



**LINWOOD NORTH SCHOOL**

learning to take us places



# CURRICULUM





# Curriculum

## 2004

Schoolwide Focus: Assess to Learn  
Development of Curriculum Integration Topic Model for Social Studies, Science, Technology and Health  
Development of school's Vision and Values

## 2005

Schoolwide Focus: Leadership  
Introduction to draft NZ Curriculum  
Commencement of 3 year ICTPD contract involving teaching and learning pedagogy and integrating ICT into classroom practice

## 2006

Schoolwide Focus: Learning  
Introduction to new NZ Curriculum  
Curriculum development with Faye le Cren, eTime  
Revision of School Vision and Values  
Development of expectations of 'Enterprising Leadership'  
Exploration of Inquiry learning models and development of Linwood North FLAX learning model and Inquiry model

## 2007

Curriculum development with Faye le Cren, eTime  
Implementation of FLAX learning model (focussed learning achieving excellence) and Inquiry model at schoolwide level  
Developed implementation plan for school values embedded in integrated schoolwide Inquiry Theme: 'Respect and Responsibility'  
T1 - Relationships, T2 - Recreation, T3 - Responsibility, T4 - Respect  
Implementation of learning skills of Metacognition and Planning, Inquiring, Creating, Reflecting  
Development of shared vision for teaching and learning based on research: Herrmann Brain Dominance Model and the enGauge 21st Century Thinking Skills

## 2008

School Centennial Year: Enterprise and Kiwiana  
Curriculum development with Faye le Cren, eTime  
Implementation of Integrated Schoolwide Inquiry Theme: 'Celebration'  
T1 - The Past, T2 - The Present, T3 - The Future, T4 - Sustainability  
Implementation of 'E4E' Education for Enterprise project with eTime and NZ Trade and Enterprise  
Development of Key Competencies  
Development of rubrics/benchmarks and resources for Inquiry, ICT and thinking skills.

## 2009

Integrated Schoolwide Inquiry Theme: 'Change'  
T1 - Metamorphosis, T2 - Planet Earth, T3 - Transformation, T4 - Our Wellbeing  
Curriculum development with Faye le Cren, eTime  
Revision of School Beliefs  
Development of School Principles and Practices  
Development of rubrics/benchmarks for Respect and Responsibility,  
Learning Areas: Review Mathematics and Statistics curriculum programme

## 2010

Teaching Staff Herrmann Brain profiling  
Development of Pedagogy  
Implementation of National Standards  
Learning Areas: Review English curriculum programme  
Curriculum Consultation and review with Sue Ashworth, eTime

## 2011

Schoolwide Focus: Enterprise  
Curriculum consultation and review with Sue Ashworth, eTime  
Development of Assessment  
Development of Curriculum implementation and tracking plan  
Implementation of 'Backward by Design' curriculum principles  
Learning Areas: review Health and Physical Education, Science, Social Studies, Technology curriculum programmes

# Contents

---

Section 1: Background

Section 2: Vision

Section 3: Values

Section 4: Key Competencies

Section 5: Pedagogy

Section 6: Principles

Section 7: Learning Areas and Curriculum Design

Section 8: Inquiry and Enterprise

Section 9: Assessment



# Section 1: Background

---

## The Key Purposes of The New Zealand Curriculum:

The New Zealand National Curriculum is a framework that provides guidance for schools in the development of their school-based curriculum. It puts students at the centre of the learning process and places an emphasis on the development of the key competencies and social values.

## Introduction

Founded in 1908, Linwood North School is a state co-educational contributing school from Year 0 to Year 6; located in the east of Christchurch on Woodham Road, Dallington. The school has a happy, secure, safe environment with attractive grounds and excellent working conditions and resources. With the Building Replacement programme completed the administration area and classrooms are all brand new.

The new school comprises of three classroom blocks, an Administration office, a detached multi-purpose Centennial Room, a School Hall, Library/ICT suite and Community Hub, all set in extensive grounds. The Plunket Rooms are situated on the edge of the property next to the Rowcliffe Crescent car park. The School Hall is let on a regular basis to interested community groups. Two recent additions to the school are the Autaumafai Preschool, the Out of School Care and Recreation (OSCAR) centre, currently operated by Outaskool and the Community Hub Social Services Centre.

Two Adventure playgrounds are fully utilised by all students and there are several asphalt areas marked for games, which give the children ample playing areas in the winter. Large specimen trees surround the grassed playing fields. Recently a community fitness trail, designed by the students, was built around the perimeter of the playground; and a new multipurpose Basketball/Tennis court was also a welcome addition to the school's community facilities. The Kids Edible Garden provides a focus for healthy eating and produce for the school community. The grounds, which are kept open, are available for community use and are used for Junior Canterbury Cricket games on Saturday mornings.

## School Community

The school has a decile rating of 2 with a current school roll around 155 students, having lost 25% of the roll as a direct consequence of the earthquakes and the current state of the housing in the area. The school community is made up of families from a wide range of socio-economic backgrounds, ethnicities and religions. The ethnic composition of the school is currently 40% Pakeha, 30% Maori, 25% Pasifika and 5% other immigrants and refugees; most of whom live in the suburbs of North Linwood, Linwood and Avonside. The majority of our new entrant intake is from Rochester Street Kindergarten and local playcentres and child care providers. Our Year 6 leavers either enroll at Linwood Intermediate or Chisnallwood Intermediate. Many of our families are single parent and there is considerable unemployment and economic hardship in our school community. Parents are encouraged to positively support their children's learning and are actively involved in the daily life of our school.



---

## School Culture

The school is widely recognised for being a warm, friendly and inviting multicultural place for students, staff, parents and visitors where all stakeholders work together in harmony as a team for the benefit of everyone in the community. The best aspects of both modern and traditional education practices are implemented to promote lifelong learning. All students, staff and parents feel valued, accepted supported and challenged. High standards of learning, behaviour and achievement are expected, encouraged and developed. Decision making is democratic and team work is emphasised through a distributed leadership style of delegation and collaboration. Feeling safe, respectful communication, confidentiality, positivity and having fun in the workplace are valued by the Board of Trustees and staff alike.

## Personnel

### Leadership Team

**Principal: Ms Sandra Smith**

**Deputy Principal: Miss Lisa Squire**

**Senior Team: Associate Principal: Mrs Liz Campbell**

**Acting Junior Team: Associate Principal: Mrs Catherine Moore**

### Class Teachers

Room 1	Mrs Catherine Moore	Reception
Room 2	Ms Susan Hunt	Year 1
Room 5	Ms Jan Power	Year 2
Room 6	Mrs Ann Edmunson	Year 3 / 4
Room 9	Mrs Teresa Geal	Year 5 / 6
Room 10	Mrs Liz Campbell	Year 5 / 6

### **S.E.N.C.O. (Learning Support/Reading Recovery/ E.S.O.L./ORRS Teacher)**

Mrs Catherine Moore

**Part Time Classroom Release Teachers:** Mrs Mikyla Marshall

### Support Staff

**Executive Officer:** Mrs Colleen Woodhall    **School Secretary:** Mrs Dayle Hayman

**School Caretaker:** Mr Gary Swan

**Teacher Aides:** Miss Nicki Cosgrove, Mrs Marie Grey, Mrs Michelle Lewis,

**Maori Teacher Aide and Kapahaka Cultural Group Tutor:** Mr Maaka Tau

**School Library Teacher Aide:** Mrs Marie Grey

**School Cleaners:** Crest Commercial Cleaners

**Social Worker in Schools:** Ms Rebecca Price

**Public Health Nurse:** Mrs Penny Newcombe

---

## The Key Purposes of the New Zealand Curriculum:

*After reading Steve Maharey's letter to schools, The Foreword by Karen Sewell on page 4, the Purpose and Scope on page 6 and page 37 of the New Zealand Curriculum, Linwood North School has identified the following key messages:*

The key purposes of the New Zealand Curriculum are to:

- Set the national direction for student learning.
- Provide guidance for schools as they design and review their curriculum with their students and communities.

The world is undergoing rapid changes – social, economic and technological and we need to prepare and equip our learners to be adaptable to these changes. We want our students to be life-long learners who are at the centre of their learning, being involved in what is taught and how it is assessed. We want ownership by the learners, the school and the wider community.

Learners should be given every opportunity to reach their potential and achieve to the highest of standards. They need to develop the key competencies in order to be high achievers, successful citizens and active members of New Zealand's multicultural community.

Learners are individuals with a diverse range of needs and a wide variety of skills. They learn at different paces and bring their own life experiences to their learning. Through relevant and meaningful learning programmes, with a strong emphasis on literacy and numeracy, our learners will be motivated and engaged and will be able to apply their knowledge to unfamiliar situations.

The revised New Zealand Curriculum provides flexibility for schools to develop a programme of learning to meet the learners' needs and interests and to allow them to achieve to their highest standard, so that they can live, learn, work and contribute to society.

## Section 2: School 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.”*

Preparing to Lead Curriculum Change: Vision, Principles and Values  
Ministry of Education (2007), p.1

The school has developed a shared vision for effective teaching and learning. When putting the school vision into practice, it was important to base it on recent research.

Three pieces of research were identified and discussed:

- **Herrmann Brain Dominance Model**

A key outcome of effective teaching and learning is that students develop all aspects of their brain. An excellent model, based on brain research over many years, is the Herrmann Brain Dominance Model. This relates thinking processes to brain physiology and provides an excellent basis for planning effective teaching and learning to ensure that all aspects of brain thinking are covered.

- **21<sup>st</sup> Century skills**

This piece of research completed at the North Central Regional Educational Laboratory identified a set of 21<sup>st</sup> Century skills. They were developed through a process that included literature reviews, research on emerging characteristics of the Net Generation, a review of current reports on workforce trends from business and industry, analysis of nationally recognised skill sets, input from educators, data from educator surveys, and reactions from constituent groups.

- **Key Competencies**

The NZ key competencies framework was informed by international work conducted by the Organisation for Economic Cooperation and Development (OECD). The OECD sought to identify and describe what people should know and be able to do in order to lead a ‘successful life’ in a ‘well-functioning society’. The Key Competencies are intended to be a central and embedded part of the curriculum. The Key Competencies framework represents a revision and development from the Essential Skills.

Making Meaning  
Using Language, Symbols and Text

Thinking Logically & Critically

Digital Age  
Literacy

Inventive  
Thinking

Thinking Creatively  
Using Knowledge and Information

High  
Productivity

Effective  
Communication

Managing  
Self

Relating to Others  
Belonging, Participating &  
Contributing

---

## School Mission Statement:

Linwood North learners are focussed learners who achieve excellence.

## School Vision:



### 'Learning to take us places'

We want our Linwood Learners to be:

- \* Planners
- \* Inquirers
- \* Creative
- \* Reflective



We travel the  
**F.L.A.X**

pathway:

*Linwood North Learners are Focused Learners who Achieve eXcellence!*

## Section 3: Values

---

*“Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.”*

*“Values are part of the everyday curriculum – encouraged, modelled, and explored.”*

The New Zealand Curriculum  
**Ministry of Education (2007), p.9-10**

### **Our Values: RESPECT and RESPONSIBILITY**

We are learning to show respect and responsibility for:

- Ourselves
- Others
- Our Environment

Our Golden Rule is ‘We treat others as we want to be treated.’

We do this by negotiating, sharing ideas, working as a team, appreciating different points of view, interacting with give and take, and knowing when to compete and when to co-operate.

Our values are ‘encouraged, modelled and explored’ in the following ways:

- We work with students to set goals and learning intentions.
- Students are encouraged to take increasing responsibility for their behaviour and learning. They self and peer assess, to reflect on their behaviour and learning. Staff give explicit feedback.
- We have created and sing our Linwood School song.
- We have a family environment.
- Staff listen to students and their families. Staff really care.
- Staff share aspects of their lives that show respect and responsibility.
- Staff make links between respect and responsibility.
- Staff use positive reinforcement.
- Staff build positive relationships and have open communication.
- Staff are firm, fair and consistent.
- Staff focus on inappropriate behaviours rather than the person involved. We have an assertive discipline plan.
- Staff create a safe learning environment in which we can make mistakes as mistakes are considered as learning opportunities.
- Staff show respect and understanding for students cultural heritage and background.
- We have a spirit of enterprise. Staff look for opportunities to engage the community in students’ lives.
- Staff use respectful language, including an appropriate tone of voice.
- Staff encourage the use of manners.
- Staff give students opportunities and choices. Staff encourage students to make decisions that count.
- Staff encourage the golden rule, ‘We treat others as we want to be treated.’
- We have a great sense of humour.
- We have a team spirit.
- Staff make connections between the values and everyday life. We use the teachable moment and real-life examples when and where appropriate.
- Staff read stories that model respect and/or responsibility.
- Each class has resource books of the values.
- We use ICT to reinforce the values such as slideshows are shown at assemblies, classroom posters – digitally created, videos, digital photos, digital books, class newsletters, certificates, internet, eTap, slideshow in school foyer, published stories, digital scrapbook.
- Staff question students to promote the values e.g “What does .. need to do to show respect for...?”
- Each week the school newsletter has the values in it.
- ‘Caught being good awards’ are about ‘Respect’ and ‘Responsibility.’
- In school assemblies, students are encouraged to role play the values.

## Respect

### Being respectful means:

- ❖ Honour other people and care about their rights
- ❖ Treat others with courtesy
- ❖ You treat people with dignity
- ❖ Honour rules
- ❖ Behave in a way that makes life more peaceful and orderly
- ❖ Protect your own rights
- ❖ Protect your privacy and modesty

### Signs of success:

- ❖ Treat everyone the way you want to be treated
- ❖ Treat the property of others with special care
- ❖ Honour other people's need for time and space to themselves
- ❖ Speak courteously to everyone
- ❖ Honour the rules
- ❖ Expect respect for your body and your rights

## Affirmation

I am respectful. I treat others the way I want to be treated. I show courtesy to everyone. I learn from the wisdom of both my elders and others.

### STUDENT RESPECT RUBRIC

Kakano/Beginner	Karawha/Achiever	Kokari/Expert
I rarely speak in a polite way.	I sometimes speak in a polite way.	I speak in a polite way most of the time.
I rarely wait my turn to speak.	I sometimes wait my turn to speak.	I wait my turn to speak most of the time.
I rarely listen when others are speaking or performing.	I sometimes listen when others are speaking or performing.	I listen when others are speaking or performing most of the time.
I rarely solve problems peacefully.	I sometimes solve problems peacefully.	I solve problems peacefully most of the time.
I rarely make others feel welcome.	I sometimes make others feel welcome.	I make others feel welcome most of the time.
I rarely follow classroom and school rules.	I sometimes follow classroom and school rules.	I follow classroom and school rules most of the time.

## Responsibility

### Being responsible means:

- ❖ Others can depend on you
- ❖ To do something well and to the best of your ability
- ❖ Being accountable for what you have done or not done
- ❖ Accepting credit for doing things right
- ❖ Accepting correction for doing things wrong
- ❖ Keeping your agreements
- ❖ Making sure things are done
- ❖ Taking the blame for your mistakes

### Signs of success:

- ❖ Responding appropriately
- ❖ Focussing on yourself – not someone else
- ❖ Accepting credit or correction
- ❖ Ready and willing to clear up a misunderstanding
- ❖ Admit mistakes without making excuses
- ❖ Take on new responsibilities when you are ready

## Affirmation

I am responsible. I give my best to all that I do and keep my agreements. I appreciate praise and welcome support for my actions.

