

# CURRICULUM MANUAL

**2019**

*Refer also:*

*Management / Administration and Health & Safety Manual*

*Emergency Evacuation Plan & Scheme*

*Performance Management*

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***Written procedures can't cover everything. Below are some general points and are in no specific order.***

- Children do not belong to one teacher, support staff or class. It is a communal responsibility to care for each child. This includes our diverse learners.
- Inclusive attitudes are encouraged. Diversity and difference are celebrated.
- What goes out of Shannon School is positive. Under no circumstances will gossip outside of the school be accepted.
- We encourage feedback within the school from all staff. The more ideas, the more criticism, the better our chance of getting things right.
- We support each other in trialling and risk-taking. It's ok to make mistakes and ask for help.
- Our children and parent community can present difficulties and we all need to support one another. **Humour is important to us.**
- We have high expectations of our students. We expect them to achieve at the same, or higher, level as children of their chronological age anywhere. We will never use our decile ranking as an excuse for failing any child.
- We have high expectations of all staff. We pride ourselves in working extra hard to provide the best learning environment for our children.
- We believe our organisation should serve our teachers and support staff. We try to be very organised so that we can concentrate on the core job of teaching and learning.
- Each member of our school community is expected to develop and practise acceptable social skills in our day-to-day relationships with one another. Respect, openness, and forgiveness play a major role in these relationships.
- Adults are expected to model appropriate behaviour at all times in their dealings with each other, parents, community members and children.
- **Bullying behaviour is unacceptable.** It is important to remember that bullying is not confined to children, it can be found in all facets of our daily life and as adults we must guard against slipping into the subtle forms of bullying often seen in adult relationships. This also applies to the behaviour we expect from parents, they can quickly become bullying in their interactions with us and we do not have to tolerate it.
- We take pride in having our entire physical environment (inside and out) being neat and tidy. It is expected that each staff member take immediate responsibility for their own work area and contribute to the school community by being proactive about moving things to their proper place.
- There is transparency in all processes. **Trust is paramount!**

- School Charter Strategic Goals form the basis of the current year's vision.

## 2. BEHAVIOUR CURRICULUM

The Shannon School community is a place where care and trust are emphasised above restrictions and threats, where unity and pride of accomplishment replace winning and losing. Where each person is asked, helped and inspired to live through the school's values and principles of the Virtues Project. Such a community aspires to meet each student's need to feel competent, connected to others, and autonomous.

### *Rationale*

All members of the Shannon School community have the right to feel safe and secure in the school environment. All children have the right to expect an education at Shannon school.

Behaviour is viewed as a learning curriculum at Shannon school. It uses as its behaviour charter the school's values and the Virtues Project strategies and principles. At Shannon School we celebrate the individuality and uniqueness of our staff and students. An inclusive Virtues based approach brings out the best in everyone. We know that children grow and thrive in all facets of their life if they experience on a daily basis:

Autonomy

Belonging

Competency

### *Purpose*

The quality of the relationships is the key to learning success.

Developing a warm relationship with a child is important to his/her willingness to learn. (That is not to say that ill respect, bad manners and inappropriate behaviours are to be tolerated). It may be that fostering a connection to the child (e.g. discussing their interests, recounting a trip etc) will provide an atmosphere in which a child may be more receptive to learning.

- The curriculum approach allows for:
  - Lots of practice in everyday contexts
  - Mistakes to be made and forgiven
  - Flexibility in terms of approaching each child on an individual basis
  - Spiral curriculum that allows for skills and knowledge to accumulate naturally
- It is a curriculum that guides equally the children and adults.
- The principle of restorative justice is very strong in the Virtues.
- The Virtues provides the opportunity for us to honour each person's gifts of character.

## Guidelines

- We teach and practice everyday acceptable social behaviour practices through the virtues in the context of everyday life.
- It is important that children see adults using the Virtues - that it is a life-long journey. Teachers need to model their own strength and weak virtues.
- All members of the Shannon School identify their strength virtues and those virtues in us that require more attention and practice. This helps children to realise that adults also have to improve their own behaviour, that it is a life long journey.
- The language of the Virtues is the most powerful tool. It provides all staff, students and parents with a commonly understood communication tool.
- The principle of restorative justice is very strong in the Virtues.
- Each class's Virtue of the Week is chosen on a needs basis.
- The delivery of all curriculum should be challenging and absorb children's attention so as to lessen the possibility of inappropriate behaviours occurring.
- We need to set high standards and then ensure it is possible for everyone to reach them.
- Early intervention is the key to successful learning of acceptable behaviour.
- It is okay to make mistakes, you will be forgiven.
- We need to set achievable goals and appropriate consequences as part of treating each child in an individual way.
- All adults must examine and take responsibility for their part in every situation that becomes unpleasant.
- Being fair, constructive, just, kind and quietly firm are important when teaching behaviour to students, even when they are resistant.
- Punitive discipline should be rare and unusual as should banishment by stand down or suspension.
- All significant incidents must be recorded on eTap.
- Staff may need to gather data and information. It is vital to not rush, give yourself time to collect your thoughts and information. e.g. tell a parent that you will get back to them once you have gathered the necessary information. Do not react to any incident in a rash way.
- Shannon School has an expectation that parents and caregivers will support their child's learning in all curriculum areas, including behaviour.
- The principles of the Shannon school behaviour curriculum operate in all school settings, out of school settings and outdoor education contexts.

## 2.1 Playground Supervision

Shannon School staff will take all the necessary precautions that a prudent parent would take to avoid risk of injury or harm to the health and welfare of students.

### *Rationale*

All members of the Shannon school community have the right to feel safe and secure in the school environment. A supervised playground provides security for children.

### *Guidelines*

- All staff are considered to be on duty at all times.
- The senior management team will ensure that a duty roster exists and that it is current.
- The duty roster will outline who is responsible each day for:
  - Road patrol
  - Bus duty
  - Lunch and playground
  - First aid and telephone duties
- Teachers must be punctual and actively supervise all areas of the school, inside and out, constantly roaming the entire school.
- All staff must attend to **all** approaches made by children regardless of whether they are on duty, or, of the apparent minor nature of the issue.
- The area outside the staffroom may only be used to diffuse situations or provide time out. It is not an area for unsupervised punishment.
- The person on duty will deal with disruptive behaviour and only inform the class teacher where necessary. Serious incidents require input into eTap for children involved.

### *Rules*

In 2015 we relaxed the rules regarding play. In consultation with students we have agreed to allow the children free reign of the school, both inside and outside of classrooms. Safety and commonsense are at the forefront of all behaviours.

- Staff need to make a call for children harming others, making dangerous decisions which may harm themselves or others, damaging property.
- Staff also need to make a call as to the level of risk taking that a child may take. Dangerous activity needs to be curtailed through discussion with the child.

- Tree climbing is neither banned nor encouraged.
- Skateboards, skates, scooters, bikes are restricted to a designated area (currently away from the front of the school). They are not to be jumped off surfaces which may be damaged.
- Tackle rugby is allowed only with mouth guards.
- Year 1 to 4 only on the Junior Playground. Staff may negotiate this with individual children.
- Usually Year 5 to 8 on the Senior Playground but younger children may use this if they are ready for the extra challenges the playground offers

## 2.2 Restorative Justice

We teach and practise everyday acceptable social behaviour practices through the school values and Virtues Programme. It is an ideology that applies to adults as well as children. This helps children to realise two main ideas:

- Adults need to work hard to improve their own behaviour.
- No one, adult or child, is perfect. We all have virtues that need more attention and work ..... these are our growth virtues.

Forgiveness continues to be a strength virtue of Shannon School. However restorative justice requires that there be amends, and that the problem is fixed by the offender.

The R's involved in this system are all about making things right again.

REPARATION is to make amends and make up for something that is lost.

