

Teaching and Learning at Kio Kio School – Information for Parents

The philosophy of the school is to provide all students with a balanced education where there is an emphasis on literacy and numeracy, and learning as inquiry. Learning is co-constructed by students and teachers. This supports the school motto, “Playing the game of life.” The mission statement stresses that the development of students and their learning shall be our priority, and therefore all people working in the school must ensure that all students are provided with an education that enables them to reach their full potential.

This philosophy is built on:

- inclusion and cultural responsiveness
- co-constructivism
- learning as inquiry
- teacher reflection
- principles & values (New Zealand Curriculum)
- key competencies are lifelong dispositions, and are encompassed in all learning
- balanced curriculum across all eight learning areas
- quality teaching and learning
- modern learning environments including e-learning /digital classrooms
- focused goal setting with students to identify next learning steps
- effective implementation of National Standards
- consistent assessment practices across the school to inform teaching and learning
- professional learning and development targeted to learning needs
- effective performance management for all staff
- appropriate resourcing to meet learning needs
- sustainability: implementation of the Enviroschools programme

Teacher actions to promote Learning

Creating a Supportive Learning Environment - ‘T.E.A.M.’ (Together Everyone achieves More)

Teachers provide opportunities for students to:

- positively interact with students and adults from all cultures
- share their ideas and experiences with growing confidence
- communicate effectively with all students and adults
- create and value a vibrant, student-friendly classroom

Encouraging Reflective Thought and Action- ‘Metacognition’ (Thinking About Thinking)

Teachers provide opportunities for students to:

- plan,
- inquire,
- create and
- reflect

Enhancing the relevance of new learning - ‘Learning to take us places’

Teachers provide opportunities for students to:

- design relevant learning goals and success criteria
- discuss and receive specific and timely feedback and feed-forward
- identify next learning steps

Facilitating shared learning – ‘Focussed Learning to Achieve Excellence’

Teachers provide opportunities for students to:

- be a learner and a teacher

- engage the wider community in teaching and learning
- share and celebrate learning

Making Connections to Prior Learning Experiences - 'Connections'

Teachers provide opportunities for students to:

- share, value and use what they already know
- work collaboratively to establish relevant learning pathways
- align prior knowledge to learning intentions
- integrate learning across learning areas and everyday life

Integrating ICT - 'eLearning'

Teachers provide opportunities for students to use a range of ICT's for:

- communication
- gathering information to support learning
- creativity
- communities of learners
- sharing and celebrating learning
- contributing to learning
- collaborative learning

Using Evidence-Based Teaching – Inquiring into our Learning - 'Plan, Inquire, Create, Reflect'

In constructing a model to guide our Reflective Practice, we have identified the essential components as:

- rigorous gathering and analysis of learning information
- designing programmes and learning opportunities based on information gathered
- implementation
- developing tools/strategies/methods for gathering information (learning progressions, rubrics)