

Heddon Bush School Curriculum Plan

Introduction:

This is *our* curriculum plan. There will be various interpretations of it within individual classrooms, which is encouraged, since it has been designed to give teachers the confidence and flexibility to recognise their students' abilities, interests and needs and enhance rich learning experiences in unique and special ways.

Therefore, our curriculum plan is deliberately uncomplicated and based on 'the big pictures' about things that are important to us and our pupils. As a result, our teachers are trusted and supported to use their professional judgement regarding their interpretation of this curriculum plan. (It is, however, expected that any such interpretation will be consistent with this plan.)

There are several reoccurring themes. It is no coincidence, for example, that our ideas about key competencies resonate with our principles, our values and our vision; nor that the language we use continues to echo throughout this document and, therefore, throughout a genuinely coherent and connected curriculum.

We believe that "curriculum" means more than those things which are articulated here. Our curriculum is defined by the learning that our students actually experience (and not necessarily what is printed in our planning document!) We believe, therefore, in evidence in 'practice' and not evidence on 'paper' alone.

Contents:

Our Vision

Our Values

Curriculum Structure

Our Teaching and learning

Our Assessment and Reporting

Our local goals

Our professional development journey

Our Principles

Our Competencies

Our Curriculum

Our Maori perspective

Our G&T provision



Joy in learning

Our vision

Our vision is clearly articulated in our mission statement, which can be found in our school charter. It states:

***“To ready children for an ever-changing future,
ensuring that each child reaches their full potential
in all areas of growth and development.”***

Thus ensuring confident, connected, actively involved lifelong learners.

Our vision of **confident** learners is pupils who are:

- Positive in their own identity
- Motivated and reliable
- Resourceful
- Resilient

Our vision of **connected** learners is pupils who are:

- Able to relate well to others
- Able to communicate effectively
- Use ICT purposefully and effectively
- Connected to people—‘international citizens’
- Connected to the land and the environment

Our vision of **actively involved** learners is pupils who are:

- Participants in a range of ‘life opportunities’
- Contributors to the well being of our school, our community and our country

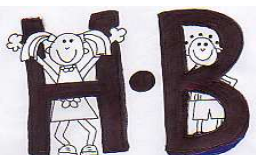
Our vision of **lifelong learners** is pupils who are:

- Literate and numerate
- Creative, critical and reflective thinkers
- Well informed and decisive
- Able to seek, judge, use and create knowledge

We also have a school motto:

“Joy in learning”

A shared understanding of these two statements by our children, staff, BoT and wider community ensures that we have a genuinely shared vision for the continued success of our school and our students.



Joy in learning

Our Principles:

Our curriculum is underpinned by and consistent with the principles outlined in the NZC. We know these principles are evident in our curriculum because:

- High expectations:** *Our* pupils are encouraged by their teachers and each other to try their best. Our high expectations of attainment and behaviour are suitably differentiated. Our attainment standards are high and continue to improve. Our pupils are motivated to learn.
- Learning to learn:** *Our* pupils receive explicit feedback that helps them to understand their own strengths and weaknesses and their next learning steps. Our pupils are aware of learning intentions and success criteria. A variety of learning styles are catered for.
- Treaty of Waitangi:** *Our* pupils benefit from rich learning experiences that enable them to understand and value the bicultural heritage of New Zealand.
- Diversity:** *Our* teachers and our pupils are knowledgeable of others' cultural backgrounds and are sensitive to a diverse range of beliefs and practices.
- Inclusion:** *Our* students interests, abilities and learning styles are recognised and celebrated. Our professional practice is non-sexist, non-racist and non-discriminatory.
- Coherence:** *Our* learning is enriched by natural connections that exist across the various dimensions of our curriculum—our principles, values, key competencies and learning areas. Our school-wide procedures, practices, policies and systems align with our vision as it is articulated here.
- Future focus:** *Our* curriculum encourages pupils to look to the future and to consider a range of issues that will impact on themselves and others in our community and around the world.
- Community engagement:** *Our* learning connects with students' lives outside school and involves their families and the wider community.