RESPONSIBILITY is to be accountable and own your own part of the problem

RESTITUTION is to give something back that has been lost, taken or damaged.  
To reimburse.

RESTORATION is to give back and restore to health.

RECONCILIATION is to rebuild a broken or damaged relationship.

In the ideal process of restorative justice students and adults:

- Take responsibility for what they do in order to ⇒
- Make restitution which results in ⇒
- Reconciliation, which is to make friends again, which ⇒
- Restores the relationship and the offender to the community.



## 2.3 Resolving Conflict

Conflict, in any community—large or small, is at times inevitable. Conflict can be a positive or a negative, constructive or destructive, depending on how it is managed. At Shannon School we strive in all conflict situations to adopt a win-win approach. This approach requires that the following guidelines are useful:

- Define everyone's needs
- Try to meet everyone's needs
- Support other people's values as well as your own
- Try to be objective and separate the personalities from the problem
- Concentrate on fairness, not pressure
- Look for creative and ingenious solutions
- Be hard on the problem and soft on the people
- The win-win approach creates partners, not opponents.

"We want what is fair for all."

- |        |   |
|--------|---|
| Step 1 | Find out what each side wants. Spend some time to make sure it is clear.                            |
| Step 2 | Each side then works to check whether there are common ideas and needs.                             |
| Step 3 | It is those common things that provide a clue to finding the solution that everyone is happy about. |
| Step 4 | The solution is carried out faithfully by both parties. This is the creation of partners.           |

Our Shannon School Community - before we begin any discussion at school we have a huge factor in common with each other ..... Everyone - parents, staff and community members all want what is best for 'our' children.

Affirmation to enter every conflict situation with:

"Yes, I do have anger about ..... but I also have kindness, understanding and wisdom."



## HOW RESTORATIVE ARE WE?

### MEETING

#### Meeting, Communication & Agreement

The school provides the opportunity for those in conflict to communicate, meet and agree on a response to the harm caused.

#### Communication & Agreement

Indirect communication where the parties are not given the chance to meet, instead are offered the chance to exchange information via an intermediary and from this agree on a way forward.

#### Communication & Meeting

The School provides the opportunity for those involved in conflict to communicate and meet therefore allowing them to talk about what happened, exchange stories, express emotions and so forth. However, they are not given the opportunity to reach an agreement themselves. An agreement made by an outside party would not be considered restorative.

#### Communication

Indirect communication where no chance of agreement or meeting is offered to those involved. Information is passed between the parties by an intermediary allowing them to talk about what happened, exchange stories, express emotions and so forth.

#### Meeting and Agreement

Indirect communication where no chance of agreement or meeting is offered to those involved. Information is passed between the parties by an intermediary allowing them to talk about what happened, exchange stories, express emotions and so forth.

#### Agreement

A school offers no chance for communication (either direct or indirect) or a meeting, but no intermediary helps the parties agree on a way forward.

#### No Encounter

Neither party is provided with an opportunity to communicate or meet with each other or to work together on an agreement.

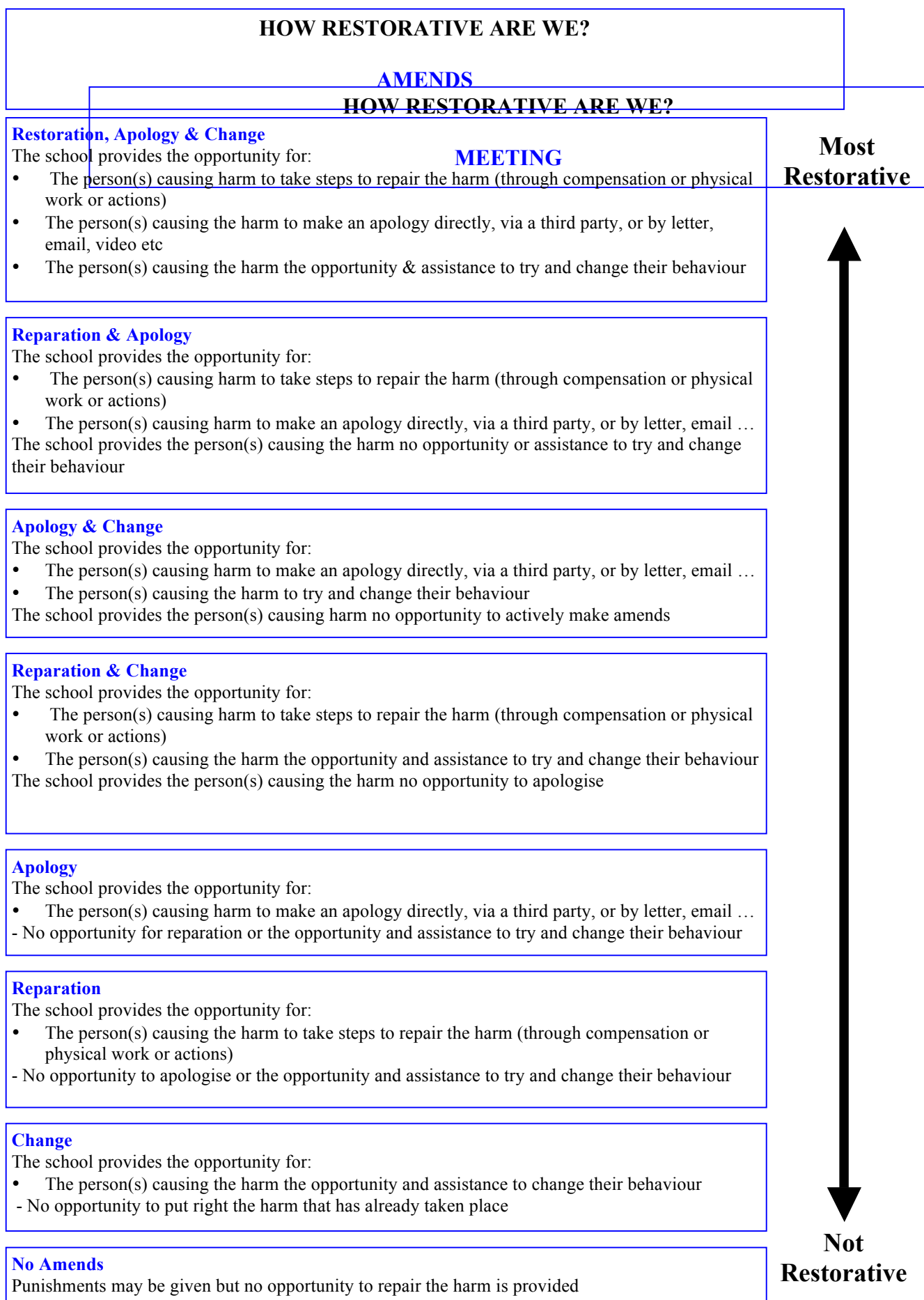
#### Separation

Parties are *prevented* from communication, meeting or working together on an agreement.