### STUDENT RESPONSIBILITY RUBRIC

Kakano/Beginner	Karawha/Achiever	Kokari/Expert
I rarely admit my mistakes.	I sometimes admit my mistakes.	I usually admit my mistakes.
I rarely use school materials and equipment properly	I sometimes use school materials and equipment properly	I usually use school materials and equipment properly.
I rarely keep my hands from touching things that belong to someone else.	I sometimes keep my hands from touching things that belong to someone else.	I usually keep my hands from touching things that belong to someone else.
I am rarely honest and truthful.	I am sometimes honest and truthful	I am usually honest and truthful.
I rarely clean up after myself.	I sometimes clean up after myself	I usually clean up after myself.
I rarely get an adult when someone is in danger or could get hurt.	I sometimes get an adult when someone is in danger or could get hurt.	I usually get an adult when someone is in danger or could get hurt.
I rarely hand in work at school and notices at home	I sometimes hand in work at school and notices at home	I usually hand in work at school and notices at home.

## Section 4: 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*

*“When designing and reviewing their curriculum, schools will need to clarify the meaning (of the key competencies) for their students.*

*...all students should develop strategies for self-monitoring and collaborative evaluation of their performance in relation to suitable criteria.”*

*The New Zealand Curriculum  
Ministry of Education (2007), p.38*

The Key Competencies are:

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

We want our Linwood Learners to be:

- **Planners** - Managing self, Thinking
- **Inquirers** - Using language, symbols and texts, Thinking, Managing self, Participating and contributing
- **Creative** - Using language, symbols and texts, Thinking, Relating to others
- **Reflective** – Thinking, Participating and contributing

Our school curriculum integrates the Key Competencies with the School Vision through the following Learner Qualities, which support the development of these learner qualities.

## **'Learning to take us places'**

We want our Linwood Learners to be:

- \* Planners
- \* Inquirers
- \* Creative
- \* Reflective



## Planners

### Learner Qualities

Planners

### Key Competencies

Thinking  
 Using language, symbols, and texts  
 Managing self

## Inquirers

### Learner Qualities

Inquirers

### Key Competencies

Thinking  
 Using language, symbols, and texts  
 Managing self  
 Participating and contributing

Creative

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

## Creative

### Learner Qualities

Creative

### Key Competencies

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

## Reflective

### Learner Qualities

Reflective

### Key Competencies

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

## Section 5: Pedagogy

---

*“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 shared learning*
- *make connections to prior learning and experience*
- *provide sufficient opportunities to learn*
- *Inquire into the teaching-learning relationship*

The New Zealand Curriculum  
**Ministry of Education (2007), p.34**

To assist in identifying the ideal conditions for students to develop the identified learner qualities, and in doing so develop the key competencies and learner qualities the school considered **what pedagogy - teacher actions would be required**. This process involved staff sharing their existing good practices, reading and discussing the pedagogy identified in the NZ Curriculum and also reading and discussing the Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES).

### Clarifying the Meaning For Students

We have clarified the meanings of our Learner Qualities identified in our school vision to ensure our students develop a clear understanding of them. We want our Learner Qualities to be understood and easy to remember to ensure they are used in their everyday lives, both at school and in the wider community.

The following definitions show how we have clarified the meaning of our Learner Qualities (key competencies). The criteria will assist our students to understand and self-monitor their progress against our Learner Qualities (key competencies).

**Strategies we use to assist our students to ‘self-monitor and collaboratively evaluate their performance’ are:**

**Visual representations** are displayed in classrooms. These include:

- Our school Vision and Values statements
- Vision and Values graphics
- Rubrics of criteria

**School-wide reflection time**

- All classes have a 10-minute reflection time at the end of each day.
- Reflections are aligned to the school learner qualities.

**Specific feedback**

- Teachers provide quality and timely feedback.

**Goal setting**

- Students are setting and reflecting on their goals.
- Each student has a goal sheet that is developed by students, his or her parents and teacher in March. It is reviewed in July.

*There is a school-wide focus, but teachers also have the opportunity to use their professional judgement to reflect on aspects of the learning model when specific needs arise.*

---

*“When designing and reviewing their curriculum, schools will need to clarify the conditions that will help or hinder the development of the competencies.”*

*The New Zealand Curriculum  
Ministry of Education (2007), p.38*

## **Effective Pedagogy**

### **Teacher Actions Promoting Student 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, child-friendly classroom

#### **Encouraging Reflective Thought and Action**

*‘Metacognition’ (Thinking About Thinking)*

Teachers provide opportunities for students to:

- Think about their thinking (metacognition)
- 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 intentions and success criteria
- Discuss and receive specific and timely feedback and feedforward
- Identify next learning steps

#### **Facilitating Shared Learning**

*‘F.L.A.X.’ (Focussed Learning Achieving 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 I.C.T's for:

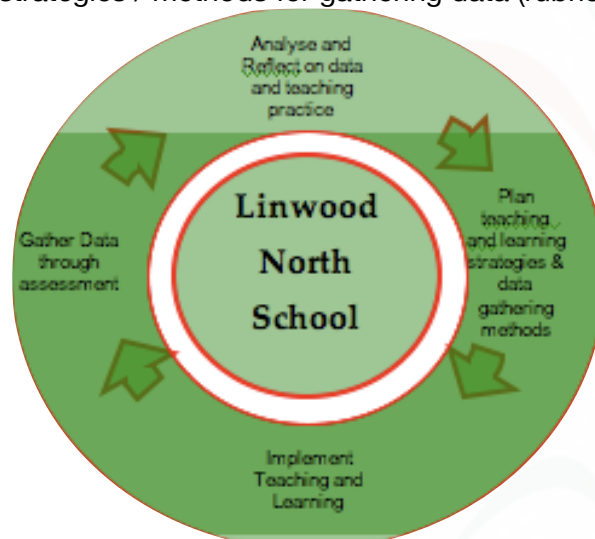
- Communication
- Gathering information to support learning
- Creativity
- Communities of learners
- Sharing and celebrating learning
- Contributing to learning

## 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 data
- Designing programmes (activities) based on information (data) gathered
- Implementation
- Developing tools / strategies / methods for gathering data (rubrics)



## Planners

<b>Planners</b>			
<b>Students who plan:</b>			
<ul style="list-style-type: none"> <li>• set goals</li> <li>• are focused and self motivated</li> <li>• organise themselves and their belongings</li> <li>• sequence their activities</li> <li>• manage time and resources wisely</li> <li>• pay attention to detail</li> <li>• evaluate and make appropriate changes</li> <li>• complete the important things first</li> <li>• seek excellence through being productive</li> </ul>			
	<b>Kakano/Beginner</b>	<b>Karawha/Achiever</b>	<b>Kokari/Expert</b>
<b>Set goals</b>	With support, I can set myself a goal. I can talk about how I'm going.	I can set a specific goal. I can map the steps to achieve my goal.	I can set short, medium and long term goals. I can map the steps to achieve them and change the plans if I need to.
<b>Manage time</b>	With support, I can complete a task on time.	I can plan and complete my task within a set time.	I prioritise tasks, manage my time effectively and produce outcomes of an ever higher standard.
<b>Organise Themselves</b>	With support, I have every thing I need to start my task.	I know what I need without being told and have it ready to start for my task.	I can organise what I need to do. I am prepared and can achieve my short, medium and long term goals.

### Student Evidence

*Give an example of when you have demonstrated one, or more than one, of the above student Learner Qualities.*

---



---



---



---



---



---



---

---

## Planners

### Pedagogy/Teacher Action

#### Goal Setters:

- Identify areas of need.
- Model the steps needed to set goals.
- Provide questioning and prompts to facilitate and guide students in their goal setting.
- Share teachers' goals.
- Share class goals.
- Make goal setting purposeful, exciting and meaningful.
- Explain how to make goals attainable and measurable - creating rubrics together as a class.
- Model how to set realistic time frames to achieve goals -SMART goals.
- Reflect regularly on goals.
- Provide feedback – peer, teacher, self-reflection.
- Set a variety of goals – personal goals, group goals, school goals, academic or social goals.
- Once a goal is achieved, help students see where to go next – Next Step learning to develop new goals.
- Provide role models of successful people who set goals and work hard to achieve them
- Provide tools to assess and reflect on their goals - Thinking tools, Thinking hats, Questioning Matrix, Habits of Mind.

#### Manage Time/Organise Themselves:

- Model and teach the explicit skills of being organised (planning, lists, prioritising, able to find things, having equipment ready to go).
- Actively reinforce, encourage and empower students who demonstrate their organisational skills.
- Demonstrate flexibility.
- Ensure I am always prompt and on time.
- Establish clear and specific expectations.
- Use visual reminders such as displaying timetable.
- Provide explicit opportunities where children are required to manage themselves – (Must dos- Can Dos).
- Have well displayed clear learning intentions.
- Provide meaningful opportunities that cater to different learning styles, abilities, interests and needs.
- Co-construct (teacher and students) expectations and standards for set tasks to be completed within an agreed timeframe.
- Provide ongoing support for those students who require it. eg smaller steps, shorter time frame.
- Provide a range of activities for early finishers. – Can Dos.
- Model and teach reflective practice.
- Modelling cause and effect - ownership of action – eg no reading folder - no book.
- Co-construct checklist leading to self-assessment.

## Inquirers

### Inquirers:

#### Students who are inquirers:

- are curious
- ask questions
- predict and estimate
- seek knowledge and understanding
- use a variety of resources
- are open minded
- discuss and share ideas
- put ideas into action
- are problem solvers who use a variety of high order thinking tools.

	<b>Kakano/Beginner</b>	<b>Karawha/Achiever</b>	<b>Kokari/Expert</b>
<b>Ask Questions</b>	With support, I know the difference between a question and a statement. With support I can create questions to gain information.	I can create open and closed questions to promote investigation in order to clarify my thinking and gain further information.	I can confidently generate questions that are worthy of investigation. I use a variety of higher order thinking strategies to clarify my thinking or to gain further information.
<b>Use a Variety of Higher Order Thinking Tools</b>	With support I can use a thinking tool to solve a simple problem.	I can use a range of thinking tools and strategies to solve problems.	I can independently choose the most appropriate strategy or tool for a particular situation.

### Student Evidence

*Give an example of when you have demonstrated one, or more than one, of the above student Learner Qualities.*

---



---



---



---



---



---



---

## **Inquirers**

### **Pedagogy/Teacher Action**

#### **Ask Questions:**

- Discuss the difference between a statement and a question.
- Model what a question is and the purpose for it.
- Teach and model different questioning strategies - de Bono's, Keys,' open and closed questions, fat and skinny questions (Inquiry model).
- Provide opportunities for asking and answering questions.
- Consciously allow time for thinking, reflection, wait time and clarification.
- Provide resources, teach and encourage students to use them - I wonder board, images, visual, verbal.

#### **Using a Variety of Higher order Thinking Skills:**

- Model thinking skills.
- Display strategies and tools in the classroom in a user-friendly manner.
- Plan for skills to be taught.
- Provide opportunities to use strategies/tools in different situations.
- Follow school wide thinking curriculum plan.

## Creative

<b>Creative</b>			
<p><b>Students who are creative:</b></p> <ul style="list-style-type: none"> <li>· use their imagination</li> <li>· create new ideas or things</li> <li>· consider other possibilities</li> </ul> <p>And are</p> <ul style="list-style-type: none"> <li>· resourceful</li> <li>· enterprising</li> <li>· risk takers</li> </ul>			
	<b>Kakano/Beginner</b>	<b>Karawha/Achiever</b>	<b>Kokari/Expert</b>
<b>Use their imagination</b>	With support, I can use my imagination when coming up with new ideas and share these with others.	I can use my imagination to look at something in a new way in order to create new ideas or things.	I use my imagination to generate and develop new ideas that make a difference
<b>Enterprising Risk Takers</b>	With support, I will try some new things.	I enjoy trying new experiences – “to give it a go!”	I actively seek out and am excited about engaging in a variety of new challenges.

### Student Evidence

*Give an example of when you have demonstrated one, or more than one, of the above student Learner Qualities.*

---



---



---



---



---



---



---

---

## Creative

### Pedagogy/Teacher Action

#### Use Their Imagination:

- Accept all ideas valuing them in a supportive environment (modelling this with the child who takes risks) providing “wait” thinking time.
- Model different ways of solving problems.
- Provide frameworks to scaffold their learning eg Plan of action, thinking strategies.
- Provide opportunities to practise.
- Encourage students to work both collaboratively and independently.
- Promote and celebrate “thinking outside the square”.
- Encourage diversity and divergent answers where appropriate.
- Encourage students to be risk takers.
- Encourage students to support and act on others’ creativity.
- Encourage students to look closely at their world; feed the curiosity through experience / discussion/ observation /drawing.
- Provide opportunity to express and open boundaries for students to create (arts, music, thinking).
- Encourage group discussion in safe inclusive environments / building ideas / challenging ideas / accept that some solutions may not work / investigate alternatives.
- Promote student generated / directed inquiry.
- Provide creativity time – eg Barbara Martin “Discovery Time.”
- Encourage presentation of work in a variety of ways.
- Share examples of creativity.
- Introduce appropriate role models.
- Accept and celebrate different approaches and products.
- Show students that making mistakes is a pathway to learning.

#### Enterprising Risk Takers:

- Provide opportunities to attempt new experiences in a safe “controlled” environment.
- Model and teach how to identify potential risks, make reasoned choices and reflect on the experience.
- Provide opportunities for students to take risks academically, socially, emotionally, and physically.
- Provide regular encouragement.
- Encourage other students to recognise and celebrate the achievements of others.
- Teachers model risk taking.
- Provide examples of risk takers (eg Edmond Hilary, Mark Inglis, Sam Morgan, Helen Clarke, Jane Hunter).
- Encourage students to move out of their Comfort Zone.
- Encourage other students to recognise and celebrate the achievements of others.
- Model being reflective on failures and successes. “What would I do differently next time?”
- Encourage students to support each other.
- “No choice risk taking” in some areas! No cop-outs!
- Discuss and make students aware of appropriate risk management strategies.
- Provide a range of scaffolding tools to encourage risk taking.

## Reflective

<b>Reflective</b>			
<p><b>Students who are reflective:</b></p> <ul style="list-style-type: none"> <li>set and check learning goals</li> <li>review their effort</li> <li>discuss their learning with others</li> <li>celebrate their learning</li> </ul>			
	<b>Kakano/Beginner</b>	<b>Karawha/Achiever</b>	<b>Kokari/Expert</b>
<b>Review my learning goals and my effort</b>	With support, I can think about my learning and review how successful I am.	I can use some thinking tools and strategies to reflect on my learning and identify next steps for learning.	I can choose the most appropriate thinking tools and strategies to reflect on my learning and explain the processes I used. I can identify my strengths and areas for development and justify my decisions.
<b>Discuss and celebrate my learning with others.</b>	With support, I can explain and share my ideas and the choices I made with others.	I can evaluate my work against criteria, and share my successes with others, using a variety of media.	I can justify my decisions, explain the processes I used, and share my successes with a range of audiences using appropriate media.