Our school culture (and therefore our curriculum) is firmly underpinned by these principles. They are apparent in our professional practice, strategic decisions, planning, assessments, reports, relationships, displays, the pride we take in our personal and collaborative achievements, the conversations we hold, our values, our attitudes, our competencies, our vision and ultimately our *learning*. We believe these are the sorts of things that would constitute evidence 'in practice' rather than evidence 'on paper'.



Joy in learning

Our Values

These values have been developed by *our* students. They are encouraged, modeled and explored through our school culture, classroom practice and explicit learning activities and certificates for these values are awarded in assemblies. Our values will be reviewed by everyone in our school.

Integrity

We believe this means: being respectful, thoughtful, honest, reliable and tolerant.

Excellence

We believe this means: taking risks, not being afraid of making mistakes, understanding our strengths and weaknesses and always trying our best.

Creativity

We believe this means: thinking outside the box, expressing yourself, being an individual and trying new things.

Sustainability

We believe this means: reducing, recycling, re-using, thinking about our resources (especially paper, water and electricity) and picking up litter.

Aroha

We believe this means: being tactful, being a good friend, being a team player, being patient and helping others.



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Our Competencies

Pupil competencies are developed in our school through our school culture, classroom practice and explicit learning activities. They form an integral aspect of our professional practice. Our shared understanding of 'key competencies' was developed with our pupils and is documented here:

Competency:	What we understand:	What we actually do:
Thinking	Creative thinking Critical thinking Reflective thinking Questioning skills	Use visual thinking tools—STW, KWL, Self / peer assessment / ***W Thinking hats, Thinking keys, Higher order thinking skills, Graphic organizers, School-wide numeracy 'strategies' School-wide reading 'strategies'
Using language symbols and texts	Interpret and use words, numbers, images, metaphor, technologies. Use ICT to access and communicate knowledge. Investigate personal response and response of others.	See Core Curriculum plans (English and Maths & Stats) Consistent language and symbols throughout our school eg language of numeracy / language of inquiry and school-wide symbols.
Managing self	Intrinsic motivation, high personal standards, make good decisions, develop sound work habits. Manage time. Achieve goals.	School-wide expectations. Learning activities and general professional practice that strengthen and develop this competency.
Relating to others	Good listeners and talkers. Recognise differing points of view. Can compete/cooperate appropriately. Interact successfully with diverse people in a variety of contexts. Good winners/losers.	School-wide expectations. Learning activities and general professional practice that strengthen and develop this competency.
Participating and contributing	Member of local, national, global communities. Connected. Inclusive. Share and support. Take turns. Leadership/membership roles. Joining in.	School-wide expectations. Learning activities and general professional practice that strengthen and develop this competency.

The first two competencies can be thought of as 'learning' competencies, whilst the remainder are 'personal' or 'social' competencies. The development of these key competencies in our pupils is central to and embedded in our professional practice. The key competencies are an *explicit* and *visible* aspect in our curriculum.

Key competencies are not 'assessed' at our school, however, pupils do have the opportunity to reflect upon their own competencies using a peer assessment tool, which we call 'competency stars'. These reflections are done biannually and recorded in pupil portfolios.



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Heddon Bush School Curriculum Structure

Vision Principles Values Key Competencies

School Curriculum

Learning areas

Core Curriculum:

Integrated Curriculum:

English
Mathematics and statistics
(Explicit learning progressions)

The Arts
Science
Social Sciences
Technology
Health and PE
Learning languages

High quality learning experiences, enriched by 'Inquiry' and ICT

Assessment & Reporting

(used to inform planning)



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Our teaching and learning

Quality teaching and learning:

Teachers and pupils at Heddon Bush School,

Believe all children are capable of achieving *success* at school;

Engage pupils with learning experiences that are *rich, personalised, relevant and enjoyable*;

Facilitate 'Inquiry learning' opportunities that *connect* pupils and their learning to the real world;

Differentiate tasks so that all pupils are *challenged and inspired*;

Expect the very highest standards of achievement and behaviour;

Give pupils opportunities to govern their own learning; to make decisions regarding the success criteria for their own work and assess that work against those criteria;

Provide detailed diagnostic and formative feedback/feedforward which improves learning outcomes;

Relate to children with warmth and affection, being sympathetic to their self esteem;

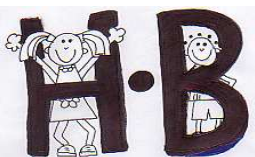
Understand how best to motivate each;

Ensure a supportive and cooperative learning environment, where children enjoy talk time, thinking time and practice time to develop *key competencies*;

Develop higher order *thinking* skills;

Enhance authentic learning with meaningful use of *ICT*.