**Most  
Restorative**



**Not  
Restorative**



## HOW RESTORATIVE ARE WE?

### (RE) INTEGRATION

#### Respect & Assistance

The school community:

- Does not condone misbehaviour but responds respectfully to those affected by it
- Offers practical, moral and emotional assistance to those harmed and those causing harm if and where needed

#### Respect & Assistance

The school community:

- Does not condone misbehaviour but responds respectfully to those harmed by it as well as those causing the harm
- Does not provide practical, moral or emotional assistance to help them successfully join/rejoin the school community (many students may never have felt part of their school community)

#### Assistance

The school community:

- Offers practical, moral and emotional assistance to those harmed and those causing the harm if and where needed
- Fails to respond respectfully to all parties

#### Indifference to one or other of the parties

The school community fails to respond respectfully or to provide practical, moral or emotional assistance to one of the parties

#### Indifference to both

The school community fails to respond respectfully or to provide practical, moral or emotional assistance to one of the parties

#### Stigmatisation of one or the other of the parties

The school community labels either the harmed person or the person causing the harm according to the role they played in the conflict, but not both. One of the parties can therefore feel excluded from the school community

#### Stigmatisation of both parties

- The school community labels both the harmed person(s) and the person(s) causing the harm according to their roles surrounding the conflict. Both parties can therefore feel excluded from the school community.
- No respect, support or assistance is provided

#### Exclusion

- One or both of the parties is either removed from the school community or feels excluded

**Most  
Restorative**



**Not  
Restorative**

## HOW RESTORATIVE ARE WE?

### SCHOOL INVOLVEMENT

#### Invitation, Interests, Alternatives

The school:

- Invites students/adults to learn about restorative values and to participate in developing restorative practices
- Applies a flexible behaviour management strategy that accommodates the needs of the whole school community
- Invites those involved in conflict to take part in a restorative process - alternatives to the traditional system of dealing with conflict
- Acknowledges any interest from the parties and acts upon their wishes

**Most  
Restorative**

#### Invitation & Interests

The school:

- Invites students/adults to learn about restorative values and to participate in developing restorative practices
- Invites those involved in conflict to take part in restorative processes
- Acknowledges any interest from the parties and acts upon their wishes

#### Invitation

The school:

- Invites students/adults to learn about restorative values and to participate in developing restorative practices
- Invites those involved in conflict to take part in restorative processes
- Does not acknowledge any interest from the parties/school community
- Does not act upon the wishes of the parties involved in the conflict

#### Permission

The school:

- Permits, but does not invite, those involved in conflict to take part in restorative approaches
- Permits, but does not invite, the school community to learn about restorative practices or values
- Does not acknowledge any interest or act on their wishes

#### Indifference

The school:

- Is aware of restorative values and approaches but does not use them or invite the school to learn about them

#### Prevention

The school:

- Prevents those involved in conflict from using restorative measures
- Prevents the school community from learning about restorative values and practices

#### Coercion

The school:

Requires those involved in conflict to use non-restorative measures

**Not  
Restorative**

### 3. BEGINNING THE NEW SCHOOL YEAR

- All children to be gathered together in their Hubs
- All teachers on duty from 8.30am onwards
- 9am welcome back to school by the teachers
- Area/Hub newsletter must go out this first week
- Homework expectations to be set (reading logs or folders and Junior Learning folders to be set up) - we need to question the validity of what is expected of children/parents
- Teacher's and learning areas organised and tidy
- For the beginning of the year, the first 2 weeks provides a chance to review the child and Learning Area/Hub they are positioned in. It may be better for the child and teacher if the child can already be prepositioned in another area.

#### DAY ONE

Use the word LEARNING frequently - it gives a message about you as teacher

Discuss our 5 School Values

- Pride / Whakamana - We uphold the mana of ourselves and our school
- Courage / Hautoa - We are confident and take risks.
- Caring / Manaaki - We are aware of our own needs and the needs of others.
- Effort / Kaha - (learning does not occur without this - though we aim for it to also be fun) We do the best we can.
- Unity / Kotahi-tanga - We work and play together.
- Plus the 52 Virtues (which sit directly beneath our school values)
  - We speak and practise the language of the Virtues.

Display the Values. Perhaps wall charts done in groups - don't feed this information directly to the children - draw it from them.

- Establish routines in your Innovative Learning Space (ILS)
  - For all movement around the class - signals for attention - in/out systems ....
  - For preparedness for learning - before school expectations - ready for lessons - recognise avoidance tactics
  - For asking and answering questions
  - For treating each other and respecting property (Pride)
  - For the use of digital technology tools (Digital monitors?)
  - Setting out of work and workbooks (consistency, pride)

- Area Agreement/Treaty (co-constructed with the children—ownership) - ensure this is written in positive words
- Incomplete work - (rules) when and how will this be completed?

## DAY TWO

- Mark any set homework or tasks (routines; habits; relevance to learning)
- Lots of positive feedback - coconstruct criteria (learning & behaviour) with children
- Continue the learning momentum - the urgency to learn - get children to goal-set
- Begin setting learning goals for the class e.g. this year we are going to be reading at or above our chronological age/ at Writing Level ; we are going to support one another - how can we check that we are doing this?
- Children to reflect on their previous year and the goals set then. Are these same goals needed? Do I now need to set new goals?

## CLASSROOM/HUB ENVIRONMENT

How will you make it attractive?

Does it belong to the children (student voice)?

Does it express the learning occurring in the class? (refer to our School Curriculum: Teaching Beliefs)

How is wall space going to be maximised for optimum learning and display needs?

Are there daily routines for cleaning/tidiness?

## TEACHER WORK ROUTINES

When will you contact parents? - be proactive - don't wait for an issue to get out of hand

Seek out resources, photocopying, digital

Evaluate and reflect (with the children)

Prepare and work with colleagues and students

Mark children's work with them, and/or peer assessment

How will I optimise my teacher aides for all/specific children's learning needs?

Time for professional reading, upskilling own knowledge and pedagogy - Appraisal reflections

Ensure Google Doc Planning from Week 1 - share with team members, teacher aides and principal.

## TEACHING BELIEFS

- Reflect on the 5 school's Teaching Beliefs.
- What are the repercussions for you as a teacher to display learning expectations e.g. learning progressions - examples, criteria, timelines, Inquiry Model/Learning process, Learning Styles, the key competencies? (scaffolding learning intentions)
- How are you going to ensure presentation skills are high quality and allow for creativity? What level of uniformity and consistency is necessary? Criteria is established with the children.

## 4. SCHOOL CURRICULUM - BACKGROUND

It is important that all involved in the school, parents, whanau, caregivers, teachers, support staff and students, share common values and beliefs and work together to develop a harmonious and unified learning community. Our vision of "nurturing the mana of the child" is dependent on a partnership between all involved in the child's learning.

### LOGO & MOTTO

The school logo and motto have been carefully constructed to represent who we are and what we stand for as a community school.

Motto: "Kia mau te puawaitanga o te mana."

"Nurturing the mana of the learner."

We will achieve this:

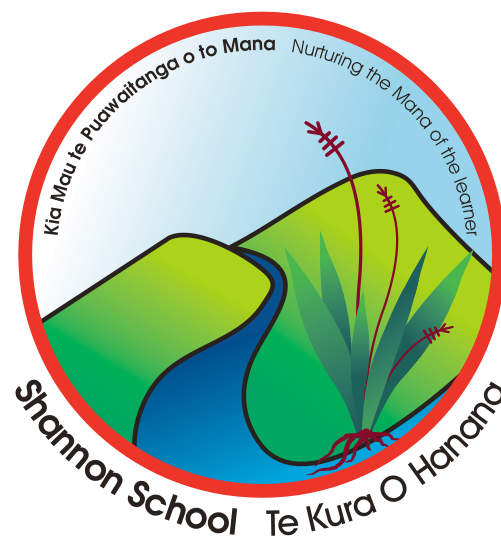
- at the pace of the child/adult learners
- through the development of the holistic learner
- through an inquiry approach to teaching and learning

The mountains/maunga and river/awa were here before us and will continue to be here long after us. They represent who we are and where we come from.

The harakeke (flax) was central to the development of Shannon as a thriving community. It symbolises a number of our school beliefs about teaching and learning. About what is important to us as a learning community.

The 5 harakeke leaves represents:

- Our 5 school values.
- Our 5 teaching beliefs.
- The 5 NZ Curriculum Key Competencies





At Shannon School we have five teaching beliefs that permeate all teaching and learning opportunities. These beliefs, combined with our 5 School Values, the Virtues project and the 5 NZ Curriculum Key Competencies, help our students to make the best choices they can.

The roots of the flax represent our Virtues — these elements are fed from the water and soil provided by our river and mountains. Virtues are explicitly taught.

The centre of the flax is the stalk (koaari), the child that *blossoms* into a flower. Our school is centred around the holistic development of the child.