### Student Evidence

*Give an example of when you have demonstrated one, or more than one, of the above student Learner Qualities.*

---



---



---



---



---



---



---

---

## Reflective

### Pedagogy/Teacher Action

#### Reflect:

- Model and value a reflective learning environment.
- Co-construct and clearly display WALTs and Success Criteria (Rubrics).
- Consistent, school-wide use of learning intentions and success criteria used, both verbal & written.
- Model reflecting on your own teaching practice.
- implement the school wide Learning Skills Plan.
- Model and encourage thinking about thinking (metacognition).
- Provide opportunities for students to critically evaluate their learning. e.g. self/peer/group reflection.
- Model & provide opportunities for students to identify next learning steps.
- Model and teach the language of reflection.
- Make connections by applying learning to new contexts.
- Provide specific daily time for quality reflection.
- Provide different opportunities and situations – teacher, buddy, parent, active listening, critical thinking, Learning Journals and Learning Conferences.

## Section 6: Principles

---

The NZ Curriculum principles underpin our decision-making and are evident in all aspects of the delivery of our school's curriculum. Our commitment to the 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

Through our learner qualities students engage in **"Focussed Learning Achieving eXcellence"**.

**Linwood North School acknowledges High Expectations in the following ways:**

- Challenging strategic goal – 'LNS is the School of Preference.'
- Linwood North learning culture
- Providing opportunities for parents to engage in their learning
- Parents are kept well-informed (newsletters, assemblies)
- Reporting to parents
- Staff professional learning opportunities
- Awards: 'Caught Being Good', Gold awards, Literacy and Numeracy awards, celebrate achievement (values, behaviour, key competencies)
- Sharing of learning intentions, individual conferencing between students and teachers (writing), student goal setting
- Teacher modelling and demonstrating
- Clear school rules, Code of Conduct and Assertive Discipline Plan
- Teaching in reading
- Targets in literacy and numeracy
- Value - respect
- Health promoting initiatives
- Sport behaviour contracts
- Student leadership opportunities
- Learning Support Programmes – PPP, Talk to learn, ESOL, Reading Recovery, Early identification
- Pastoral care
- Everyone is a reader
- School timetable places a priority on literacy and numeracy

### Further Development

- Students sharing successes with peers and staff
- Home, school partnership
- Student portfolios and Student Learning Assessment Plan (S.L.A.P)
- Implementation of professional learning into classroom practice
- Implementing school values in the playground
- Value: Responsibility (punctuality, environment and belongings)
- A positive behaviour system (House)
- Student school council
- Learning Support Programmes – PMP, timing of programmes
- Written Language expectations and Handwriting
- Displaying exemplars in classrooms
- Off-site behaviour contract
- Consistency in bookwork
- Consistency in marking students' work
- Consistent home learning
- Using ICT as a learning tool across learning areas
- Partnerships with the community
- Quality school-wide displays

---

## 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*

**All our students are given opportunities to experience and share Te Reo Maori me ona Tikanga.**

**Linwood North School acknowledges The Treaty of Waitangi in the following ways:**

- Junior and senior kapahaka
- Realising potential of Maori students (achieving at the same level as their non-Maori peers)
- Embedding of Maori culture in assemblies
- Nurturing of staff and students by Maori teacher-aide

### **Further Development**

- Identifying, further building relationships with and utilising local Maori resources (people)
- School-wide curriculum implementation plan and standards of expectations (Pronunciation, days of significance, Mihi, tikanga etc, further develop Kaha kura)
- Transitioning to school
- Understanding of the principles of the Treaty of Waitangi
- Confidence and competency of staff to embed things Maori
- Parents’ understanding of the benefits of Early Childhood Education
- Translation and understanding
- Attendance levels of some Maori students
- Annual consultation with Maori community
- Increase Maori parent engagement
- Utilise teachers with strengths in Maori to lead school-wide development

## 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

**We foster the history, traditions and diversity of all cultures and value the differences they bring to our community.**

### **Linwood North School acknowledges Cultural Diversity in the following ways:**

- Acknowledging other cultures through our ESOL programmes
- Library resources cater for students from various cultures
- Success of Maori and Pasifika students (leadership roles, academic, cultural)
- Staff and parents value the cultural diversity of the school
- Kapahaka and Pasifika performance groups

### **Further Development**

- Develop a curriculum implementation plan about what it means to be a NZer and the connections we have with other cultures
- Acknowledge various cultures, their values, beliefs and practices
- Continue to provide curriculum resources that reflect different cultures
- Community consultation with all cultures
- Display showing origins of students on a global setting/map
- Fostering the languages of Samoan and Te Reo Maori

---

## Inclusion

*“The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identifies, 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*

**Learning will be in a stimulating environment ensuring equity and encouragement for all.**

### **Linwood North School acknowledges Inclusion in the following ways:**

- Opportunities for gifted and talented students e.g Natcoll, eTime, Young Leaders, Young Writers
- Learning Support programmes – Reading Recovery, P.M.P
- Cultural groups are open to all students irrespective of their culture
- Celebrations e.g. Linwood’s Got Talent, Lip Sync
- A choice of sports not gender based
- Teacher Aides to support students with special needs
- ORRS students are readily accepted by their peers
- Involvement in community music opportunities
- Students are accepting of students with Special Needs

### **Future Development**

- More opportunities for all students to be involved in a variety of sports
- Further develop Junior cultural groups
- School Council developed more
- Involve fathers in programmes
- Develop school music groups

---

## 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*

**Our curriculum connects and engages learners, families and communities.**

### **Linwood North School acknowledges Community Engagement in the following ways:**

- Community experts involved in school to support students' learning
- Regular learning celebrations with community
- Shared class lunches
- Weekly school newsletter
- Class newsletters – each term
- School year book
- PPP and breakfast club use volunteers from the community
- Reports are sent home twice a year
- Meet the teacher sessions
- Weekly communication to parents of reception class students
- Student, parent, teacher interviews - twice a year (includes goal setting)
- Use school cellphone for communication
- Linwood Community Graffiti Project
- LIFT
- SWIS
- Gold Awards
- Books in Homes
- HSP
- Fruit in Schools
- Parent involvement (sausage sizzle, disco etc)
- Fund raising
- Community works in partnership with school to embrace change
- Use of community hall
- Liaison with pre-school (Autaumafai)

### **Future Development**

- Sustain Inquiry and Enterprise building relationships with community businesses
- Further develop opportunities to celebrate and work with community members
- Further develop relationships with businesses in the community
- Increase publicity opportunities
- Use of email to parents
- eTap for reporting
- Reporting on National Standards
- Building better relationships with disengaged parents
- School and class websites/wikis
- Communicating in various languages
- Involve community in planning
- Teachers involved in community activities
- Community Health base
- Health promotions
- Use of technology to communicate

## 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*

**Our curriculum will support students to plan, inquire, create and reflect.**

**Linwood North School acknowledges Learning To Learn in the following ways:**

- Strong focus on each child being literate and numerate
- Establishing the starting point for each student using standardised tests/assessment (Literacy, Numeracy, NE, 6year nets)/National Standards
- Using information from previous teachers and schools
- Students are grouped according to ability (reading, numeracy, swimming)
- Interchanges in senior classes (Maths, Arts, Te Reo, PE)
- Students’ goal set and self-assess
- Use of thinking skills to develop learning strategies
- Teacher modelling (Think out loud) – metacognition
- Oral language used in reflections
- Daily reflections include key competencies
- Teachers are open to new learning

### **Future Development**

- Using goal setting to develop changes in learning
- Students are grouped according to ability (Writing)
- Consistent use of our learner qualities (key competencies)
- Further development of students’ reflective practices
- Improve teacher understanding and application of pedagogy to ensure students transfer/ apply learning strategies
- Involve students more in decision making e.g. planning
- Use of rubrics and exemplars for student self-assessment
- Students and teachers giving, accepting and using feedback
- Develop a curriculum plan that identifies the knowledge, skills we want our students to have
- Further develop monitoring and assessment practices
- Provide parent learning opportunities to further their understanding of how students learn

---

## 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*

Learning integrates values, key competencies and all learning areas to provide successful transitions and “*learning to take us places*”.

### Linwood North School acknowledges Coherence in the following ways:

- New entrant transition
- Working with on-site pre-school (Autaumafai)
- Links/visits to local pre-schools and Linwood Intermediate
- Liaison with other Intermediates
- Integrating links between learning areas
- EHSAS PD with cluster schools
- Combined BOT meetings
- Feed-forward information driving next steps
- Class visits
- School-wide learning model that embeds the key competencies
- Values are being emphasised

### Future Development

- Transferring skills across learning areas
- Continue the development of the learner qualities (key competencies)
- Develop partnerships with outside agencies for students’ learning
- Continue the development of key competencies
- Ensuring the learning links are applied daily

---

## 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*

**Our curriculum encourages students to be actively involved in and make decisions about issues important to the future.**

## Linwood North School acknowledges Future Focus in the following ways:

- Becoming literate and numerate
- Values system encourages successful citizens of the world
- Students have developed a work ethic
- Student leadership opportunities
- Move to become more environmentally friendly
- Health promoting projects

## Future Development

- Sustaining So’otaga language opportunities (Junior school)
- New school facilities
- Further develop strategic planning
- ICT skills (teachers and students)
- Global citizenship, Enterprise, School Council fostered
- An induction programme to ensure sustainability of school-wide practices, programmes and procedures
- Maintaining relationships and links with the community
- Students Edible Garden - Using vegetables for cooking in Learning Centres

## Section 7: Learning Areas and Curriculum Design

### Learning Areas

#### *Learning in Years 1-6*

*“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 and each area forms part of a broad, general education, and provides a framework for learning:

- 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 Linwood North School the learning areas of English and Mathematics and Statistics are priorities. They will be taught as separate subjects and integrated where appropriate.

The skills of PE, The Arts, and Health will be taught separately and again integrated where appropriate.

Learning languages – incorporating Te Reo Maori and Tikanga – will be taught using the school's sequential programme. It will also be incorporated into all learning areas where appropriate.

All other areas, Science, Social Science and Technology, will be taught using Concepts/ Big Ideas.

The delivery of the curriculum at Linwood North School is based on our Vision and Values and the identified needs of our students. Our programmes of work will always reflect these values and our learners' qualities, which are our interpretation of the key competencies.



## Linwood North Essence Statements

---

### English

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

### The Arts

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

### Health and Physical Education

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

### Learning Languages

We believe that Linwood North Learners, by learning other 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 Linwood North learners, by learning Te Reo Maori and tikanga Maori, will acknowledge the toanga of the Tangata Whenua as recognised by Te Tiriti o Waitangi and develop their capacity and confidence to participate in the school setting and beyond.

### Mathematics and Statistics

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

### Science

We believe that Linwood North Learners in Science, developed within Inquiry, will learn to analyse, hypothesise, experiment, explore and make connections to investigate, understand and explain scientific progress.

### Social Science

We believe that Linwood North Learners in Social Science, developed within 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.

### Technology

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



## ENGLISH

### *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.

Students need to practise both strands at each level of the curriculum:

- **Making meaning of information** (listening reading and viewing)
- **Creating meaning** (speaking, writing and presenting)

### **Linwood North Essence Statement**

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

### **Learning Intentions**

We aim for our children to...

- *Be effective communicators* across the curriculum developing literacy skills for life, by making meaning of ideas (**listening, reading, and viewing**) and creating meaning for themselves or others (**speaking, writing, and presenting**)
- Enjoy language/texts
- Become independent and self-regulated literacy users (especially readers and writers)
- Understand how language works
- Know that language has a variety of purposes/text forms
- Know how to choose and use language/forms appropriate to the purpose/audience
- Be able to develop, use and apply processes and strategies to increasingly sophisticated and challenging texts and tasks
- Challenge themselves as literacy learners
- Be able to make and create meaning at both a surface and deeper level
- Use literacy as a vehicle to develop thinking/critical thinking
- Have sufficient literacy skills to CONFIDENTLY understand next steps of learning/ participate in new learning activities

---

### ***In, through and by***

- Talking and writing about personal experiences
- Writing legibly with fluency, accuracy and speed
- Developing self-monitoring and self-correction skills through the development of comprehension, syntactic and semantic understanding
- Listening and responding to others and to text
- Understanding, responding to and using visual language in a range of contexts
- Reading visual and dramatic texts, including moving and static images
- Using static and moving images in presentations.

### **Delivery**

#### **Teacher Knowledge and Expectations**

- Teachers need good knowledge of literacy (understanding the processes and strategies that readers and writers need to use) and pedagogy in order to teach literacy effectively.
- Teachers must hold and communicate high expectations for student achievement. It is expected that all students can make progress from where they are currently at (this includes both high and low achieving students).
- Teachers need to hold and demonstrate a positive attitude toward the teaching and learning of literacy.

#### **Planning, Monitoring and Assessment**

- Programme planning needs to be driven by the strengths, needs and interests of students (gathered through use of appropriate assessment tools and teacher judgments), as well as the skills needed at the curriculum level and/or year level. This means teachers need good knowledge of the curriculum and their students' strengths and needs as developing literacy learners.
- Teachers' long term planning needs to indicate long term goals for student achievement, what needs to be taught week by week (with links to achievement objectives purposes and strategies) and purposeful and authentic coverage of text purposes and forms driven by the demands of the curriculum.
- Teachers' weekly planning needs to indicate learning goals, sequence of learning including how to engage, resources to be used and success criteria for assessment.

#### **For long term planning, teachers will use:**

##### **Reading**

Observation and discussion and:

Data from School Entry Assessment and Observation Survey sub-tests and regular running records (years 1-2), data from STAR and regular running records (year 3) and data from STAR, regular running records and the asTTle reading tool (years 4-6).

##### **Writing**

Observation and discussion and:

Data from the asTTle writing tool (years 4-6) or an adaptation of it (years 1-3). They will lead a school-wide unassisted writing exercise at the beginning of term 2 and at the beginning of term 4 each year. Year 1-3 texts will be assessed against 'school indicators' and year 4-6 texts will be assessed against asTTle indicators.

- 
- Teachers need to reflect continually on what students have achieved, what changes need to be made to students' learning and what changes need to be made to their teaching. These reflections will be apparent in teachers' planning.
  - Needs identified through assessment will determine SAAP groups that are purposeful and flexible.

### **Instructional Programme**

- Teachers need to plan and deliver a varied classroom literacy programme using a range of shared, guided and independent approaches. Teachers will select and utilise approaches in relation to students' strengths and needs, and to the challenges inherent in the tasks. All teachers will also undertake regular 'read to' with students.
- Students need regular instruction in literacy learning and sufficient time to practise the literacy skills they have been taught (particularly the reading and writing skills). This means planning and teaching instructional reading and writing programmes that take place at least 4 days a week, with each session lasting for approximately 90 minutes. This also means providing daily opportunities for students to read and write independently
- Engagement with rich texts is absolutely vital and at the heart of an effective literacy programme.
- Good literacy teaching and learning underpins success in all learning areas. Teachers must always be aware of and attend to the literacy demands that sit behind the learning tasks and activities they select across the curriculum. This means embedding reading and writing within meaningful contexts for learning.
- The use of thinking skills needs to be encouraged when making and creating meaning from texts.
- The explicit teaching of rich vocabulary needs to be continuously promoted through all aspects of the literacy programme.
- Reading and writing come from a base of oral language and are interconnected. Teachers must understand and recognise these connections through their literacy teaching.
- ICT is an integral part of an effective literacy programme. Research shows that strategic use of ICT is a great motivator for reluctant readers and writers. Students need to be shown how to use information and communication technology to present and enhance their writing. This will help prepare them for the information age.