These elements provide the basis for teacher performance appraisal at Heddon Bush School. We know our teaching has been successful when new knowledge, understanding, skills and attitudes are accommodated by our pupils with success, permanence, independence and with meaningful results.



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Our Curriculum ‘*fundamentals*’

English

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

Listening, Reading, Viewing

1. Use processes and strategies necessary to access meaning
2. Access information and ideas and make meaning
3. Question and critically examine information and ideas
4. Engage with language and literature for purpose and for pleasure

Speaking, Writing, Presenting

1. Communicate effectively in ways that have meaning for self and others
2. Use conventions and formats for expressing and presenting information and ideas
3. Use a range of styles suited to purpose, audience and occasion

Please see supporting documentation (English Folder)

Mathematics and Statistics

In maths, our students enjoy exploring and using relationships in quantity, space and data and learn to express these relationships in meaningful ways. Our pupils develop systematic approaches to solving mathematical problems

Number and Algebra

1. Develop strong number knowledge
2. Use a range of school-wide numeracy strategies (mental and written) to estimate and calculate
3. Discern when results of estimations and calculations are reasonable
4. Recognise and represent patterns and structures in numbers, shapes and measures

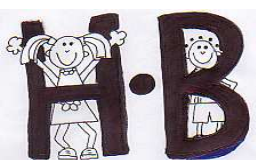
Geometry and Measurement

1. Know and use the properties and symmetries of shapes
2. Describe position and movement
3. Use a variety of devices of measure accurately, using both standard and non-standard units

Statistics

1. Design investigations, collect, interpret and present data appropriately
2. Make meaningful statements about patterns in data
3. Investigate situations that involve elements of chance

Please see supporting documentation (Maths Folder)



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Our Curriculum ‘*fundamentals*’

Science

Nature of science—In Science, our pupils develop and organise knowledge by generating and testing ideas, investigation, modeling, gathering evidence and making observations.

Living World—recognise that all groups of living things have life processes (MRSGREEN), features that are both common and unique, and adapt to and interact with their environment in particular ways. Our focus here is ecosystems and the ecology and sustainability of New Zealand’s unique flora and fauna - *Horner’s Donut*.

Material World—describe and group materials based on properties and recognise permanent and temporary changes in materials in everyday situations.

Physical World—understand, analyse, synthesise and evaluate a variety of physical phenomena eg: light, sound, heat, magnetism, electricity, motion, matter and energy.

Planet Earth and Beyond—understand, analyse, synthesise and evaluate natural processes on Earth (eg: weather, seasons, volcanoes) and the solar system.

See supporting documentation (Science Folder)

The Arts

Our pupils explore, refine and communicate ideas as they create works and respond to the works of others in dance, drama, music and visual arts. See supporting documentation (Arts Folder)

Health and PE

Our pupils learn about their own well-being in health related and movement contexts. The four strands are: Personal health and physical development, movement concepts and motor skills, relationships with other people and healthy communities and environments. See supporting documentation (Health and PE Folder)



Joy in learning

Our Curriculum ‘*fundamentals*’

Learning languages

Our pupils develop the means of communicating with people from another culture and exploring their own personal world by developing new ways of thinking about, questioning and interpreting their own unique place in it. The three strands are: communication, language knowledge and cultural knowledge. See supporting documentation (Languages Folder).

Social Sciences

Our pupils, through social inquiry, explore how societies function and how, as individuals and groups, they can take positive social action as critical, informed and responsible citizens. Contexts are drawn from the past, present and future and from places within and beyond New Zealand. The four strands are: identity, culture and organization, place and environment, continuity and change and economic world. See supporting documentation (Social Sciences Folder).