The harakeke can be used creatively to form a kete, whariki, korowai, other flax weavings and unique designs, patterns and objects. The harakeke can be used in its various creations to assist teachers form other images e.g. a kete of thinking skills; an interweaving of ideas using whariki. Creativity is an essential aspect of developing our holistic child.

## ***E Whakatauki Mo Te Harakeke***

*(A proverb for the flax bush)*

*Ka whanau mai te pepi,*

*Ka takaia ki te harakeke.*

*Ka noho te harakeke, hei kakahu, hei rongoa,*

*Hei mea takaro,*

*Hei oranga mona a mate noa ia.*

*When a child is born*

*He will be wrapped in the muka cloth made of flax.*

*The flax shall provide clothing, medicine,*

*Toys for play and leisure*

*And shall provide the means for living and survival*

*Health and wellbeing*

*Throughout life's journey*



## SCHOOL VALUES

Our values are aligned with those of the New Zealand curriculum

*Helping our children make the best choices they can*

We speak the language of the Virtues

### Pride Whakamana

We uphold the mana of ourselves and our school

- Pride means:
  - Knowing who we are - where we come from - our identity
  - Awareness of our own culture, and empathy with other cultures
  - Knowing and upholding our traditions
  - Cleanliness
  - Self discipline
  - 'Head held high' - stance, manner, appearance
  - Self esteem
  - Having integrity
- What will this look like?
  - Children will be proud of themselves, whanau, school and Shannon
  - Children will look after their own belongings and their environment
  - Staff will be dressed casually but neat and smart
  - Classrooms will be neat and tidy
  - Presentations will be of a high quality
  - Shannon school will project itself as a proud and excellent school
- Links to NZ Curriculum
  - High expectations
  - Coherence
  - Excellence
  - Uphold cultural value

### Courage Hautoa - We take risks

- Courage means:
  - Being confident
  - "Daring to dream"
  - Questioning
  - Humility
  - Resilience
  - Being assertive
  - Trust
  - Facing challenges

Being adventurous

Unafraid

"Give it a go"

- What will this look like?

Children and staff are prepared to face challenges

Teachers provide an environment where 'risk taking' is valued

Children have the confidence and support to take on new challenges

Children and staff are prepared to put themselves forth in leadership roles

Children are confident yet humble

Staff and children are prepared to have difficult 'courageous' conversations

- Links to NZ Curriculum

Community - friendship - team work - whanau

Eco sustainability - environment

Community participation - cooperation - team work

Diversity - staff, children, parents

**Caring Manaaki - We are aware of our own needs and the needs of others**

Caring means:

Being hospitable - even to your enemies

Team work

Building relationships

Cooperation

Whanau

Friendship

Being helpful

Mihi

Koha

Respectful of environment and belongings

Ecological sustainability

- What will this look like?

Children will have formed positive relationships

Positive relationships formed between students, staff, whanau, wider community

Children have respect for themselves

Able to show respect to others

Establishing ourselves as an Enviro-School

Positioning ourselves as a Health Promoting School

- Links to NZ Curriculum

Community - friendship - team work - whanau

Eco sustainability - environment

Community participation - cooperation - team work  
Diversity - staff, children, parents

### **Effort Kaha - We do the best we can**

- Effort means:  
  
Doing the best you can  
Practice  
"Anything is possible"  
Don't give up  
Raising expectations  
Challenging oneself  
Hope  
Positive attitude  
Excellence  
Purposefulness  
Perseverance  
Reflection  
  
Achieving personal excellence by aiming high and by persevering in the face of difficulties  
Individual needs are addressed - children and teachers  
Reflection on own learning processes and prepared to learn how to best learn  
Children provided with success in a wide variety of learning contexts
- What will this look like?  
  
Children believing they can achieve by trying  
Teachers value effort over achievement  
Children and staff give their best to everything they do  
Mediocrity is unacceptable  
We try really hard in all that we do - we give of our best  
We reflect/inquire on and review everything in order to improve
- Links to NZ Curriculum  
  
Managing self  
High expectations  
Resilient  
Holistically developed

### **Unity Kotahi-tanga - We work and play together**

- Unity means:  
  
Caring and respect for each other  
"We are all in this together"  
Celebrating diversity

Friendliness  
Cooperation with others  
Sharing  
Generosity  
Respect  
Understanding  
Commitment  
Reliability  
Empathy and compassion

Community participation and engagement  
Connects with whanau and the wider community  
Unity in its true form encourages excellence and accepting diversity  
Ecological sustainability is so big that it cannot be done alone - it requires unity in its true sense of the meaning  
To get to unity, one must have an understanding of who people are and where they come from - Diversity - all people have special talents to be nurtured and grown

- What will this look like?

We take collective responsibility for all children!  
There is team work between all  
All working together in some way or other  
Happy staff - sharing workloads and responsibilities  
We are collectively proud of the school when we attend or hold events  
We do not hold activities or events that excludes particular individuals or groups

- Links to NZ Curriculum

Equity  
Inclusion  
Whanau

## 5. TEACHING BELIEFS

Once again the 5 leaves of the harakeke symbolise our 5 teaching beliefs. These teaching beliefs are a living entity of which the child is central. The teacher needs to ensure that the harakeke is kept alive through constantly referring to the beliefs and reflecting on practice.

The teaching beliefs exist in a holistic environment which takes into account each child's needs and background. We see the child as a partnership between all involved, all learning to make the best choices we can in order to nurture the *mana* of each learner and to help them make the *best choices* we have defined a set of Shared Teaching Beliefs on which to base all our teaching on. These Teaching Beliefs encompass the need for individual teacher initiative and creativity.



## 1. Foundation Skills in place

*We believe that all students need to achieve high levels of competence in the areas outlined in the New Zealand Curriculum and in particular communication literacies, the Arts and mathematics. These are the 'foundations' of learning. All students will be working towards meeting their age appropriate Curriculum Levels.*

*These skills are developed and maintained through programmes, adapted curriculum for students with special needs, and an ethos that reflects New Zealand's cultural diversity and in particular the unique position of Maori as tangata whenua.*

*Shannon School will take steps to ensure that all students are able to access tikanga Maori and te reo Maori within school programmes.*

Therefore we will:

- Work to achieve any literacy and numeracy targets set by the school.
- Work to achieve the appropriate Curriculum Level.
- Develop oral language skills as a prerequisite to writing and reading.
- Integrate literacy and mathematics programmes in inquiry studies.
- Provide for a range of individualised skill-based music, and rich Arts, programmes.
- Over time provide for technology, science, social studies and health as part of inquiry and/or stand-alone lessons.
- Comply with agreed school assessment processes. This is to include provision of *feedback* and *feed-forward* to students to help set learning goals.
- Ensure students are aware of learning goals and can demonstrate their own achievement.
- Co-construct agreed criteria for design and presentation skills.
- Integrate and demonstrate good practice/knowledge of te reo/tikanga Maori.
- Keep parents informed of successes and concerns.

*The school maintains an 'unrelenting focus on student achievement and learning'.*

*D. Hopkins, 2001, "School Improvement for Real."*

*We emphasise regular skilled feedback with children about their learning.*

*Hattie, 2003, "Quality Teaching Synthesis"*

*Music has the ability to facilitate language acquisition, reading readiness, and general intellectual development; to foster positive attitudes and to lower truancy in middle and high school; to enhance creativity; and to promote social development, personality adjustment, and self-worth.*

*Hanshumaker, 1980.*

## 2. **Students as Powerful Learners**

***We want all of our students, including those with special needs, to take a growing responsibility for their own learning so they are able to make the 'right choices'.***

Therefore we will:

- Ensure all students know what is expected in any task and develop criteria to assess success with them.
- Each child can demonstrate their own achievement and next learning steps against the school's assessment criteria, and Curriculum Levels.
- Introduce the school inquiry process so students can use inquiry independently.
- Ensure students are aware and demonstrate the *key competencies and school values*.
- Provide students with digital technologies and appropriate e-Learning strategies.
- Include goal setting and self-assessment using co-constructed criteria.
- Teach design and presentation skills (simple scaffolds) so students can develop a sense of quality.
- In all interactions help students take responsibility for their choices - self-management.
- Acknowledge and use students' talents and interests.
- Provide students with engaging health, physical education and sports programmes with the intention of establishing life long positive attitudes towards health and fitness.
- Ensure students can reflect on and demonstrate continual improvement in all they do.