### **Instructional Lessons**

- Effective literacy practice is focussed, strategic and explicit and leads to enhanced student achievement. *It is what teachers actually do moment by moment in their classrooms that makes a difference to student achievement* (ELP 1-4 & ELP 5-8 Back cover). This means teachers will actively use the 'deliberate acts of teaching' (especially goal setting, modelling, questioning, prompting and explaining) in their instructional reading and writing lessons, in relation to students' needs.
- Careful and strategic scaffolding at class, group and individual levels contribute to successful literacy outcomes
- Effective feedback enhances student learning and achievement. Teacher feedback can be oral or written but must always be linked to the learning goal and success criteria, illustrative of what the students can do and suggest 'next learning steps'. Students need to have opportunities to self and peer assess and discuss their reading and writing with each other.

### **Effective Literacy Classrooms**

- An effective literacy classroom is a positive and supportive learning environment that supports students in risk taking/'having a go' and appreciates all students' best efforts. It is a print-rich and student-centred environment and contains a range of rich texts and samples of great writing.

- 
- Students will have easy access to resources that are going to help them develop as readers writers as appropriate to their stage of development, eg. word cards, alphabet charts, word lists, dictionaries, thesauruses.

### **Coverage of Achievement Objectives**

- There will be on-going coverage of the achievement objectives according to class needs and individual needs
- The teaching of *processes and strategies* will be the focus of literacy teaching and learning
- The learning about *purposes and audiences, ideas, language features* and *structure* is dependent on explicit teaching of the *processes and strategies*
- Although achievement objectives will be integrated together in teaching and learning, teachers may focus on one particular aspect of literacy learning at a time (for example, in guided reading the focus may be on 'identifying ideas' but students will need to explore how the author uses 'language features' and aspects of 'structure' to help the reader discover ideas)

### **Key Competencies**

English presents students with opportunities to engage with and develop the key competencies in diverse contexts. Literacy programmes lend themselves to explicit teaching of skills in all the Key Competencies. Student progress and achievement around the Key Competencies will be assessed formatively through their development as literacy learners.

Ways to promote the key competencies through literacy teaching and learning include:

- Demonstrating proficiency in the Linwood North Learning Model; Plan, Inquire, Create, Reflect, through students' own literacy learning actions – for example, through:
  - Thinking about texts deeply as they read, write, speak and listen;
  - Using language, symbols and texts effectively as major ways of communication;
  - Self-managing and monitoring their own learning and progress as developing readers, writers, speakers and listeners;
  - Relating to others as they identify purpose and audience and make language choices when reading, writing, speaking and listening;
  - Participating and contributing to ideas and information that will engage and inform others.
- Exploring how others demonstrate proficiency in the Linwood North Learning Model; Plan, Inquire, Create, Reflect, especially through close reading of character-driven texts.

*“English presents students with opportunities to engage with and develop the key competencies in diverse contexts” (NZC, p.18).*

---

## Assessment and Reporting

### Expectations of Student Achievement

It is expected that most students in each year cohort will be achieving within the achievement bands in relation to national standards, ie:

After one year at school:	within level 1 (1i-1ii)
After two years at school:	at level 1 (1ii-1iii)
After three years at school:	towards level 2 (2B)
By the end of year 4:	at level 2 (2P-2A)
By the end of year 5:	towards level 3 (3B)
By the end of year 6:	at level 3 (3P-3A)

It is also expected that most students in years 1-4 will be reading at the following levels at the end of each year of their schooling:

After 6 months	Yellow – Ready to Read series
After 1 year (40 weeks)	Green – Ready to Read series
After 2 years (80 weeks)	Turquoise – Ready to Read series
After 3 years (120 weeks)	Gold – Ready to Read series

Annual expectations will be published on the Student Learning and Assessment Plan.

- Use the English cumulative recording levels as guidelines to programme coverage
- Use the Linwood North English Tracking sheets as a record of assessment.

<b>School Wide English Curriculum Delivery: Learning Contexts</b>		
<b>Web Resources ~ English On-line, Teaching Writing, Non-fiction genre</b>		
<b>Making Meaning of Information</b>	<b>Reading</b>	<p><b>Instructional Reading</b> guided reading (across genres), research reading, study skills, shared reading, reciprocal reading, teacher reading aloud, language experience, thematic reading, talking about reading, library skills development, web-based reading</p> <p><b>Independent Reading</b> sustained silent reading, individualised reading, research reading, study skills, shared reading, book discussions, library skills development, reciprocal reading.</p>
	<b>Listening</b>	teacher and student conversation, class and group discussions, news, current events, talks and speeches by visitors, interviews, prepared speeches, debates, oral book/film/television reviews, structured learning situations and games to promote good listening, formal oral language deliveries, reading aloud stories, non-fiction and poems, plays and performances by students / outside groups, listening to multi-media performances, viewing, shared class story book
	<b>Viewing</b>	film, video, posters, signs, pictures, photos, cartoons, comic, picture books, drama, dance, on-line resources, symbols

<b>Creating Meaning</b>	<b>Writing</b>	<p><b>Expressive</b> thematic writing, writing to inform, describe, record feelings and observations, diary, journal, logs, invitations, thank you letters, emails, vignette, memoir, biography, autobiography,</p> <p><b>Transactional</b> thematic writing recounts, procedures, reports, instructions, explanations, reviews, argument</p> <p><b>Poetic</b> thematic writing, poems, plays, stories including myth, fairy tale, science-fiction, adventure, historical, descriptions, characterisations, narrative</p>
	<b>Speaking</b>	class discussions, class presentations, speeches, votes of thanks, debates, drama / plays, interviews, book reviews, informal situations such as buzz groups, small group discussions, show and tell, one-to-one conversations with teacher, impromptu speaking, oral language groups talking about books in close reading situations, justifying opinions, talking about current events, speeches, role plays, shared reading aloud, choral speaking, celebrations of learning, multi-media and ICT
	<b>Presenting</b>	handwriting, diagrams, graphic organisers, mind maps, freeze frames, dioramas, posters, ICT, visual images and multimedia presentations, web publishing (blogs, wikis, class web sites)

## Linwood North School - Long Term Reading Outline

Level 1 Years 0 – 1	Skills and Teaching Points
<p>★ By the end of Year 1 we expect most students to be reading at Green level.</p> <p><b>Personal Reading:</b></p> <ul style="list-style-type: none"> <li>★ Read for enjoyment and information</li> </ul> <p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>★ Make links between illustration and print</li> <li>★ Scan pictures as clues to meaning</li> <li>★ Control directionality</li> <li>★ Re-read to confirm meaning and self-correct</li> <li>★ Develop fluency</li> <li>★ Develop word analysis skills – compound words, contractions, word families</li> </ul>	<p><b>Thinking Critically:</b></p> <ul style="list-style-type: none"> <li>★ Prediction</li> <li>★ Use terms like author and illustrator</li> <li>★ Beginning to comment on plot and main character</li> <li>★ Relate to experiences to the story</li> <li>★ Answer questions about text</li> </ul> <p><b>Exploring Language:</b></p> <ul style="list-style-type: none"> <li>★ Use initial cues consistently</li> <li>★ Sound letter association</li> <li>★ One to one matching</li> <li>★ Recognise a letter and a word</li> <li>★ Develop reading vocabulary</li> <li>★ Attempt self-corrections</li> <li>★ Know and use some blends and endings</li> <li>★ Know why question marks, commas, full stops and speech marks are used</li> <li>★ Build some word families</li> </ul> <p><b>Processing Information:</b></p> <ul style="list-style-type: none"> <li>★ Retell the story in own words</li> <li>★ Refer to text to answer questions</li> </ul>

Level 1 Year 2	Skills and Teaching Points
<p>★ By the end of Year 2 most students will be reading at Turquoise level</p> <p><b>Personal Reading:</b></p> <ul style="list-style-type: none"> <li>★ Read for enjoyment and information</li> <li>★ Read silently</li> </ul> <p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>★ Integrate the use of cues across a range of texts</li> <li>★ Read with fluency and expression</li> <li>★ Analyse multi-syllabic words in text</li> <li>★ Read text with more complex sentence structure</li> <li>★ Maintain meaning over longer and more complex structure</li> <li>★ Cope with more complex characters and less predictable storylines</li> </ul>	<p><b>Thinking Critically:</b></p> <ul style="list-style-type: none"> <li>★ Distinguish between fact and fiction</li> <li>★ Talk about plot, setting and characters</li> <li>★ Make inferences from text and illustrations</li> </ul> <p><b>Exploring Language:</b></p> <ul style="list-style-type: none"> <li>★ Compound words</li> <li>★ Read with fluency, phrasing and expression</li> <li>★ Contractions</li> <li>★ Identify and use table of contents, index, diagrams and titles</li> <li>★ Build more complex word families</li> <li>★ Recognise beginnings and endings</li> <li>★ Silent letters</li> <li>★ Extend sight vocabulary</li> <li>★ Recognise that narrative has a beginning, middle and end, be able to comment on each</li> <li>★ Self correct independently using a range of strategies</li> </ul> <p><b>Processing Information:</b></p> <ul style="list-style-type: none"> <li>★ Summarise different text in different ways</li> <li>★ Discuss book characters, scenes and episodes with confidence</li> <li>★ Compare and control information such as features of different stories or factual texts</li> <li>★ Summarise a range of texts in detail</li> </ul>

<p style="text-align: center;"><b>Level 2</b> <b>Years 3 – 4</b></p>	<p style="text-align: center;"><b>Skills and Teaching Points</b></p>
<ul style="list-style-type: none"> <li>★ We will continue to provide instructional reading programmes so the students will learn to read and read to learn.</li> <li>★ By the end of year 3 we expect most students to be reading at Gold level.</li> <li>★ By the end of year 4, we expect most students to be reading at 8.5-9.5.</li> </ul> <p><b>Personal Reading:</b></p> <ul style="list-style-type: none"> <li>★ Select and read a wide range of texts for enjoyment and information</li> </ul> <p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>★ Skim read to locate specific information</li> <li>★ Summarise texts in own words</li> <li>★ Extend reading interests</li> </ul>	<p><b>Thinking Critically:</b></p> <ul style="list-style-type: none"> <li>★ Discuss morals and values in depth</li> <li>★ Ask reflective questions</li> <li>★ Respond critically to a range of texts</li> <li>★ Build on or respond to comments about books</li> </ul> <p><b>Exploring Language:</b></p> <ul style="list-style-type: none"> <li>★ Use table of contents, glossary and index</li> <li>★ Use headings, diagrams, maps, graphs and tables to scan and locate information</li> <li>★ Identify common features of different stories</li> <li>★ Discuss and compare setting, theme, plot and characters in texts</li> </ul> <p><b>Processing Information:</b></p> <ul style="list-style-type: none"> <li>★ Compare and contrast information such as the features of different stories or factual texts</li> <li>★ Respond critically to fiction and non-fiction texts</li> <li>★ Sustain long periods of silent reading</li> </ul>

<p style="text-align: center;"><b>Level 3</b> <b>Years 5 – 6</b></p>	<p style="text-align: center;"><b>Skills and Teaching Points</b></p>
<ul style="list-style-type: none"> <li>★ By the end of Years 5 and 6 students are consolidating their reading. At this stage the student is said to be self-improving, our main emphasis will be to teach the student to read to learn.</li> <li>★ By the end of year 5 we expect our students to be reading at 9.5 to 10.5.</li> <li>★ By the end of year 6, we expect our students to be reading at 10.5-12.</li> </ul> <p><b>Personal Reading:</b></p> <ul style="list-style-type: none"> <li>★ Select and read a wide range of genre for pleasure and information independently</li> </ul> <p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>★ Clarify vocabulary or meaning independently</li> <li>★ Skim a range of texts to locate specific information and summarise in own words</li> <li>★ Extend reading interests</li> </ul>	<p><b>Thinking Critically:</b></p> <ul style="list-style-type: none"> <li>★ Identify and reflect on information while reading</li> <li>★ Listen to and interact with others when discussing issues that arise in different genre</li> <li>★ Justify own opinion about a story</li> <li>★ Identify literal meaning</li> <li>★ Identify inferential meaning</li> <li>★ Discuss and analyse plot, characters, theme and setting of narrative texts</li> </ul> <p><b>Exploring Language:</b></p> <ul style="list-style-type: none"> <li>★ Use a table of contents, glossary and index with confidence</li> <li>★ Use headings, diagrams, maps, graphs and tables to scan and locate information in a variety of genre</li> <li>★ Identify homonyms, synonyms, antonyms and similes</li> <li>★ Identify how the author uses language to convey meaning and influence the reader</li> </ul> <p><b>Processing Information:</b></p> <ul style="list-style-type: none"> <li>★ Compare and contrast information in a variety of genre</li> <li>★ Use key words effectively</li> <li>★ Locate key information and content</li> </ul>

## **Assessment will involve the following school wide practices:**

### **Reading**

Teachers will maintain consistent practices across the school as outlined in *Ministry of Education, Using Running Records*.

*Texts used will usually be “seen” texts. Usually the “seen” text is a text that the child has previously read once only. When a teacher wants to judge how a student will cope with more difficult material the text may be one that the student has not read before. (Page 13 – 14 Using Running Records)*

It is recommended that classroom teachers administer assessment tools. This will standardise procedures and ensure reliability and validity of data. Both Fiction and Non-fiction selections will be used for fluent readers.

Teachers will collate their own students’ results considering the following: Use of M V S, Self-correction technique, Retelling, Comprehension, Prediction, Inference, Vocabulary, Expression, and Fluency.

Reading results will be entered into eTap in Terms 2 and 4 for school wide data collection.