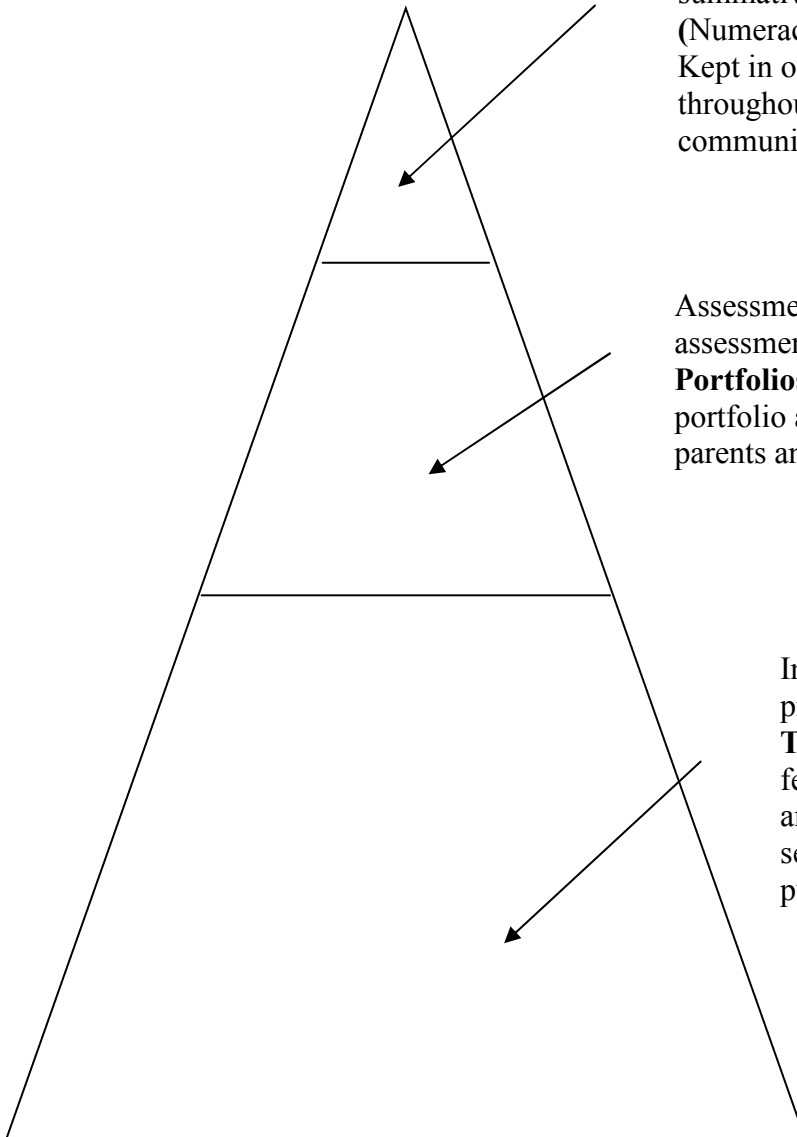
Technology

Our pupils explore how people intervene in the world by developing products, systems and environments to expand their possibilities. Pupils use practical and intellectual resources to develop technological outcomes. Thinking processes are informed, critical and creative. The three strands are: technological practice, technological knowledge and the nature of technology. See supporting documentation (Technology Folder).



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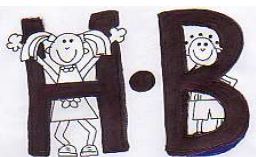
Our assessment and reporting



Assessments that are used summatively – **Cumulative records** (Numeracy, RR, PAT, ICT and Maori.) Kept in office for whole school data analysis throughout year. Reported to BoT and community.

Assessments that are used for formal assessment of all learning areas. Kept in **Portfolios**. To families in terms 2 and 4. See portfolio assessment plan. Reported to BoT, parents and pupils.

Informal observations of pupil progress against criteria. Kept in **Teacher evaluation book**. Diagnostic feedback in pupil exercise books., anecdotal evidence, peer / self assessments. Ongoing. Reported to pupils and parents.