***We aim to cater for diverse learners, recognise that children learn differently and promote ways of students taking ownership and participating actively in their own learning.***

***Alton-Lee, 2003, "Best Evidence Synthesis."***

## 3. **Teachers as learning 'coaches' to help students achieve their 'personal best'.**

***We need teachers to lead learning and co-construct learning goals with students to achieve their 'personal best' while at the same time encouraging student creativity.***

Therefore we will:

- Teach with particular skills in mind (intentions). Teachers will co-construct learning goals and criteria with students and provide timely *feedback* and *feed-forward*.
- Teach students the preferred school Inquiry Model so they can use inquiry independently. Independent children may adapt the inquiry process to suit their own needs.
- As necessary, model agreed design and presentation skills to ensure all students can achieve quality results.
- Utilise a co-constructivist\* approach to negotiate learning with students.



- Make use of teaching strategies such as reciprocal teaching, co-operative skills and thinking skills.
- Teachers are able to show and share new ideas introduced into the classroom as part of teacher professional growth, teacher inquiry and teacher reflection. Teachers involved in Teaching as Inquiry and reflect on the school-based digital appraisal programme.
- Acknowledge and encourage creativity and uniqueness.
- Provide for differentiated and individualised learning. Identifying students in need (remedial and extension) and providing appropriate help.
- Use wall space for purposeful learning and assessment opportunities.

*Teachers have knowledge of the nature of the learning processes in the curriculum area, can interpret student behaviour in the light of this knowledge and are responsive, creative and effective in facilitating learning processes.*

*Alton-Lee, 2003, "Best Evidence Synthesis."*

#### 4. Providing **challenging learning experiences**.

***To succeed in our vision we need to challenge our students with exciting, relevant and meaningful learning experiences to extend their individual horizons.***

Therefore we will:

- Plan collaboratively a range of *rich inquiries* to cover the big ideas of the NZ Curriculum.
- Make use of the local rich immediate environment, local experts, natural history, Māori and European heritage and community resources.
- For each inquiry, once the major outcomes are defined, co-construct a range of criteria and tasks to achieve the outcomes/goals.
- Provide authentic and meaningful problem solving learning opportunities.
- Utilise learning styles and cross-curricular activities when planning units of work.
- Make sure all students are aware of agreed inquiry skills.
- Incorporate digital technologies as an integral part of the research and presentation process.
- At least once every two years provide for a negotiated independent research study of student choice as a task to assess inquiry skills.
- Provide any Homework with an appropriate age-dependent inquiry component.
- To provide at a minimum one major (overnight) Education Outside the Classroom experience once a year.
- Children and staff are encouraged to work in (growth) areas outside their own zone/levels of comfort. Our values of Effort and Courage are to be highlighted.

- Individuals are encouraged to explore and utilise our environment for further learning – our gardens, music room, art room, LAC, kitchen facilities, school grounds, local facilities.

*People learn best when they participate in activities that are perceived to be useful in real life and are culturally relevant.*

*Stella Vosniadou, 2001, "How Children Learn"*

*A problem solving stance to education is important.*

*Hattie, 2003, "Quality Teaching Synthesis."*

## 5. **Safe, Stimulating Learning Environments.**

***Students need emotionally and physically safe room environments and predictable routines to allow them to work independently and also to allow teachers to work with groups or individuals. Learners with special education needs are supported to come to school and engage in all school activities and adapted curriculum in an inclusive learning environment.***

Therefore we will:

- Ensure all classrooms reflect the *messages* of the school vision, values, NZ Key Competencies and the Virtues.
- Celebrate students' creativity and thinking, their *personal best*, in room displays.
- Ensure inquiry presentations have headings, key questions, criteria and process information.
- Ensure daily programmes are clear. Start and finish the day with reflective periods.
- Outline group tasks (Must Do's, Can Do's) while allowing for individual learning opportunities (e.g. music lessons, remedial reading, gardening, cooking).
- Ensure students have skills for independent tasks to allow teachers to focus on teaching groups or students who need help.
- Trust is highly valued in all teaching and learning experiences. Students are encouraged to work independently in areas without direct adult supervision.
- Build respectful, open and engaging relationships with other staff, students and their parents.
- Use three step lesson planning.\*\*

*Respectful, open and engaging relationships with children are a key to successful learning.*

*Hattie, 2003.*

*Quality teaching efforts are maximised when supported by effective school-home partnership practices focused on student learning. School-home partnerships that have shown the most positive impacts on student outcomes have student learning as their focus.*

*Alton-Lee, 2003, "Best Evidence Synthesis."*

## \* *Co-Constructivism*

*Co-Constructivism refers to a meaning making process of creating rather than acquiring knowledge, this meaning being negotiated both through experience and dialogue with others. An advantage of this approach is that teachers can learn alongside the students as co-researchers illustrating that 'ignorance' and curiosity are the beginnings of all learning.*

## \*\* *Three Step Planning*

*Research indicates that students fail to learn because teachers do not structure their lessons to ensure students understand the main points. All planning acts as a 'scaffold' for both teachers and students.*

*To utilise a three step planning format in all lessons:*

- 1. An introduction to outline expectations/goals.*
- 2. Focussed individual, group or class tasks.*
- 3. A 'wrap up' session' to discuss main points or to share learning goals. Reflection.*

## 6. SHANNON SCHOOL CURRICULUM

The Shannon School Curriculum has been developed under the philosophy and guidelines of the New Zealand Curriculum and takes into consideration the needs of the Shannon community.

Our aim is to 'nurture' our children - to meet their physical, social, emotional and spiritual needs.

The New Zealand Curriculum and Te Marautanga o Aotearoa provide the basis for all our learning. These curricula offer us both guidance and challenges.

*"Students learn most effectively when they have time to engage with, practise, and transfer new learning. This means that they need to encounter new learning a number of times and in a variety of different tasks or contexts. It also means that when curriculum coverage and student understanding are in competition, the teacher may decide to cover less but cover it in greater depth."*

*(e.g. inquiries may take longer than originally planned due to the depth of learning occurring and/or the engagement of students)*

*New Zealand Curriculum, p.34, "Effective Pedagogy"*

It is a curriculum that presents new ways of thinking about teaching and learning. A curriculum where questions are more important than answers, where diversity is valued above compliance, where student engagement is essential, and creativity is encouraged. There is a focus on authentic tasks, big ideas, higher-level thinking and deep learning.

*A 21st Century School must be responsive and flexible to ensure every person can achieve their potential and is set for lifelong learning.*

*MOE 2006, "Let's talk about Personalised Learning."*

## Learning Emphasis

Our aim is to develop independent and creative individuals through a holistic approach to learning. The Arts and creativity is emphasised. We are also focused on accelerated learning in communication literacies and mathematics by providing challenging inquiries and creative new learning experiences. The most effective use of the environment, personnel, and resources, including a range of digital technologies, is aimed at engaging students in their own individual learning journeys. Underlying this is the principle of 'ako' - teaching and learning together - adults and children learning alongside each other.

