these societies.

### ***How is Social Science structured in the New Zealand Curriculum?***

Social Science is taught through four conceptual strands of:

*Identity, Culture and Organisation*

*Place and Environment*

*Continuity and Change*

*The Economic World*

As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

### ***How is Social Science taught at Kio Kio School?***

The Concepts we have chosen are:

*Change*

*Community*

*Identity*

*Exploration*

## **TECHNOLOGY**

### ***Essence Statement***

We believe that Kio Kio Learners in *Technology*, through Inquiry, will learn to be innovative and enterprising developers of products and systems, exploring and communicating through graphics and other forms of visual representation.

### ***What is Technology about?***

*Technology* is intervention by design; the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.

### ***How is Technology structured in the New Zealand Curriculum?***

The learning area comprises 3 strands:

- *Technological Practice*
- *Technological Knowledge*
- *Nature of technology*

Through each of these knowledge and skills are learned in context.

### ***How is Technology taught in our school?***

The Concepts we have chosen are:

*Change*

*Sustainability*

*Nature of technology*

Through each of these knowledge and skills are learned in context.

## **LEARNING LANGUAGES**

### ***Essence Statement***

We believe that Kio Kio Learners, by learning *Languages*, are provided with an opportunity to communicate with people in another language, explore their own and other cultures, and be able to integrate language and cultural understanding into their lives.

We believe that Kio Kio Learners, by learning *te reo Maori* and *tikanga Maori*, will acknowledge tangata whenua and te Tiriti o Waitangi, and develop students' capacity and confidence to participate actively in a bicultural New Zealand society.

### ***What is Learning Languages about?***

Through learning a new language, students extend their linguistic and cultural understanding, their ability to interact with other speakers appropriately, and explore their own personal world.

### ***How is Learning Languages structured in the New Zealand Curriculum?***

*Communication* is the core strand where students learn to use the languages to make meaning.

### ***The understanding of communication is embedded throughout the other two strands:***

An understanding of *Language Knowledge* helps students to develop knowledge of the language, which will contribute to greater accuracy

An understanding of *Cultural Knowledge* helps students to compare and contrast different cultures



## What are our key areas of focus?

- **Literacy (English):** *Written Language, Reading, Oral Language, Visual Language*
- **Numeracy (Maths) :** All of the strands covered but with *Number* taking prominence

Literacy and Numeracy are our **foundation areas** of curriculum. Emphasis must be given to Literacy and Numeracy especially in Years 1 – 4:

- **Integrated Curriculum:** *Science, Social Studies, Technology, The Arts, Te Reo and Tikanga Maori, Second Language (Yrs 7 and 8)*

Integrated Curriculum areas are **contextual areas** of the curriculum.

Kio Kio School has chosen to use an inquiry based approach base through *big ideas* - concepts that give meaning and connection to specific knowledge and skills. These big ideas engage students and integrate learning across the key competencies and learning areas.

When learning through these contexts, teachers provide opportunities to make natural links to our school vision, values, principles and learning areas (including Enviroschools where appropriate).

Learners have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or big idea. It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking action. The teacher scaffolds learning for students, gradually removing the scaffolding as students develop their skills. We believe that Kio Kio teachers, through the process of *Inquiry*, will raise student achievement.

- **Health and Physical Education**

Health and Physical Education are **active areas** of the curriculum

Planning for Health and Physical Education is needs based, linked to physical development and to student needs. Planning may sometimes be linked to Contextual Inquiry planning, particularly in Health. Planning may be linked to school events such as Cross Country, Triathlon, Life Education.