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Local Goals for Heddon Bush School

(With indicators)

To employ qualified teachers who are familiar with the New Zealand Curriculum Framework

- Staff are registered by the New Zealand Registration Board
- Professional development of staff is ongoing
- All teachers adhere to school policy regarded planning requirements
- Robust performance appraisal system

To educate students, providing resources to ensure up-to-date curriculum and delivery so that pupils are equipped to meet the challenges of the 21st century

- Curriculum review—identification of needs eg resources / training as appropriate
- Students given opportunities to develop and extend skills in ICT

To provide a friendly and safe child-centred learning environment that meets individuals needs

- The Board of Trustees is aware that all students have individual needs and develop policies accordingly
- Staff implement these policies and develop programmes to meet individual needs of each student
- Personalised learning is a key aspect of our professional practice

To acknowledge the rural atmosphere and maintain community involvement in the school

- Local resources are used and integrated into the school curriculum where appropriate
- Social, cultural and sporting opportunities are provided for children
- Active Home and School Association



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Our Professional Development Journey

- 2003 - We were questioning our teaching of the stand alone units of work. Were we meeting our students' needs to the best of our ability? Why was planning taking up so much time? Was it making us better teachers? Although our students were learning to the best of our ability could we do better ensuring teachers are using current pedagogy, are enthusiastic and students are achieving to their potential?
- Nov 2003- BOT approved a teacher only day to allow the three fulltime teachers to visit two schools in Timaru (Grantlea and Timaru South) both of which had been involved in an ICT cluster for three years. From this visit we became hooked on an integrated approach to teaching and a planning format encompassing all achievement objectives that fitted naturally into the topic.
Heddon Bush School becomes part of a successful application made to MOE to set up an ICT cluster involving 12 schools in Central - Northern - Western Southland.
- Jan 2004 - The focus was on curriculum integration and a school wide topic per term was chosen (to meet the needs of students) and to make learning more meaningful.
We discarded planning templates, in favour of a template incorporating all curriculums being taught in any one term with AO's and SLO's.
We revised our values programme: values display in staffroom and in each classroom.

A separate document outlined the learning activities based around "**Learning @ the Bush**" which gave us ownership and incorporating Blooms Taxonomy.
B = Buy in it (the igniter, how we would get students hooked into our new learning)
U = Understands (what we wanted our students to learn through learning activities)
S = Shape it and share it (what can we do with this new learning)
H = Haul it in and run with it (social action)
Achievement objectives taught are kept on tracking sheet to ensure coverage.
ICT cluster begins its first year.
- 2005 - All teachers are included in a POD for 2 terms re-evaluating their theories and challenging current teaching practices. Emphasis on thinking fits well with what we know of the proposed draft curriculum to be published 2006. Lane Clark's model of inquiry and Lane herself becomes the mentor for the PODs within the cluster. AO's will be taught where they fit **naturally** into the integrated term topic and not because we have' to teach them. These AO's can be seen on class teachers tracking sheets. Can we be sure of coverage of all AO's over a two year period? Track AO's! In term 3 and term 4 teachers implemented a petite inquiry (based on Lane Clark's model) with immersion in the topic at the initial stage from which questions arose as the foundation for the remainder of the inquiry. A multimedia presentation is made by each Teacher to present to their POD at the conclusion of the two terms reflecting new learning and a petite inquiry in action in their classroom. By the end of the year we realized a lot of what we were previously doing in our classrooms was on the right track with current pedagogy we just needed to 'tweak' it all to make it better.



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2006 - In term 2 all classes based their topic “Tall Poppies” on Lane’s model with mini petite inquiries, a subsidiary of the overall picture. Achievement objectives are tracked. Planning templates are based on Lane’s Inquiry model:

Immersion
Brainstorm/Inquire
Plan
Investigate
Organise/Internalise
Stop & Think
Innovate & Celebrate
Evaluate

Karen undertook 6 days of professional development with Dr Julia Atkin on “Teaching for Effective Learning?” with class teachers attending an afternoon-evening workshop with her. Her work was a next link with what we have done so far and much of it based around the Herrmann Brain Dominance model Karen has used the diversity game and the Herrmann model with her senior class. Students have used the diversity to find their preferred thinking preference. It is used to group students with a mixture of each thinking preference in a group.

2007 - After a prolonged period of intense professional development, coupled with the fact that this was a year of many changes (including a new Principal and two new class teachers) it was decided that a short period of ‘settling down’ was required. However, the purchase of three interactive whiteboards ensured that we had a focus for professional development that would change many aspects of our professional practice and continue to raise the attainment of our pupils.