### ***Student Progression***

Prior to child moving to the next reading level the child should have demonstrated:

- 95%+ accuracy
- accurate retelling using OTJ

## Linwood North School - Long Term Listening Outline

<b>Level 1 Years 0 – 2</b>	<b>Skills and Teaching Points</b>
<ul style="list-style-type: none"> <li>★ Listen to and follow simple instructions</li> <li>★ Listen to a partner / small group</li> <li>★ Listen to and ask relevant questions</li> <li>★ Listen and respond to texts and relate them to personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>★ Follow instructions accurately</li> <li>★ Demonstrate what a listener does</li> <li>★ Look at the speaker</li> <li>★ Waits to reply</li> <li>★ Ask and answer questions</li> <li>★ Respects others' opinions</li> <li>★ Responds to stories and visual images and relates them to personal experience</li> <li>★ Listens to storytellers</li> </ul>

<b>Level 2 Years 3 – 4</b>	<b>Skills and Teaching Points</b>
<ul style="list-style-type: none"> <li>★ Listen to and follow one or more instruction accurately</li> <li>★ Listen to a partner or a group and respond appropriately</li> <li>★ Listen respectfully to other people's opinions and ideas</li> <li>★ Listen and respond to text and recall the main idea</li> <li>★ Express and justify opinions relevant to the text</li> </ul>	<ul style="list-style-type: none"> <li>★ Follows up to three instructions accurately</li> <li>★ Demonstrates what a listener does</li> <li>★ Looks at the speaker</li> <li>★ Waits to reply</li> <li>★ Answers questions</li> <li>★ Responds to stories and visual images</li> <li>★ Listens to stories and relates to personal experience</li> </ul>

<b>Level 3 Years 5 – 6</b>	<b>Skills and Teaching Points</b>
<ul style="list-style-type: none"> <li>★ Listen to and follow a series of instructions accurately</li> <li>★ Listen to and interact with others effectively in both group and class discussions</li> <li>★ Listen to and respect opinions of others</li> <li>★ Recall the main ideas in sequence</li> <li>★ Relate the main ideas in sequence</li> <li>★ Relate ideas to a known experience</li> <li>★ Give constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>★ Interprets and follows instructions</li> <li>★ Demonstrates what an active listener does</li> <li>★ Listen courteously</li> <li>★ Answer to questions are relevant</li> <li>★ Recalls main ideas and supporting details</li> <li>★ Expands a story line</li> <li>★ Follows directions</li> <li>★ Sustains a conversation</li> <li>★ Listens to a variety of presentations for sequential development, main ideas, facts, differentiating fact and opinion.</li> <li>★ Listens for effective vocal delivery, pause, pace, expression, fluency in vocabulary, beginning to be aware of audience</li> <li>★ Listens to text and presents in a different format</li> </ul>

## Listening Assessment Procedure

<b>Term 1 and 2</b>	<b>Term 3 and 4</b>
★ Teacher Observations ★ Self / Peer assessment ★ Listening PAT (Year 3 – 6)	★ Teacher Observations ★ Self / Peer assessment

## Linwood North School - Writing Genre Plan

Taught through modelled, shared, guided and independent approaches

Years 0 – 2 Level 1	Years 3 – 4 Level 2	Years 5 -6 Level 3
Personal Experience Recount Procedure Narrative	Personal Experience Recount Letters Poetry Narrative Character description Explanation	Personal Experience Recount Letters Poetry Narrative Character description Description Procedural Report Explanation Argument
<p>Language development is spiral and involves building on previous learning. Teachers will review key learning experiences for previous year levels when planning programmes.</p>		
<p>Genre selected should be based on authentic purpose and audience for writing. Teachers may choose to select genre topics from further up the school as required. Refer to the Literacy Handbook for specific detail.</p>		

## Writing Assessment Procedure

Term 1	Term 2 and 3	Term 4
<ul style="list-style-type: none"> <li>★ February – take sample</li> <li>★ Assess scripts using National Writing Exemplars</li> <li>★ Collate class data – identify strengths, weaknesses and target students</li> <li>★ Collage and analyse data on school wide sheet</li> <li>★ Set school target</li> <li>★ Moderation process</li> <li>★ Teachers checking other teachers' scripts for accuracy (moderate 10% of scripts and aim for 80% agreement)</li> </ul>	<ul style="list-style-type: none"> <li>★ Plan and teach to identify class needs. Refer to class data sheet</li> <li>★ Monitor target student's progress. Discuss target students' progress regularly at staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>★ Collect sample</li> <li>★ Assess scripts using National Exemplars</li> <li>★ Moderation</li> <li>★ Collate and analyse</li> <li>★ Literacy leader to collate school wide picture and report to staff</li> </ul>

## Linwood North School - Long Term Speaking Outline

<b>Level 1 Years 0 – 2</b>	<b>Skills and Teaching Points</b>
<ul style="list-style-type: none"> <li>★ Listen to and respond to others</li> <li>★ Converse and talk about personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>★ Speak expressively</li> <li>★ Articulate clearly</li> <li>★ Use appropriate volume when speaking</li> <li>★ Participate in a conversation and discussion</li> <li>★ Use simple sentences</li> <li>★ Sequence ideas</li> <li>★ Ask a question related to a topic</li> <li>★ Retell content</li> <li>★ Tell stories based on own experiences</li> <li>★ Explain own pictures</li> <li>★ Use a range of appropriate vocabulary to suit the purpose and situation</li> <li>★ Look at the audience</li> </ul>

<b>Level 2 Years 3 – 4</b>	<b>Skills and Teaching Points</b>
<ul style="list-style-type: none"> <li>★ Listen to and interact with others in a group or class discussion</li> <li>★ Converse, ask questions, and talk about events and personal experiences in a group</li> </ul>	<ul style="list-style-type: none"> <li>★ Begin to speak expressively</li> <li>★ Begin to articulate clearly</li> <li>★ Use appropriate volume when speaking</li> <li>★ Use more complex sentence structure</li> <li>★ Sequence ideas clearly</li> <li>★ Ask relevant questions</li> <li>★ Retell content including details</li> <li>★ Tell stories based on own experiences</li> <li>★ Use a wider range of vocabulary and ideas to suit the purpose and situation</li> <li>★ Maintain the attention of the audience</li> <li>★ Participate appropriately in a conversation and discussion</li> <li>★ Share own ideas, feelings and opinions freely</li> <li>★ Clarify or elaborate on ideas in response to questions</li> </ul>

<p style="text-align: center;"><b>Level 3 Years 5 – 6</b></p>	<p style="text-align: center;"><b>Skills and Teaching Points</b></p>
<ul style="list-style-type: none"> <li>★ Listen to and interact with others to clarify understanding in a group or class discussion</li> <li>★ Talk clearly in small and large groups about experiences, events and ideas, organizing material effectively and attending to others responses</li> </ul>	<ul style="list-style-type: none"> <li>★ Use eye contact when speaking</li> <li>★ Speak expressively and articulately</li> <li>★ Use appropriate volume</li> <li>★ Participate appropriately in conversations and discussions</li> <li>★ Speak fluently at an appropriate pace</li> <li>★ Sequence ideas clearly</li> <li>★ Ask appropriate questions</li> <li>★ Have a relaxed and confident stance</li> <li>★ Use appropriate body language</li> <li>★ Use gestures appropriately</li> <li>★ Establish rapport with the audience</li> <li>★ Use vocabulary to suit the purpose</li> <li>★ Use generalizations</li> <li>★ Use persuasive language</li> </ul>

### **Speaking Assessment Procedure**

<p style="text-align: center;"><b>Term 1 and 2</b></p>	<p style="text-align: center;"><b>Term 3 and 4</b></p>
<ul style="list-style-type: none"> <li>★ Teacher Observations</li> <li>★ Self / Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>★ Teacher Observations</li> <li>★ Self / Peer assessment</li> <li>★ Speech Competitions – class, school, cluster (Years 3 to 6)</li> </ul>

## **Handwriting**

We believe that each child should write with the correct pencil grip, legibly, fluently and with sufficient speed for all practical purposes.

We do this by following the NZ Guidelines as outlined in “Teaching Handwriting” (1985 Department of Education publication), regarding correct letter formation, space, size, slope, joining ligatures and line usage.

All handwriting will be sloped from Year 0

Regular practice in the junior school (years 1 to 6)

Teacher role model

Regular monitoring and teacher reinforcement

### **Linwood North School - Long Term Handwriting Outline (Draft)**

<b>Level 1 Years 0 – 2</b>	<b>Skills and Teaching Points</b>
<ul style="list-style-type: none"><li>★ Write letter and number forms legibly to present ideas</li><li>★ At least four times a week, focussing on one letter per week, looking at spacing and letter formation. Practise upper and lower case, sentence and numeral.</li></ul>	<ul style="list-style-type: none"><li>★ Begin writing letters and numbers in the correct place</li><li>★ Form letters correctly</li><li>★ Leave space between words</li><li>★ Position letters correctly on line</li><li>★ Develop consistent size of letters</li><li>★ Begin to develop fluency</li></ul>

<b>Level 2 Years 3 – 4</b>	<b>Skills and Teaching Points</b>
<ul style="list-style-type: none"><li>★ View and use visual texts to gain and present information</li><li>★ Become familiar with and use appropriate technologies</li><li>★ Write letter and number forms legibly to present ideas</li><li>★ At least three times per week, focussing on one letter per day. Practise upper and lower case, sentence, words and numerals.</li></ul>	<ul style="list-style-type: none"><li>★ Form all letters and numbers correctly, both upper and lower case</li><li>★ Develop consistent slope</li><li>★ Develop uniformity of letter size and shape</li><li>★ Develop ligatures</li><li>★ Position all letters correctly on the line</li></ul>

Level 3 Years 5 – 6	Skills and Teaching Points
<ul style="list-style-type: none"> <li>★ View and use texts to retrieve, interpret, organise and present information coherently</li> <li>★ Use appropriate technology, including fluent handwriting, for effective presentation</li> <li>★ At least three times per week, focussing on one letter per day. Practise upper and lower case, sentence, words and numerals.</li> </ul>	<ul style="list-style-type: none"> <li>★ Use ligatures</li> <li>★ All letters and numbers formed correctly, both upper and lower case</li> <li>★ Developing consistent slope</li> <li>★ Developing a consistency in shape and size</li> <li>★ Neat and legible</li> </ul>

## Handwriting Assessment Procedure

Term 1 and 2	Term 3 and 4
<ul style="list-style-type: none"> <li>★ Formal assessment</li> <li>★ Teacher observation and feedback</li> <li>★ Self - assessment</li> </ul>	<ul style="list-style-type: none"> <li>★ Formal assessment</li> <li>★ Teacher observation and feedback</li> <li>★ Self - assessment</li> </ul>

Assessment Examples and Templates can be found in the Literacy Handbook.

### Posture

At times, children will write draft copies of their work while standing up, while they are lying or sitting on the floor, or when they are outside the classroom.

However, good posture should be positively emphasised during handwriting instruction and when the children are writing final copies for others to read.

There is no single correct posture for all children, but the following points give a guide to posture which encourages them to relax and helps them to write with ease.

- The children should sit comfortably, facing a table of appropriate size.
- They should rest their feet flat on the floor, although not necessarily together.
- They should keep their body upright, but tilted slightly forward towards the desk.
- They should keep their book or paper immediately in front of them to ensure that their hand and eye movements are co-ordinated. (This may be disrupted if the paper is to one side.)

### Setting Out Procedures

Procedures for setting out handwriting can be found in the Literacy Handbook.

## Linwood North School – Spelling Programme (Draft)

The Literacy Learning Progressions states on page 5 that  
 “Expertise in spelling is essential to writing. It develops as writers build knowledge of spelling patterns and how words are constructed and learn how to use and co-ordinate a range of spelling strategies.

Expert spellers have learned to use such strategies.....but teachers need to understand what strategies students are using effectively and provide instruction in those they need to learn. Vocabulary instruction that teaches students how words and parts of words work, as well as what they mean, also supports the development of expertise in spelling.”

The use of accurate spelling is an expectation across the school.

<b>Level 1 Year 0-2</b>	<b>Level 2 Year 3-4</b>	<b>Level 3 Year 5-6</b>
Jolly Phonics Yolanda Soryl Phonics Training Essential Word Lists Targeted High Frequency Words	Joy Allcock’s “Switch on to Spelling” programme	Joy Allcock’s “Switch on to Spelling” programme

### Spelling Assessment Procedure

<b>Level 1 Year 0-2</b>	<b>Level 2 Year 3-4</b>	<b>Level 3 Year 5-6</b>
Each term: *Writing all the Words I Know – a 10 minute task, words to be prompted by teacher	Term 2: Schonell Spelling Test A  Term 4: Schonell Spelling Test B	Term 4: Schonell Spelling Test A  Term 4: Schonell Spelling Test B

## What would a visitor see and hear in an effective Literacy class at Linwood North?

Environment	The Teacher	The Student
<ul style="list-style-type: none"> <li>✓ Timetabled Daily programmes of Literacy for at least 2 hours</li> <li>✓ Flexible workspace to support individual, pair, small group work</li> <li>✓ Resources are organised, available and easily accessed.</li> <li>✓ Activity boxes / browsing boxes available for student access, appropriate to student needs</li> <li>✓ Many and varied texts to read</li> <li>✓ Writing material, paper, examples of different writing forms</li> <li>✓ Alphabet, Phonics charts appropriate to the pupils' level</li> <li>✓ Shared Reading books, Library books, Poetry cards, Plays, Thesaurus, Dictionaries, available</li> <li>✓ Students' displayed work is original.</li> <li>✓ Classroom display showing Literacy charts/posters, students works, and books some acknowledging the cultural diversity in the classroom</li> <li>✓ Exemplars are used and displayed to illustrate expectations</li> <li>✓ Displays are current and visually attractive.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plan units in English to cover text types as outlined in the LNS English programme</li> <li>✓ Shares the learning intention with students orally and in written form</li> <li>✓ Links the WALTS in Reading and Writing</li> <li>✓ Provides specific feedback and feed forward to the student using yellow and blue highlighters – yellow for WALT achieved, blue for more work needed</li> <li>✓ Implements whole class sessions of shared reading and shared writing for 15 minutes daily</li> <li>✓ Implements small group Guided Reading and Guided Writing teaching</li> <li>✓ Rereading yesterday's book prior to introducing today's book</li> <li>✓ Careful observation of Reading and Writing strategies used and the range of meaning obtained</li> <li>✓ Listening to and acting upon student responses by asking further questions that support the learners' thinking, extend thinking and encourage reflection</li> <li>✓ Setting purposeful practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Enjoy Reading, Writing, Listening and Speaking</li> <li>✓ See himself/herself as a Reader/ Writer</li> <li>✓ Expect to understand and respond to text</li> <li>✓ Work independently and make appropriate choices from independent activities available</li> <li>✓ Know that language can be recorded in different forms</li> <li>✓ Are engaged in interesting and challenging activities</li> <li>✓ Work collaboratively and cooperatively</li> <li>✓ Listen to and accept the responses of others and respond to them in an appropriate manner</li> <li>✓ Understand and can articulate what, why and how they are learning and their next steps.</li> <li>✓ Take opportunities to practise Reading and Writing</li> <li>✓ Access the Reading and Writing material as required</li> <li>✓ Confidently explain what they did and how they did it</li> <li>✓ Take leadership roles in the classroom as appropriate</li> <li>✓ Try alternative cues and strategies</li> <li>✓ Discuss the efficiency of cues and strategies</li> </ul>
<b>Relationships</b>		

<ul style="list-style-type: none"> <li>✓Students discuss ideas and ask questions with peers and teacher.</li> <li>✓A climate where students feel valued and the teacher has high expectations of student achievement</li> <li>✓Setting and sharing specific learning intentions</li> <li>✓Linking students' learning to prior knowledge and experience</li> <li>✓Explicit teaching/ modelling of processes and strategies</li> <li>✓Engaging students in rich conversations/giving feedback</li> <li>✓Catering for diverse learning needs</li> <li>✓Students work co-operatively with teacher and peers.</li> <li>✓Teacher plans ways to encourage students to manage themselves, and to take increasing responsibility for their learning.</li> <li>✓Teacher uses positive management techniques to guide students to stay on task</li> <li>✓Students are involved in decision-making</li> <li>✓Home, school and community communication systems are regular, positive, informative and provide opportunities for involvement</li> <li>✓Teacher models and teaches effective communication and respect eg manners, valuing others' ideas, listening, recognising and celebrating strengths and differences</li> </ul>	<ul style="list-style-type: none"> <li>activities that link to the learning intentions</li> <li>✓Provide maintenance of previous learning</li> <li>✓Teaching Thinking skills outlined on the LNS thinking skills plan</li> <li>✓Teaching games and activities before asking children to work independently with them</li> <li>✓Learning is active and hands on.</li> <li>✓Learning is authentic – involves real-life context</li> <li>✓Learning includes co-operative experiences- classroom, school, community and global</li> <li>✓Learning connects with prior learning</li> <li>✓Teacher involves students in the planning process allowing for flexibility so that changes can be made in response to new information, opportunities or insights</li> <li>✓Planning links to curriculum and key competencies</li> <li>✓Timelines are set to ensure high productivity of students</li> <li>✓Teacher can articulate pedagogical reasons for teaching strategies used</li> <li>✓Successes are celebrated</li> <li>✓Teacher fosters reflective thinking (an ongoing process)</li> <li>✓Self, peer and teacher. Students use rubric indicators to reflect on/assess their own and others' work.</li> <li>✓Students and teacher discuss next steps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓Participate in self and peer assessment</li> <li>✓Use a range of thinking skills for learning</li> <li>✓Use a range of ICT for learning – brainstorming, planning, time management, organisation, communication, research, and presentation.</li> <li>✓Express enjoyment of learning</li> </ul>
--	---	---



## THE ARTS

### 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 for students to develop skills, knowledge, attitudes and understanding across.