*The future belongs to a very different kind of person with a very different kind of mind - creators and empathisers, pattern recognisers, and meaning makers. These people - artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers - will now reap society's richest rewards and share its greatest joys.*

*Daniel Pink, 2005, "A Whole New Mind: Moving From the Information Age to the Conceptual Age."*

## Pedagogy

We believe an inquiry-based philosophy is best suited to enable 21st Century learners. Our preferred Inquiry process is defined into three flexible models that are seen as appropriate at three developmental stages. The model is non restrictive and may be used as a basis for students developing their own inquiry process. Teachers are encouraged to provide opportunities for students to pursue their own learning. Teachers are also encouraged to implement integrated programmes and 'one off' inquiries that might involve a lesson/day/afternoon where deemed appropriate. Teachers are also encouraged to develop their own teacher-inquiries.

The Best Evidence Synthesis (BES) has shown the need to emphasis the use of effective pedagogy so that each teacher's actions promotes student learning. These actions include:

- creating a supportive learning environment
- encouraging reflective thought and action
- enhancing the relevance of new learning
- facilitated shared learning
- making connections to prior learning and experience
- providing sufficient opportunities to learn
- teaching as inquiry

## Teachers – as Learning Coaches

(Refer to our school's 'Teaching Beliefs')

Teachers as 'learning coaches':

- Are enthusiastic and passionate about learning

- View teaching as inquiry - constantly reflecting on, and changing, practice
- Are savvy e-Learners
- Make learning fun
- Inspire students to learn by modelling, encouraging and challenging
- Ask powerful questions that provoke thought, inquisitiveness and curiosity
- Provide learning opportunities for diverse learners
- Encourage 'just in time' learning
- Provide effective feedback and feed forward
- Implicitly teach skills, knowledge, attitudes and values through many learning contexts, over time, in class, group and individual settings as appropriate to need
- Provide a programme that is authentic and meaningful to children's lives
- Integrate learning with a variety of appropriate and innovative resources.
- Develop positive engaging relationships with children and their caregivers

### Learning Contexts and Concepts

*(Refer 'School-Wide Unit Studies')*

Our school-wide programme is based on a number of suggested inquiry topics that we believe are important for our children and community. These inquiries should in no way prevent/inhibit incidental learning or the specific intention of teaching skills as in Science, Health, Technology and Social Sciences. Each year themes and topics will be negotiated as a staff and Hub, as priorities and needs change.

### Learning Areas

*To be prepared for a future characterised by change, students must learn to think rationally and creatively, solve problems, manage and retrieve information, and communicate effectively. By mastering information problem-solving skills, students will be ready for an information-based society and a technological workplace.*

*American Association of School Librarians, 2000.*

Wherever possible communication literacies and mathematics will be integrated into Inquiry contexts and an Inquiry process. At Shannon School communication literacies (oral, written, reading, visual, presentation) and mathematics learning should form a large part of the day. Our expectation is that there will a substantial focus on literacy and numeracy, and their integral nature, for Inquiry to occur.

Flexibility is crucial for effective Inquiry learning. However, teachers are expected to integrate the learning programme by incorporating the Learning Areas whenever possible. In integration it is vital that the essence of the respective learning areas is not lost. Each learning area has its own emphasis. These should be careful consideration when unfolding the

Inquiry in the classroom. Each has a special language that children should become familiar with. The emphasis of each learning area:

**English: (Communication Literacies)**

- Making meaning of ideas or information they receive (Reading, Listening, Viewing)
- Creating meaning for themselves or others (Speaking, Writing, Presenting)

**Mathematics:**

- Number (Numeracy) and Algebra
- Geometry and Measurement
- Statistics

**The Arts:**

- Understanding the Arts in context
- Developing practical knowledge and skills
- Developing Ideas
- Communicating and Interpreting

**Health and Physical Education:**

- Personal Health and Physical Development
- Movement Concepts and Motor Skills
- Healthy Communities and Environments

**Science:**

- Nature of Science
- Living World
- Planet Earth and Beyond
- Physical World
- Material World

**Social Sciences:**

- Identity, Culture and Organisation
- Place and Environment
- Continuity and Change
- Economic World



- **Technology:**
- Technological Practice
- Technological Knowledge
- Nature of Technology

#### **Learning Languages:**

- Communication
- Language Knowledge
- Cultural Knowledge

#### **Suggested Powerful Concepts and Contexts**

*(Also refer: School-Wide Unit Studies)*

These concepts/rich ideas are to assist in the annual decision-making around School-Wide/Syndicate/Class inquiries. These contexts are intentionally broad to enable teachers to integrate learning areas and the strands contained in each. They should be relevant to student lives in our Shannon Community. These concepts and contexts will guide Inquiry.

#### **Powerful Concept**

#### **Suggested Learning Contexts**

##### **Community Belonging; Hapori / Ahurei**

Families; Whanau; Marae; Celebrations; Our Heritage;  
Different Communities; School/Class community;  
Rights and Responsibilities; Community support groups;  
Volunteer workers; Careers; Recreation; Hobbies and Clubs;  
The Internet; Self Defence; Blogging

##### **Sustainability Whakautakatanga**

Conservation; Recycling; Energy; Renewable Energy;  
Endangered Species; Food Production; Harvesting  
and storing food; Global Warming; Natural Disasters;  
Ecosystems (e.g. lake; river; ponds; farm; bush);  
Refuse Centres; Over-population; Glaciers; Our  
Environment; Hauora - Healthy Living; Community  
Health; Zero Waste; EOTC activities; Gardens

##### **Past, Present, Future Te Wa**

NZ History; World History; Ages; Technologies;  
Cultures (Maori; Inca; Roman; Inuit); Exploration;  
Specific Change (e.g. Transportation; Communication);  
Astronomy; Change; Flight; Dinosaurs; Fossils;  
Navigation; Space exploration; Shannon Community

##### **Creativity Auhatanga**

Famous People (Artists; Writers; Musicians; Dancers);  
Musical Instruments; Film; Art; Cartoons; Creating  
websites/blogs; Architecture; Man-made Structures  
(e.g. Pyramids; Roads; Aqua ducts); Machines;



Scientific Discoveries; Fashion; Nursery Rhymes;  
School Production; Legends

**Globalisation**  
**Te Ao Whanui**

Communication; Cultures; Poverty; Weather;  
Immigration; Developing countries; Invasion; Wars;  
Geology (commodities e.g. coal; oil; ore); Alliances,  
Treaties and Organisation (e.g. Kyoto; NATO; G8;  
Pacific Forum; OPEC; Red Cross);

**Enterprise**  
**Te Mahi Pakihi**

Money; Advertising; Careers; Business; Banking;  
Advertising; Budgets; Taxation; GST; Supply and  
Demand; Supermarkets; Shopping; Malls; Home  
Economics; Technology; Science/Technology Fair

**Competition**  
**Whakataetae**

Sports; Resources; Businesses; Advertising  
Awards (e.g. Grammy); Labels (e.g. Nike; Adidas); Man  
versus Nature; Natural World; Products