All teachers have attended training days in Invercargill and experts have led staff meetings at school. Teachers have had the opportunity to visit more experienced whiteboard users in the district. The potential of the whiteboards is mind boggling and we have only scratched the surface. However, the professional development is ongoing. We are a learning community and are working hard to maximise the impact of interactive whiteboards for the benefit of our pupils’ learning.

2008 - Numeracy was identified as an area for professional development. Attainment was high across the curriculum, including numeracy, however we identified a need to improve consistency across the school in this curriculum area. Some teachers had not been numeracy trained, but rather than opt for ‘pick-ups’, we chose to adopt the Numeracy Project programme (facilitated by Bev O’Neil) as a whole staff.

It was also important for us to continue our focus on developing practice with the interactive whiteboard, and so we incorporated these two areas. Professional development continued as in 2007, but our focus was on how the whiteboards can be used to raise attainment specifically in Numeracy.



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2009 -

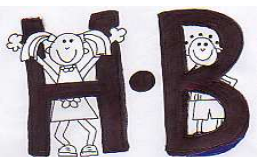
This pattern of whole school PD has been extremely successful. Shared targets have galvanized the staff and enabled us to align our strategic planning with the professional needs of our teachers, our spending, our curriculum goals for the year and the needs of our pupils. In 2009, we have repeated this formula. Now the focus is on how the whiteboards can be used to raise attainment in Literacy.

We have also worked with a Literacy Development Officer (Lynelle woods) on the use of e-asTTle (and writing indicators specifically) to assess our pupils' learning and identify next learning steps. Our term 3 focus was explanations. This professional learning has improved our use of meaningful assessment data to improve learning outcomes.



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Including a Maori Perspective



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Reporting to the BoT

There are a variety of ways in which Board members add to their understanding of curriculum matters. These include, amongst others, involvement in the development of and/or knowledge of: school charter, strategic planning, their own children, school publications (newsletter, website), school events, school policies, correspondence, curriculum reports, class reports, self-review.

Regular reports are given to the BoT to assure them that the staff is complying with all National Administration Guidelines. Provision will be made for all new Board Members to have training in the in the structure of the New Zealand Curriculum.

Curriculum reports (termly), consultation reports and class reports (July and November) to the Board of Trustees will address the following:

Learning programmes implemented are based on the key competencies, learning areas and achievement objectives outlined in the New Zealand Curriculum and its supporting documents

Strategies are in place to identify and address aspects of the curriculum which require particular attention

Literacy and numeracy are given priority throughout the school

Teaching and learning programmes are aligned with our school vision, values, principles and key competencies as they have been articulated in this curriculum plan

Student progress is assessed and analysed to enable teachers to identify groups of students who are not achieving, at risk of not achieving or have special needs (including gifted and talented)

Teaching and learning programmes meet the needs of all students

Parents/caregivers of Maori students are aware of expectations and procedures for improving the achievement of their children

Relevant data is gathered and analysed to show the progress and achievement of students with an emphasis on numeracy and literacy in Years 1 – 4

Appropriate career information and guidance is provided for year 7 & 8 students



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The principal will be responsible for ensuring that the class reports are compiled and presented, although this may be delegated to other staff

Curriculum reports will include the following:

How NAG 1 is implemented through specific curriculum areas

How we monitor the progress of students

How we identify students and groups of students

Addressing the needs of students and aspects of the curriculum

Policies, plans and targets for improving the achievement of Maori students

Where to from here?—a review of ideas for the next steps for the development of this curriculum area

Effectiveness report in one (or more) aspects of the specific curriculum area, which shows a breakdown of achievement data by gender and ethnicity in each class

Class reports will contain the following:

Class composition

Outline of programmes and learning from each learning area

Achievement data for literacy and numeracy

BoT Self review

The BoT operates a robust self review process. Each board member reviews aspects of their own specific area of responsibility. A triennial plan has been developed, which allows all aspects of the school to be reviewed at least once over the three year cycle. Reports contain details of how this issue relates to teaching and learning, who is responsible, method of review, findings, recommendations for future actions. The reviews provide an excellent opportunity for learning conversations amongst board members and are filed in the self-review folder.



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