These are:

- **Dance** - expressive movement that has intent, purpose and form.
- **Drama** - expresses experience through 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

### 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 NZC?

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

## LEARNING LANGUAGES

### **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?**

The Communication Strand 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.



## MATHEMATICS AND STATISTICS

### 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.

### 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.

### **Learning Intentions**

When students leave Linwood North School they will be working at the appropriate level of the NZ Curriculum for their age.  
The children will have appropriate numeracy knowledge and skills to be successful in every day life.  
All children will:

#### **Plan**

Set goals  
Sequence  
Make changes

#### **Inquire**

Ask questions  
Predict and estimate  
Look for answers

#### **Create**

Consider all possibilities.

#### **Reflect**

Check learning goals  
Discuss our learning with others

### **When children are planning, inquiring, creating and reflecting they will be able to:**

Problem solve using a variety of strategies in an oral and written way  
Relate maths concepts to everyday situations, articulate their thinking and prove using equipment  
Develop interest and confidence  
Understand the links between Maths and other learning areas.

### **In, through and by:**

Using the achievement objectives  
Sharing the learning intention and, with the students, decide on the success criteria  
Provide feedback on the learning intention and, with the students, develop their next learning step  
Mathematics lessons, including number maintenance activities will be timetabled 5 days a week for 1 hour  
All children grouped according to their learning needs  
Number framework is reflected in content of lessons  
A variety of equipment being used at all levels  
Real life contexts embedded in the teaching programme  
Questioning skills used to develop the children's thinking  
A range of recording formats being used  
A teaching model is being followed to teach strategies, e.g. imaging, use of number properties  
All strands will be covered over the years

---

## **How is Mathematics and Statistics taught in our school?**

Linwood North School Mathematics programme will:

Be taught daily for a minimum of 45 minutes.

Group students according to needs (based on assessment data) and interchange classes or students where appropriate.

Be based on the New Zealand Curriculum framework, and incorporate the Numeracy Project Teach skills and strategies through the use of authentic materials and experiences

Make natural links to authentic and meaningful contexts e.g. problem-solving

Provide practice opportunities to consolidate learning

Ensure learning intentions are shared with the student so they can be understood and articulated.

Empower student to create success criteria for their own assessment

- Provide time for student to reflect on their learning and identify future direction

## ***What We Believe...***

- Students learn number knowledge and mathematical applications through manipulation of materials.
- Students learn about mathematics by working with situations within their life experience.
- Verbalising mathematical knowledge and process are based on first hand experiences and a raft of available strategies.
- Students need to be exposed to a range of strategies so they can make sense of their mathematical world.
- Students need to scaffold their mathematical knowledge and understandings based on previous learning.
- Success in mathematics encourages success in other learning areas.
- The best approach to teaching mathematics is to teach to the needs of the student.

## ***What We Aim To Do***

- Provide positive mathematical experiences that enable the student to become mathematically literate and can make sense of their world.
- Provide a stimulating and supportive classroom environment that enables student to take mathematical risks.
- Provide the resources and activities which enable student to develop their mathematical knowledge and understandings.
- Provide a climate which enables student to learn mathematics based on previous experiences and successes.
- Provide resources and programmes which enables mathematical success to happen.
- Provide sufficient funding so resources can be made available for classroom mathematical programmes.
- Encourage teachers to improve their quality teaching and delivery of mathematics by providing opportunities for them to engage in professional learning and growth.

### ***How Will It Be Done?***

- By conveying the expectation that all students are mathematicians.
- Through valuing student's ideas and input throughout the school and community.
- Through modelling, sharing strategies, engaging in a wide range of first hand life experiences, discussing strategies and understandings, and introducing and regularly providing mathematical learning experiences based on life experiences.
- Providing a structured mathematical programme which caters for individual learning and learning stages.
- By encouraging the participation of parents and families in the mathematical learning through interviews, parent evenings and demonstration lessons.
- By providing regular feedback and feed forward for present and future learning.
- By encouraging student to learn basic facts as part of their recalled knowledge so enhanced understanding of strategies and concepts can happen.
- By teachers positively reinforcing the strategies and application skills student display and use.
- By expecting student to take responsibility for their learning and success.
- By monitoring student's progress through task completion, Numeracy Progress testing, observation, and demonstrations of understanding through activities, discussion and conferencing.
- By encouraging student to share their mathematical successes with peers and parents.

### ***We Will Know We Have Got There When...***

- All students value their own and others work and successes for the quality of thought, application of strategies, knowledge and understandings and the effort imparted to achieve the success.
- Teachers, student and parents/caregivers respond to and acknowledge success in mathematical endeavours.
- Student to take mathematical risks and are prepared to change and extend their thinking and understanding in order to achieve success,
- Students develop mathematical confidence and competence.

### ***Monitoring...***

- Day to day observations
- Task completion
- Work samples
- NUMPA testing
- Conferencing
- Pre and post testing

---

## School Resources

Key resources are the New Zealand Curriculum document and the Numeracy Project materials. Supporting resources include BSM, [www.nzmaths.co.nz](http://www.nzmaths.co.nz) and Figure It Out and No Nonsense Books. Hands on materials and group-levelled activities provide instruction and consolidation of learning.

Other resources include:

- The New Zealand Curriculum Framework
- Assessment Policy to Practice
- Mathematical Processes
- Development Band Mathematics
- Numeracy Banks
- Findings from the New Zealand Numeracy Development Project 2005
- Numeracy Professional Development Project Booklets
  - ❖ Book 1 – “The Number Framework”
  - ❖ Book 2 – “Enriching the Number Framework with Beginning School Mathematics”
  - ❖ Book 3 – “Getting Started”
  - ❖ Book 4 – “Teaching Number Knowledge”
  - ❖ Book 5 – “Teaching Addition, Subtraction, and Place Value”
  - ❖ Book 6 – “Teaching Multiplication and Division”
  - ❖ Book 7 – “Teaching Fractions, Decimals and Percentages”
  - ❖ Book 8 – “Teaching Number Sense and Algebraic Thinking”
  - ❖ Book 9 – “Teaching Number through Measurement, Geometry, Algebra and Statistics”

Below are the Linwood North School Draft guidelines for teaching all strands within mathematics. It is important to note that all student and classrooms will have different learning needs, therefore it is important to use the graph below as a guideline only.

The Number and Algebra strand underpins all teaching. The stages within your class will determine the amount of teaching each group receives within other strands. Therefore you may have a group on level 1 working on Number and a group at level 2 working on Statistics.

## Linwood North School

### Mathematics Delivery Plan

#### Years 0, 1, 2,

2009	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	Number knowledge building / maintenance									
	Organisation of Numeracy Groups Snapshot testing	Statistics: Statistical investigation & literacy, probability				Number & Algebra: Patterns & relationships				
<b>Term 2</b>	Number knowledge & maintenance									
	Number & Algebra: Number strategies						Measurement: Time and Temperature			
<b>Term 3</b>	Number knowledge & maintenance									
	Number & Algebra: Number knowledge						Geometry & Measurement: Shape, position & orientation, transformation			
<b>Term 4</b>	Number knowledge & maintenance									
	Number & Algebra: Equations & expressions						Measurement: Money, Volume and Length			

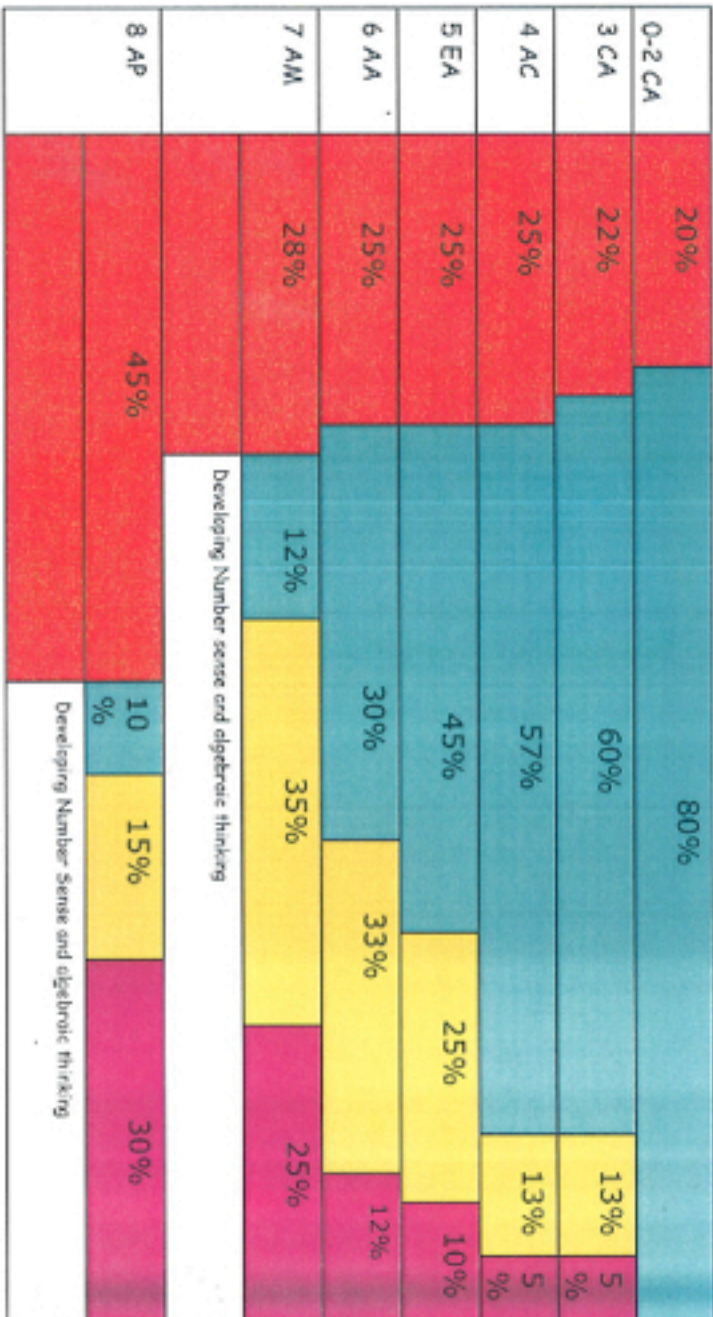
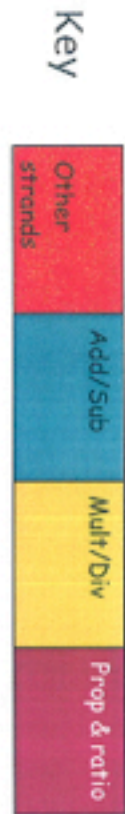
### Maths Long Term Plan – Year 3 / 4

	Week 1-2	Week 3-8	Week 8-10
<b>Term 1</b>	Snapshot testing/basic facts  Best Practice	<b>Number knowledge</b>  Problem solving strategies	Measurement Estimating and measuring Developing concepts of time, rate and change
<b>Term 2</b>	<b>Number &amp; Algebra</b> algebraic thinking		Statistics Investigations, reports and probability
<b>Term 3</b>	<b>Number &amp; Algebra</b>  Multiplication and Division Strategies		Geometry Shape and space Symmetry and transformation
<b>Term 4</b>	<b>Number &amp; Algebra</b>  Fractions, decimals and percentages/proportion and ratio		Algebra Patterns and relationships Exploring equations and expressions

Building & maintaining knowledge is a focus throughout each term and is dependent on individual class needs

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term One</b>	Establishing Good Practice		<b>Number and Algebra</b> Add/Sub/Place Value					<b>Statistics</b> Investigations/Reports		
<b>Term Two</b>	Establishing Good Practice	<b>Number and Algebra</b> <b>Mathematics Year Overview Senior</b> <b>Syndicate Years 5 and 6</b> Mult/Div						<b>Geometry</b> Shape, Space, Symmetry, Transformations		
<b>Term Three</b>	Establishing Good Practice	Problem Solving		<b>Number and Algebra</b> Fractions/Decimals/Percentages			<b>Statistics</b> Probability			
<b>Term Four</b>	Establishing Good Practice	<b>Number and Algebra</b> Number Sense & Algebraic Thinking					<b>Measurement</b> Metric Units, Conversions, Area			

**Building Knowledge** is a focus throughout each term and is dependent on individual class needs



This is a guide only for the time allocation in Mathematics Number for each domain at the different stages depending on students needs. Where possible Number should also be a part of the Other Strands, which are Geometry, Measurement and Statistics.

---

## At Linwood North School our Mathematics and Statistics Programmes will...

- Have Learning Intentions and Success Criteria written so the student are aware of, and can refer to, what is expected as part of their mathematical learning.
- Relate to the Achievement Objectives in the Mathematics and Numeracy documents.
- Have provision for the identification of student **at risk**, based on the following formula and have measures put in place to help these student to achieve
  1. Student in Year 6 working at Stage 4 or less,
  2. Student in Year 5 working at Stage 4 or less,
  3. Student in Year 4 working at Stage 3 or less,
  4. Student in Year 3 working at Stage 2 or less,
  5. Student in Year 1/2 working at Stage 1 or less.
- In Mathematics the student must be grouped according to needs and/or ability.
- In Numeracy there will be times where whole class teaching will be part of the programme structure either as part of the knowledge component, or as a part of work within Number and Algebra and other strands i.e. Geometry and Measurement, and Statistics

### How do we plan?

Planning Mathematics and Statistics meets the intent of the New Zealand Curriculum framework and is supported by the Numeracy Project.