## 7. KEY COMPETENCIES

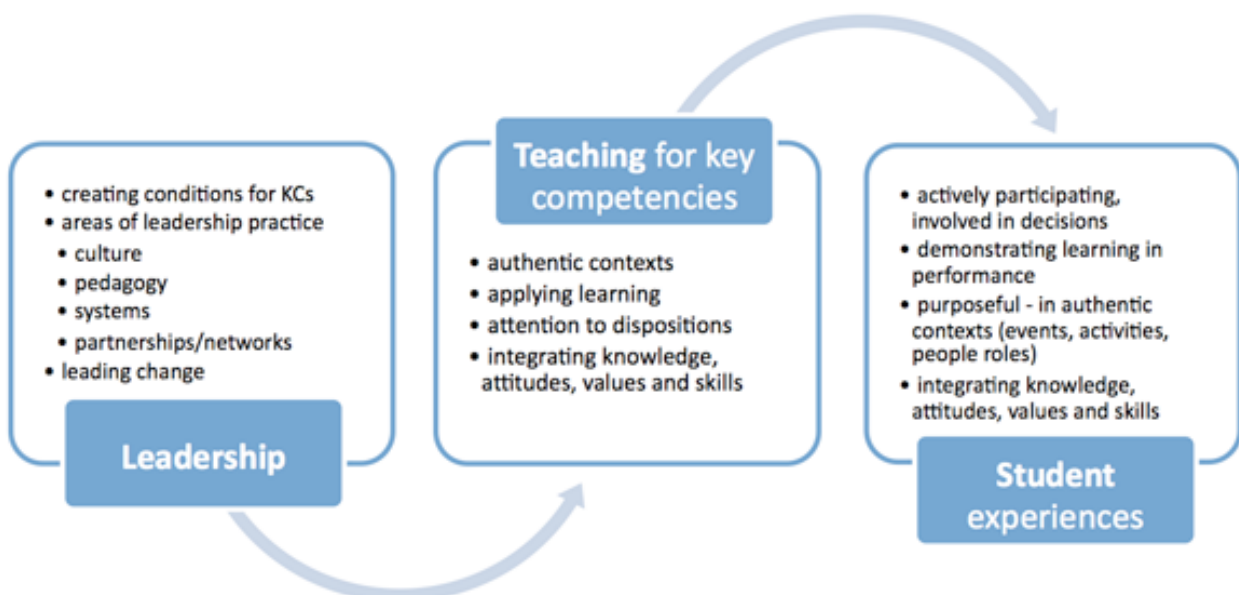
*Key competencies are the capabilities people need in order to live, learn and contribute as active members of their communities. They are critical to sustained learning and effective participation in society and work.*

*Education Gazette, 18.09.06*

The Key Competencies are not stand-alone, they are integral to all learning areas and activities and should be assessed in a variety of learning contexts.

*The competencies continue to develop over time, shaped by interactions with people, places, ideas and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.*

*The New Zealand Curriculum, 2007, Page 12.*



## Managing Self

This competency is associated with self-motivation, a "can-do" attitude, and with children seeing themselves as capable learners. It is integral to self-assessment.

Children who manage themselves are enterprising, resourceful, reliable and resilient. They establish personal goals, make plans, manage projects and set high standards. They have strategies for meeting challenges. They know when to lead, to follow, and when and how to act independently. 'Student voice' permeates through all school activities.

Shannon School children have the opportunities to:

- Be involved in decision making.
- Have choice in activities and learning situations.
- Make individual and group decisions.
- Create and reflect on their progress through the use of self assessment, peer assessment, discussion, teacher assessment
- Display concepts of fairness and equity
- Set personalised goals and strive to achieve high standards
- Organise and lead out at Three Way Conferences
- Organise and lead assemblies, powhiri and special school and community occasions
- Persevere
- Take responsible risks
- Manage impulsivity
- Make informed healthy choices
- Be responsible for organising their own belongings, notices, and books
- Take on leadership roles - breakfast, office, technology bus supervision, digital monitors, school duties ....

## Participating and Contributing

This competency is about being actively involved in communities. Communities include family, whanau, and school, and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Children who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing

rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical and economic environments.

Shannon School children have the opportunities to:

- Be involved and take action for the environment
- Be involved in the school gardens
- Be decision makers within the class programme
- Respond to local issues
- Be involved in a variety of teacher-directed and informal learning groups
- Work in groups, school, and the wider world
- Participate in class meetings and the School Council
- Be involved in kapahaka, choir and music groups
- Informally work with others in providing dramatic or dance presentations
- Accept and develop leadership and supportive skills through school wide duties
- Participate, lead and contribute in assemblies, displays, school wide events, performances and Productions

### Relating to Others

Relating to Others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate and share ideas.

Children who relate well to others are open to new learning and are able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas and ways of thinking.

Shannon School children have the opportunities to:

- Take part in Play Based Learning/Discovery Time, elective programmes
- Work together with buddy classes and learning teams
- Show respect and care for others
- Work co-operatively in various groups and with other individuals in the classroom
- Take part in sports sessions
- Have opportunities to develop empathy
- Value and respect cultural diversity

- Interact confidently with people of different ages e.g. class groups, buddy classes, Manawatu College, Shannon Early Childhood Centres, adults in the community
- Use time and space effectively

## Thinking

Thinking is about using creative, critical and metacognitive processes to make sense of information, experiences and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

Children who are competent thinkers and problem-solvers actively seek, use and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions and challenge the basis of assumptions and perceptions.

Shannon School children have the opportunities to:

- Be a part of the culture of thinking at Shannon School
- Develop metacognitive thinking skills - to reflect and set goals
- Be creative, caring and critical thinkers
- Develop a range of strategies for thinking
- Be aware of and use a range of thinking and questioning tools when faced with unknown or problematic situations
- Put entrepreneurial ideas into practice at a school level and beyond
- Broaden their world view
- Develop their 'wonderings' in real life inquiry based processes
- Be involved in decision making processes
- Be exposed to a number of thinking skill strategies e.g. Bloom's Taxonomy; De Bono's Hats; Ryan's Thinkers Keys; Seven Servants

## Using Language, Symbols and Texts

This is about working and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences and ideas. People use languages and symbols to produce texts of all kinds:

- Written
- Oral / aural
- Visual
- Informative and imaginative

- Informal and formal
- Mathematical
- Scientific
- Technological

Children who are competent users of this competency can interpret and use words, number, images, movement, metaphor and technologies in a range of contexts. They recognise how choices of language, symbol or text affect people's understanding and the ways in which they respond to communications. They confidently use digital technologies (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

Shannon School children have the opportunities to:

- Use a range of resources to listen to discuss; read and write; view and present
- Make choices in reading and writing, viewing and presenting
- Research ideas of interest and present their findings through school speeches/displays/assemblies/presentations
- Experience and appreciate a range of authentic learning situations through exposure to visiting artists and cultural groups
- Communicate their ideas in a variety of styles
- Perform appropriately to different audiences
- Competently use a range of digital technologies and resources
- Learn to reach to various levels of expertise

## **8. PROGRAMMES OF LEARNING AT SHANNON SCHOOL**

### **PMP (Perceptual Motor Programme)**

PMP offers teachers a set of diagnostic tools and remediation techniques to help children succeed in their learning. The PMP programme of movement concentrates on the development of each child's perceptions of self, their world, as well as time and space and the development of language. It is hoped that PMP will enable children to develop motor skills that assist them with their learning and classroom work, to a point where their skills are automatic. Usually teacher aides are trained in the use of the equipment and the philosophy behind the activity based programme. Teachers will use the programme for designated children and groups who they believe will benefit from the programme.

## Te Reo Māori

A priority for Shannon School is the teaching of te reo and tikanga Māori for interested parents their tamariki. With a smaller role and an inability to continue funding a Rumaki teacher the school and whanau members have looked to alternatives. Whanau consultation has continued to express a strong wish to have children immersed in te ao Māori.

Presently the school is funding a support teacher of te reo. Parents and students have several choices. All children throughout the school are involved in general classroom te reo and tikanga lessons, while other tamariki are able to elect to attend more indepth regular classes. Opportunities for learning are wide and varied with mainstream teachers learning alongside their students. Approaches and lessons are constantly reviewed for their effectiveness. In 2019 there is a strong emphasis on teaching te reo and tikanga through kapahaka.

## Play-Based Learning/Discovery Time

Play-Based Learning/Discovery Time is an adaptable 'Junior', action-packed, activity based programme. Activities are selected and based on the particular needs of our students at a point in time. It provides opportunities for teachers to meet the diverse needs of students through well planned, structured, 'hands on', varied experiences. Students have the opportunity to take control of their own learning, to be highly motivated, engaged and have fun. Teachers and support staff are available to work alongside children developing children's knowledge, skills and oral language. The programme may stand alone or be a programme running alongside other learning activities.