- Each term a long term plan will be provide an overview of the work to be covered
- Weekly planning for each group in the class will be provided and used in conjunction with the planning templates available on [www.nzmaths.co.nz](http://www.nzmaths.co.nz)
- Planning needs to show:
  - Students' instructional levels through ability-based grouping
  - Learning Intentions (success criteria – as appropriate)
  - Relevant learning activities
  - Anecdotal notes that could identify issues, achievement, areas of concerns, need for re-grouping, next step learning.

What we expect to see in classrooms

### Students:

- enjoying mathematics
- engaged in meaningful and challenging activities
- working collaboratively and co-operatively
- discussing ideas and explaining thinking, or what they did, confidently, using mathematical language
- trying alternative strategies and discussing the efficiency of strategies
- accessing appropriate mathematics equipment as required
- recording or modelling their understanding with equipment, diagrams, number lines or with written statements
- participating in self and peer assessment and reflection on their learning.

### Teachers:

- confident and enthusiastic about the teaching activities
- promoting a climate where students feel valued and safe to share ideas, strategies, successes and difficulties
- using equipment appropriately to model strategy teaching prior to imaging or working with number properties
- involving the students in the learning, including the manipulation of materials
- recording the appropriate equations and number symbols on the board or in the modelling book during the strategy lesson
- setting purposeful practice activities that link to the current strategy outcome or maintain previous strategies or knowledge

- listening to and acting upon student responses by asking further questions that extend or clarify the thinking
- providing feedback and feed-forward in relation to the learning intentions
- Encouraging students to reflect on their learning.

**Environment:**

- flexible workspace to support individual, pair and small group work
- equipment available to support teaching and learning
- evidence of mathematical concepts (eg charts, posters, books etc)
- access to appropriate technology.

**How do we assess and report?**

The purpose of assessment is to gather information to best meet the needs of individual students. It needs to be relevant, purposeful and inform teaching and learning. We need to ensure that assessment is shared with the students, identifying their achievement and future learning direction. Assessment information will be reported to parents, Board of Trustees and community to meet the requirements and further develop our school-based curriculum.

Assessment information identifies the instructional level of the students.

Forms of assessment used at Linwood North School are:

- Summative – Formal data gathering assessment
- Formative– On going, next step formal/informal (many forms)
- Self/peer – Student directed, formative, reflective
  
- Assessment will be measured using:
- PAT Tests for Year 4 to 6 in Term 1
- GLOSS tests – Term 2 & Term 4; and
- IKAN & Numpa as necessary.
- School Entry Assessment – NUMPA
- Six Year Assessment – NUMPA
- If students achieve at Stage Two of the Numeracy framework they will be tested on SPS GLOSS questions.
- Other assessments will be considered when they are closely aligned to the New Zealand Curriculum Mathematics Standards.
- Reporting against the National Standards will be undertaken twice yearly.
- A Numeracy Development Plan will outline the professional development plan for all staff over a 2/3 year period.

**Assessment Requirements**

National Standards in relation to the New Zealand Curriculum

Curriculum Level	1		2		3		4		5
Numeracy Strategy Stages	Stage 2 or 3	Stage 4	Stage 5		Stage 6		Stage 7		Stage 8
National Standards for Mathematics	After 1 year	After 2 years	After 3 years	Year 4	Year 5	Year 6	Year 7	Year 8	



---

**Refer to school Wide Assessment Schedule for details of specific assessment activities.**

### **Reporting**

- Assessment data is used for school-wide analysis of trends and setting strategic targets. This data forms the basis of reporting to parents and Board of Trustees.
- **Reporting to Parents**
- Progress interviews are held in Term One.
- Three way conferences. These are timetabled once a year at the end of Term 2.
- Written Reports are sent home twice a year at the end of Term 2 and 4.
- Students' Individual Learning Journals are sent home at the end of each term.
- Teachers report to parents on the current level related to the New Zealand Curriculum, the skills that they have mastered, their next learning steps and how parents can help at home.

Whole school celebrations of learning demonstrate and celebrate student achievement.

## CONCEPTUAL PLANNING, ASSESSMENT AND REPORTING

### **How do we plan?**

For the learning areas of Science, Social Sciences and Technology, Linwood North School has chosen to base curriculum implementation around what Wiggins and McTighe (2005) called big ideas, that is, concepts that give meaning and connection to specific knowledge and skills. These big ideas will engage students and integrate learning across the key competencies and these learning areas. We also use Wiggins and McTighe's "Backward By Design" planning.

There are three stages to the backward design model...

These questions are what we consider at each stage..

1. What is it we want our students to understand? (Enduring and Topical Understandings)
2. What evidence can we collect to prove that our students understand? (Assessment activities)
3. What learning experiences and teaching will promote the understanding, interest and excellence?

When learning through these Concepts, teachers will provide opportunities to make natural links to our school vision, values, principles and other learning areas.

We have established a three-year overview plan to include the teaching, through Concepts, in Science, Social Science, and Technology. This plan will ensure that we cover every learning area and every strand several times during a child's six years at Linwood North School. We will also use our tracking sheet to support this.

We will plan collaboratively in teams or whole school to ensure concepts, enduring understandings and learner qualities (key competencies) within our vision are covered.

A school-wide planning format will be used.

Our planning sheet (Appendix) identifies the following:

- Concept
- Unit Title
- Enduring understandings
- Key questions and supporting questions
- Learner Qualities (Key Competencies) within our Vision
- Learning Area/s and Strands
- Specific learning outcomes
- Specific skill coverage
- Knowledge
- Authentic assessment tasks
- Learning Experiences
- ICT and Thinking skills and tools
- Resources
- Differentiation (Extension activities, adaptation for students at either end of the learning spectrum)

### **Assessment**

We assess against the enduring understandings and topical knowledge and skills, using a variety of strategies including The 6 Facets of Understanding. Teachers plan authentic performance tasks to enable students to demonstrate the desired skills and understandings. Criterion-based rubrics will be utilised as assessment tools that give a continuum of quality and assist teachers in giving quality feedback and enable students to self and peer-assess.

Teachers and/or students establish the success criteria collaboratively.

Formative assessment is used to identify needs and direct future learning

Reflection by students, individual teachers and teaching teams to enhance learning will be ongoing. Reflection will be used to monitor progress towards learning goals and to establish 'next step learning'

Opportunity will be provided for students to

- co-create success criteria
- self assess against established criteria
- engage in collaborative evaluations

Assessment is an ongoing part of the learning process and should occur throughout.

### **Reporting**

The Information is reported to students and parents through three-way interviews (February for Goal Setting, beginning of term 3) and written reports ( beginning of term 3 and end of year).

The information is recorded on eTap.

The information is collated for curriculum review and reporting to the Board of Trustees and parents.



## SCIENCE

### 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 in our school?

The Concepts we have chosen are:

- Sustainability
- Change
- Energy
- Systems & Structures

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
<b>Sustainability</b>	Nature of Science		
	Living World	All living things have certain requirements in order to survive.	<ul style="list-style-type: none"> <li>• Farming</li> <li>• Conservation</li> <li>• Forestry</li> <li>• NZ Bush</li> </ul>
	Planet Earth and Beyond	Informed decisions should be made about protection and wise use in order to sustain earth's resources because they are finite.	<ul style="list-style-type: none"> <li>• Water cycle</li> <li>• Food chain</li> <li>• Global warming</li> <li>• Endangered species</li> <li>• Antarctica/animals and food chain</li> <li>• Coastal processes</li> <li>• Erosion</li> <li>• Recycling</li> <li>• Global change</li> <li>• Wetlands</li> <li>• Rainforest</li> <li>• The rocky shore</li> <li>• Power sources – wind, solar energy, hydroelectricity</li> <li>• Oil</li> <li>• Coal</li> <li>• Water cycle</li> <li>• Conservation/forestry</li> <li>• Natural gas</li> </ul>

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
<b>Change</b>	Nature of Science		
	Living World	Living things change and adapt over time.	<ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Rocky shore</li> <li>• Evolution</li> <li>• Endangered species</li> <li>• Eco-system</li> <li>• Genetics</li> <li>• Antarctica</li> <li>• Dinosaurs</li> <li>• Adaptation, interdependence of plants and animals</li> </ul>
	Planet Earth and Beyond	<p>We are a part of a changing universe.</p> <p>Changes in landforms over time can occur as a result of the effect of heat, water, pressure and human activity.</p>	<ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Weather</li> <li>• Erosions</li> <li>• Water cycle</li> <li>• Volcanoes</li> <li>• Space</li> <li>• Night and day</li> <li>• Shadows</li> <li>• Tectonic plates</li> <li>• Land forms</li> </ul>

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
<b>Energy</b>	Nature of Science		
	Physical World	<p>There are different forms of energy and resources (i.e. sound, light, movement, forces).</p> <p>Forces can be harnessed to create energy.</p>	<ul style="list-style-type: none"> <li>• Solar energy</li> <li>• Cells and circuits</li> <li>• Torches</li> <li>• Traffic lights</li> <li>• Hydroelectric power</li> <li>• Coal, pellet, wood fires</li> <li>• Heat/light</li> <li>• Electricity, sound, magnetism</li> <li>• Pulleys and gears</li> <li>• Insulation</li> <li>• Water, dams, tides</li> <li>• Water cycle</li> <li>• Sound</li> <li>• Magnetism</li> <li>• Electricity</li> <li>• Heat</li> <li>• Wind</li> </ul>

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
<b>Systems &amp; Structures</b>	Nature of Science		
	Living World	All living things are classified into groups and can be grouped in different ways.	<ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Classification of plants and animals</li> </ul>
	Planet Earth and Beyond	Earth's four interconnecting systems (air, water, land and life) interact with the solar system to support life on planet earth.	<ul style="list-style-type: none"> <li>• Weather systems</li> <li>• Seasons</li> <li>• Weather forecasting</li> <li>• The solar system</li> <li>• Moon patterns</li> <li>• Night and day</li> <li>• Water systems</li> </ul>

## **SOCIAL SCIENCES**

### **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 in Our School?**

The Concepts we have chosen are:

- Change
- Community
- Identity
- Exploration

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
Change	Identity, culture and organisation	<p>The movement of people affects cultural diversity and interaction.</p> <p>Cultural practices vary and express people's customs traditions and values.</p>	<ul style="list-style-type: none"> <li>• Cultural celebration</li> <li>• Immigration</li> <li>• Refugees</li> <li>• Past and present</li> <li>• Games</li> <li>• Entertainment</li> <li>• Families</li> </ul>
	Place and environment	The impact of people may lead to change in the environment.	<ul style="list-style-type: none"> <li>• Community projects</li> <li>• City life</li> <li>• Malls</li> </ul>
	Continuity and change	<p>Understand that time and change affect people's lives</p> <p>People remember and record the past in different ways</p>	<ul style="list-style-type: none"> <li>• Grandparents</li> <li>• Early Canterbury settlers</li> <li>• Oral histories</li> <li>• Myths and legends</li> <li>• War</li> <li>• Families</li> <li>• Disasters</li> <li>• Treaties</li> <li>• Technologies</li> </ul>
	Economic world	As human demands change, the economy changes in order to meet these demands	<ul style="list-style-type: none"> <li>• Shopping malls</li> <li>• Immigration</li> <li>• Housing</li> <li>• Banking</li> <li>• Farming</li> <li>• Occupations/careers</li> <li>• Farmers market</li> <li>• Industry</li> <li>• Global economy</li> <li>• Food supplies</li> <li>• Stock markets</li> <li>• Technological changes</li> </ul>

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
<b>Community</b>	Identity, culture and organisation	<p>We may not think feel or act the same but we all belong to a community and rights, roles and responsibilities</p> <p>Groups make decisions and these impact on communities</p> <p>Societies have systems and structures in place to meet the needs of communities and individuals</p>	<ul style="list-style-type: none"> <li>• Our families</li> <li>• Government</li> <li>• People's roles in voluntary groups</li> <li>• Comparing cultures</li> <li>• Migrations</li> <li>• Rules, rights and responsibilities</li> <li>• World aid organizations</li> <li>• People who help us</li> <li>• Local and national government</li> <li>• Migration</li> <li>• Law and order</li> <li>• City councils</li> <li>• DOC</li> </ul>
	Place and environment	<p>People develop a sense of belonging to the areas in which they live</p> <p>Where a community lives shapes their way of life</p>	<ul style="list-style-type: none"> <li>• Our families</li> <li>• Elderly</li> <li>• Community and society</li> <li>• People's participation and roles within groups</li> <li>• Comparing cultures</li> <li>• Migrations</li> <li>• Law and order</li> <li>• Rural versus urban</li> <li>• Housing</li> <li>• Geological location</li> <li>• Education</li> <li>• Working together</li> <li>• Voluntary work verses paid employment</li> </ul>
	Continuity and change	<p>The past shapes who and what we are</p> <p>The past affects the present and the future</p>	<ul style="list-style-type: none"> <li>• Disasters</li> <li>• Interdependence</li> <li>• ANZAC</li> <li>• Treaty of Waitangi</li> <li>• Labour day</li> <li>• Past generations</li> </ul> <p>Our Country's History</p> <ul style="list-style-type: none"> <li>• Government</li> <li>• Education</li> <li>• Social Welfare</li> <li>• Health</li> <li>• Transport</li> </ul>

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
<b>Identity</b>	Identity, culture and organisation	<p>People's customs, traditions and values are expressed in and influence their daily lives.</p> <p>Cultural practices vary but reflect similar purposes.</p> <p>The role of Maori as Tangata Whenua is significant in New Zealand.</p> <p>Society is made up of a 'melting pot' of different cultures and is consistently changing.</p> <p>Other countries and cultures exist outside New Zealand.</p>	<ul style="list-style-type: none"> <li>• Being a New Zealander</li> <li>• Who am I? (Discover my culture; what is precious to me; how do I belong and contribute in a diverse, multi-cultural environment?)</li> <li>• Here's my history</li> <li>• Genealogy</li> <li>• Tangata whenua</li> <li>• Ethnic food</li> <li>• Religion</li> <li>• Treasures</li> </ul> <p>Celebrations</p> <ul style="list-style-type: none"> <li>• Diwali</li> <li>• Christmas</li> <li>• Ramaden</li> <li>• Matariki</li> <li>• Easter</li> <li>• Passover</li> <li>• Marriage</li> <li>• Baptism</li> <li>• Christening</li> <li>• Naming ceremony</li> </ul> <p>Rites of passage</p> <ul style="list-style-type: none"> <li>• Bar mitzvah</li> <li>• Tattoos</li> <li>• Baptism</li> <li>• First haircut</li> </ul>
	Place and environment	<p>People view and use places differently, depending on their beliefs and experiences.</p> <p>Early Polynesian and British migrations to NZ have continuing significance for Tangata Whenua and communities.</p> <p>The movement of people affects cultural diversity and interactions.</p>	<ul style="list-style-type: none"> <li>• Protocols for Marae visits</li> <li>• Customs and traditions</li> <li>• Famous explorers</li> <li>• Pioneers</li> <li>• Inventors</li> <li>• Transport</li> </ul>
	Continuity and change	<p>Where we have come from influences our tomorrow.</p>	<ul style="list-style-type: none"> <li>• Ancestors</li> <li>• Family tress</li> <li>• Genealogy</li> <li>• Customs</li> <li>• Law and order</li> <li>• Politicians</li> <li>• Leaders</li> <li>• Education</li> <li>• Role models</li> </ul>

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
Exploration	Identity, culture and organisation	Innovative thinkers and “doers” have a profound effect on our culture.	<ul style="list-style-type: none"> <li>• Being a New Zealander</li> <li>• New Zealand icons</li> <li>• Famous New Zealanders</li> <li>• Famous people</li> <li>• Explorers</li> <li>• Philosophers</li> <li>• Inventors</li> <li>• Ancient cultures</li> <li>• Inventors</li> </ul>
	Place and environment	<p>People seek to overcome the limitations and places of environments.</p> <p>Exploration and innovation creates opportunities and challenges for people places and environment.</p>	<ul style="list-style-type: none"> <li>• Antarctica</li> <li>• Sahara</li> <li>• Ancient Civilisations</li> <li>• Inuit</li> </ul>
	Continuity and change	Systems and structures have changed over time.	<ul style="list-style-type: none"> <li>• Ancient Rome</li> <li>• Architecture</li> <li>• Infrastructures (transport)</li> <li>• Travel</li> </ul>



## Technology

## TECHNOLOGY

### 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 of 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
- Innovation

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
<b>Change</b>	Technological Practice	The development of technology is essential for our future.	<ul style="list-style-type: none"> <li>• Communication timelines</li> <li>• Transportation</li> <li>• Building</li> <li>• Clothing</li> <li>• Green houses</li> <li>• Food</li> <li>• Home technologies</li> <li>• Habitats e.g. bird houses</li> <li>• House construction</li> <li>• Letterboxes</li> <li>• Packaging</li> <li>• Photo frames</li> <li>• Ginger beer</li> <li>• Cookies for diabetic/gluten free</li> <li>• Fruit kebabs</li> <li>• Making glue</li> </ul>
	Technological Knowledge		
	Nature of Technology	<p>Technological developments respond to and create change.</p> <p>Technological solutions can have positive and negative effects.</p>	

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
<b>Sustainability</b>	Technological Practice	It is important to consider the impact on people, places and the environment when developing technological products.	<ul style="list-style-type: none"> <li>• Recycling</li> <li>• Pollution</li> <li>• Waste management</li> <li>• Cookie time</li> <li>• Resource recovery</li> <li>• Wetlands</li> <li>• Deforestation</li> <li>• Ecovillages</li> <li>• Sustainable cities</li> <li>• Global impact on biodiversity</li> <li>• Economic opportunities</li> <li>• Population</li> </ul>
	Technological Knowledge		
	Nature of Technology	Products should meet the needs today without compromising the ability of future generations.	

Concepts	Strands	Enduring Understandings <i>Students will understand that:</i>	Possible Contexts
Innovation	Technological Practice	The development of technology is essential for our future.	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Transportation</li> <li>• Building and design</li> <li>• Clothing</li> <li>• Green houses</li> <li>• Food</li> <li>• Home</li> <li>• Technologies</li> <li>• Web &amp; wiki designs</li> <li>• Environmental issues</li> <li>• Markets</li> <li>• Advertising</li> <li>• Occupations</li> <li>• Packaging</li> <li>• Architectural Buildings</li> <li>• Transport-motor vehicles</li> <li>• Composting</li> <li>• Letter boxes</li> <li>• Building materials</li> <li>• Sustainable practice</li> </ul>
	Technological Knowledge		
	Nature of Technology	<p>Technological solutions can have positive and negative effects on people and the environment.</p> <p>To find solutions we explore ideas, problem solve and use creative thinking.</p>	

## Section 8: Inquiry and Enterprise

**Inquiry is the process that will equip our learners for their future. Enterprise is the attitude that will enable them to realise their goals.**

### Inquiry

We believe that Linwood North Learners through the process of Inquiry, will develop:

- Metacognitive, higher-order thinking skills
- Information literacy skills
- Critical thinking skills
- Problem-solving skills
- Lifelong learning capacity



Inquiry-based learning is a constructivist approach, in which learners have ownership of their learning.

It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea.

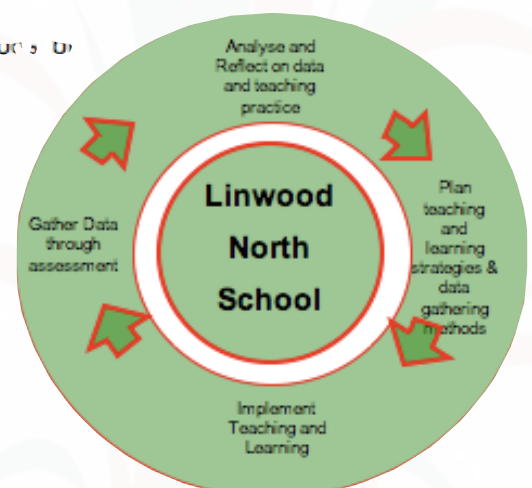
It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking action.

The teacher scaffolds learning for students, gradually removing the scaffolding as students develop their skills.

We believe that Linwood North teachers, through the process of Inquiry, will raise student achievement.

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

- Rigorous gathering and analysis of data
- Designing programmes (activities) based on information (data) gathered
- Implementation
- Developing tools / strategies / methods for gathering data (rubrics)



---

## Enterprise

We believe that Linwood North Learners through an enterprising approach to learning will become innovative people who will build a more resourceful and confident New Zealand. Enterprise education is about developing enterprising attitudes in Learners. It is a method of creating a desirable learning culture in our school. It provides opportunities to develop the key competencies. Enterprise ensures learning is relevant, authentic and enhances what and how young people learn.

Enterprising attributes are:

- Responsibility,
- Perseverance
- Resilience
- 'Outside the square' thinking,
- An enterprising school culture
- The building of community and business partnerships.

Enterprising teachers and learners are:

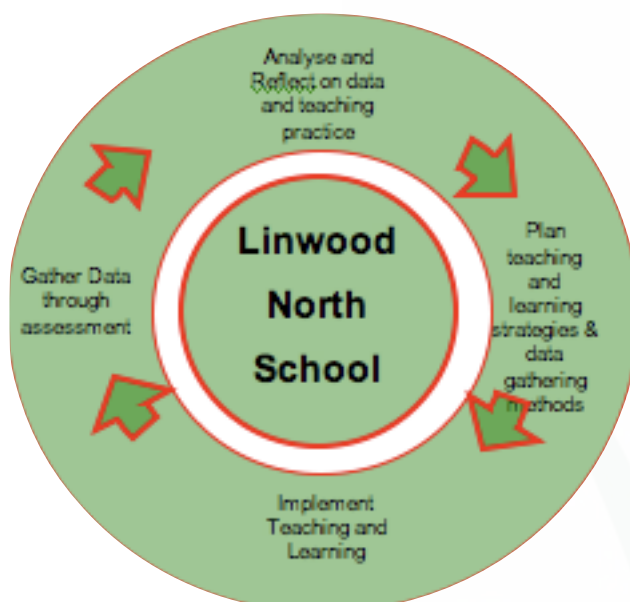
- Ready to embark on new ventures
- Full of initiative
- Quick to seize opportunities
- Willing to take calculated risks
- Able to create changes in thinking, products or services

## Section 9: Assessment and Reporting

---

In order to improve teaching practice and student learning a Student Achievement Action Plan (SAAP) has been designed to gather, analyse, and use assessment information to inform teaching. This Linwood North model of *Teaching as Inquiry* insures that the assessment process is ongoing and arises out of the interaction between teaching and learning, as it is cyclic.

A yearly Student Learning and Assessment Plan directs the timely and focused gathering of evidence of student progress. It provides evidence on which to base teacher judgements in order to comply with National Administration Guidelines (NAG) 1 & 2



“The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both students and teachers respond to the information that it provides.”

The New Zealand Curriculum  
Ministry of Education (2007), p.39

Student assessment is fundamental to teaching and learning.

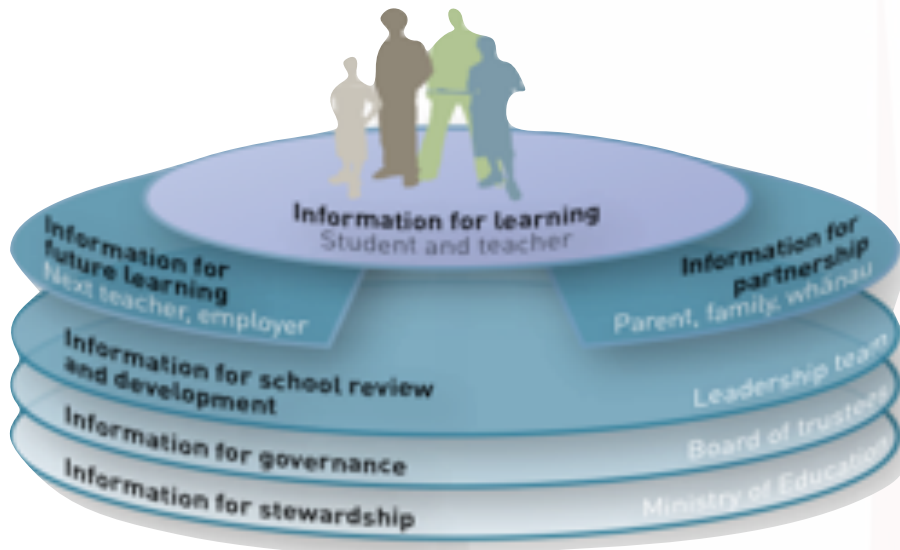
Quality assessments can not only provide a reliable and valid measure of students’ learning and understanding, but also help guide teaching and learning.

Meeting the demands of today’s world requires a shift in assessment strategies to measure the skills now prized in a complex global environment. These changes require us to review:

- the purpose and use of assessment
- the characteristics of quality assessment
- what we measure

---

## The Purpose and Uses of Assessment



This diagram shows the relationships between the various partners and their responsibilities in the use of assessment information. The school has addressed each of these aspects.

### Information for Learning (for students and teachers)

Students need to develop their assessment capability. Currently, while many assessment decisions tend to be made by teachers on behalf of students, we are aware of a need to develop a range of strategies to enable students to self monitor their progress. We need to place students at the centre of both learning and assessment. To enable students to take increasing control of their learning, they need to develop the capability to assess their learning. Students cannot get there without support.

*Next steps:* To give the necessary support to students, our teachers will first need to strengthen their own assessment capabilities.

“...Effective pedagogy requires that teachers inquire into the impact of their teaching on their students. Inquiry into the teaching–learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term.”

The New Zealand Curriculum  
Ministry of Education (2007), p.35

---

## Information for Future Learning (for next teacher)

“Because students have numerous teachers over their years at school, assessment information needs to be available in forms that can constructively be shared at the transitions, whether class-to-class or school-to-school.”

*Assessment Online*

*Ministry of Education*

**Learning Journals** – collated each term, containing ongoing samples of students’ class work, as determined by the leadership team. Students will be aware of why specific samples of work are included. Samples of Learning Journals are reviewed at team meetings and later by the leadership team in week 8 each term, to ensure consistency and quality. The students take their learning journals home to share and celebrate their learning with their family and return them by the end of term. Students retain their journals, with their family, at the end of each year.

**Student Portfolios**- these contain a cumulative record of each student’s progress and achievement over their years at Linwood North School. The assessment requirements are specified in the annual Student Learning Assessment Plan (SLAP). The information is used to inform the students’ next class teacher and is passed on to the students’ next school upon leaving.

## Information for Partnership (for parents, family, whānau)

Greater involvement of parents and whānau in support of young people’s learning is a goal of all recent initiatives designed to address under-achievement. When students are at the heart of assessment decision-making, the potential for genuine learning partnerships and conversations is greatly increased. Parents are consulted on and reported to about school-wide student achievement.

## Student Reports and Self-Assessments

Detailed reports are written twice a year in June and November identifying the students’ strengths, next learning steps and ways in which learning can be supported at home. A variety of assessment tools are used to form overall teacher judgements to report on student progress, effort, next learning steps and achievement against the National Standards.

At Linwood North School, we give information to and receive information from our parents:

- at student/parent/teacher goal-setting interviews in February and July
- through formal written reports in June and November
- by having an open door policy where parents know they are welcome to discuss their children’s learning and well being
- consultation surveys and evenings
- community events and celebrations
- consultation with our Maori and Pasifika community each year



---

### **Information for Review and Development** (for school leaders)

Currently, we have an Assessment and Reporting procedure, which outlines the specific assessments, including the appropriate tools, to be completed throughout the year and across the school. (SLAP Plan)

We are currently reviewing our annual schedule of reporting to the BOT.

*Next step:* to further modify our existing school-wide assessment procedure in order to meet the requirements of the National Standards.

### **Information for Governance** (for Board of Trustees)

- In order to identify specific areas to be targeted, we use data collected from the end of the previous year to set annual student achievement targets.
- The principal presents the information to the staff and BOT.
- These targeted areas may form part of teacher's individual performance appraisal.
- Teachers develop class Student Achievement Action Plans (SAAP) for Literacy and Numeracy to support progress towards annual student achievement targets
- Regular Professional Learning meetings are held on targeted areas, to support staff to meet the student achievement targets.
- Targets are shared with the community and are available on the school website.

*Next step:* To make students aware of the targets each year.

### **Information for Stewardship** (for Ministry of Education)

The Board of Trustees, through the Principal:

- monitors student achievement against stated expectations and National Standards
- reviews the effectiveness of teaching and learning programmes with respect to these expectations
- reports to the MOE on student achievement targets and against National Standards

---

## **Characteristics of Quality Assessment**

### *Benefits students*

The primary purpose of assessment is to improve students' learning and teachers' teaching. Quality assessment clarifies for students what they know and can do, and what they still need to learn. When students see they are making progress, their motivation is sustained and their confidence increases." NZ p40

*Next step: further involvement of students in knowledge of their progress and achievement against the National Standards*

### **Involves Students**

At Linwood North School, we are developing student involvement in assessment by:

- using self assessment rubrics for our learners qualities
- using self reflection tools at the end of lessons where appropriate
- students completing a self assessment report in June and November

*Next step:*

- *students to report on the quality of the teaching and learning experience*
- *greater use of peer assessment*
- *coach students to develop skills and strategies to effectively lead these discussions.*

### **Supports teaching & learning goals**

Teachers are expected to set clear learning intentions and success criteria, so that sound assessment of specific learning can take place.

Timely and effective feedback is provided to all students to support their learning progress.

*Next step: provide professional learning opportunities for teachers to develop quality feedback and feedforward procedures school-wide.*

### **Planned and Communicated**

Assessment is planned for and communicated to students and parents throughout the year.

*Next step: ensuring students know in advance how and why they are to be assessed*

### **Suited to the purpose**

Assessment tools and strategies are selected according to the nature of the learning being assessed.

### **Valid and fair**

Teachers moderate samples of student work to ensure fairness, reliability and validity.

*Next step: utilise the Ministry of Education exemplars in Writing.*

### **Ongoing and integrated process**

Teachers collect multiple sources of evidence (both formal and informal) over a period of time.

Teachers are encouraged to use their professional judgements to draw valid conclusions. Insights are used to shape teachers actions as they continue to work with their students.



---

## Student Learning and Assessment Plan 2012





---

## Student Learning and Assessment Plan 2011