## Music

The benefits of children being involved in learning music is well researched. Shannon School offers students the choice of group and sometimes individual learning a number of music instruments. When available a teacher aide with musical knowledge and experience is employed to teach and organise a number of music programmes and lessons. These include school bands, kapahaka and choir.

## Religious Instruction

The Board of Trustees has approved Religious Instruction for our students each Thursday from 9.00-9.30am. Class teachers will remain in the vicinity of the lesson. This session is subject to the availability of suitable community members. This is strictly non-denominational. Parents are advised of their right to withdraw their child from these periods, should they wish to do so, by notifying the school. At such times alternative work will be provided for the child by a Hub teacher.

## 9. SCHOOL-WIDE UNIT INQUIRIES/TOPICS

These Inquiries/Topics/Big Ideas are the suggested school-wide inquiries which have already occurred and endeavor to provide a broad coverage of ideas which we believe are important for our students to cover. These topics should in no way prevent/inhibit incidental learning or the specific intention of teaching skills as in Science, technology etc. Each year's themes will need to be negotiated as a staff as priorities and needs change. The following inquiries provide a history of areas recently covered.

2015	Learning Community - Community Health Day - Nutrition/Sustainability Health Principles - Well Being - Brain Works Keeping Ourselves Safe NIE Study - Inquiry Science Life Education Independent study ARTS - Wearable Arts 100 YEARS WW1/ANZAC Cricket World Cup	Community Fun Day Zero Waste Sustainability
2016	School Production (Term3/4) - theme 'Fire' Animal Communities - Pets Poetry Cycle Safety Life Education Y8 Wellington trip	Matariki Mathex Kpahaka Toy Speeches
2017	Te Manawa - Star Lab; Matariki; Water Cycle Year 8 Trip - Adrenaline Forest Junior STEM Challenges Dance - Dance NZ Reduce, Reuse, recycle Fire Safety Matariki Stars Unity day Pae Tamariki - Kpahaka Group Juniors - Autumn Sea Week - Foxton Beach Cleanup - Oceans - Pirates	
2018	Matariki & Blessing of the School Gardens Celebrations - hangi & entertainment - Matariki puppet show Lego Exhibition Student 'Leaders' conferences Year 7 and 8 Ski Camp Tukino Junior Wellington Zoo visit Riparain Restoration planting at Moutou Farm 'Growing up in Shannon' - community members - 'Thank you' celebrations Healthy Food Authentic marae contexts for learning te reo and tikianga Autobiography Exhibition Zero Waste - Sustainability - visit local gardens/farms	



## 10. NZ CURRICULUM OVERVIEW

# New Zealand Curriculum

Vision	Principles	Values	Key Competencies	Effective Pedagogy	Learning Areas	Themes
Confident	High Expectations	Excellence	Thinking	Creating a supportive learning environment	English	Sustainability
Connected	Treaty of Waitangi	Innovation, Inquiry & Curiosity	Using Language, Symbols & Texts	Encouraging reflection, thought & action	The ARTs	Citizenship
Actively Involved	Cultural Diversity	Diversity	Managing Self	Enhancing the relevance of new learning	Health & Physical Education	Enterprise
Life Long Learners	Inclusion	Equity	Relating to Others	Facilitating shared learning	Learning Languages	Globalisation
	Learning to Learn	Community Participation	Participating & Contributing	Making connections to prior learning	Mathematics & Statistics	Studies of Asia & Pacific Rim
	Community Engagement	Ecological Sustainability		Providing sufficient opportunities to learn	Science	Learning Languages
	Coherence	Integrity		Teaching as inquiry	Social Sciences Technology	Financial Capability
	Future Focus					
NZC forms the umbrella under which an aligned School-based Curriculum is developed and regularly reviewed						

What do we want for our young people?

Engagement. Presence & Participation

## 11. STUDENT PROFILE

### Year 4

- Achieved Literacy Level 2
- Achieved Maths Level 2
- Working towards understanding & practice of the Virtues
- Developing an understanding of who they are and where they come from
- Beginning to use higher order thinking
- Developing competency in using a variety of ICTs
- Developing, through practise and understanding, Te Reo Tikanga Maori/Manaaki
- Have a go at things
- Exploring a variety of presentation formats
- Discovering talents and abilities
- Studying local and New Zealand heritage
- Exposed to a variety of learning styles
- Practising goal setting and self assessment
- Are using the process of inquiry (Module 2)
- Are using imagination to create
- Are able to work in a variety of groups (Unity)
- Are becoming responsible for themselves, leading into leadership roles
- Developing a sense of pride in themselves and the School

### Year 8

- Achieve Literacy Level 4
- Achieve Maths Level 4
- Display Virtues in behaviour and attitude
- Are confident - believe in their own abilities
- Have the ability to problem solve and 'think outside the square'
- Are ICT literate
- Able to apply knowledge of Te Reo and Tikanga Maori/Manaaki
- Are risk takers
- Display a high level of quality published work
- Share their talents and special abilities
- Have a deep knowledge of local and New Zealand heritage
- Can apply learning styles to their studies
- Are responsible for their own learning and independently set goals and assess through reflection
- Ability to use inquiry in a variety of contexts (Models 3/4)
- Are critical, creative thinkers
- Are able to work with others (Unity)
- Take on leadership roles
- Have a sense of pride in themselves and in the school

## 12. SCHOOL-WIDE ASSESSMENT 2019

### Shannon School-wide Assessment 2019

	Term 1 2019	Term 2 2019	Term 3 2019	Term 4 2019
<b>Reporting</b>	<ul style="list-style-type: none"> <li>*Three Way Conference</li> <li>- Next Steps for Learning (Wk 3)</li> <li>- <b>Written Report (Wk 5)</b></li> </ul>		<ul style="list-style-type: none"> <li>*3 Way Conference</li> <li>- Student Led (Wk 3)</li> <li>- <b>no teacher report</b></li> <li>- <b>student report to parents</b></li> </ul>	<ul style="list-style-type: none"> <li>*Final Written Report (Wk 8 to M. Out week 9)</li> <li>*<b>Board (school-wide Literacy Report)</b></li> </ul>
<b>Written Language</b>	<ul style="list-style-type: none"> <li>*Red School Criteria Books HH</li> <li>*Data Boards (Wk 3/4)</li> <li>Ongoing: Te Rito</li> <li>Home Learning Folders</li> <li>Oral if needed Y1/3 (JOST)</li> </ul>	<ul style="list-style-type: none"> <li>*eTap/PaCT Interim Writing HH (Wk 6-8)</li> <li>Red School Criteria Books</li> <li>Ongoing: Te Rito</li> <li>Home Learning Folders</li> </ul>	<ul style="list-style-type: none"> <li>*Writing (Wk 5)</li> <li>Red School Criteria Books HH</li> <li>*Data Boards (Wk 3/4)</li> <li>Ongoing: Te Rito</li> <li>Home Learning Folders</li> </ul>	<ul style="list-style-type: none"> <li>*eTap/PaCT Final Writing (Wk 6-8)</li> <li>*Red School Criteria Books HH</li> <li>Ongoing: Home Learning Folders</li> <li>Oral retest Y1/3 (JOST)</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Running Records</li> <li>PM Benchmarks</li> <li>(eTap – Reading Ages)</li> <li>*Red School Criteria Books HH</li> <li>*Data Boards (Wk 3/4)</li> <li>Ongoing: Te Rito</li> <li>Home Learning Folders</li> </ul>	<ul style="list-style-type: none"> <li>*eTap/PaCT Interim Reading (Wk 6-8)</li> <li>Running Records</li> <li>PM Benchmarks</li> <li>Red School Criteria Books HH</li> <li>Ongoing: Te Rito</li> <li>Home Learning Folders</li> </ul>	<ul style="list-style-type: none"> <li>Running Records</li> <li>PM Benchmarks</li> <li>(eTap – Reading Ages)</li> <li>Red School Criteria Books HH</li> <li>*Data Boards (Wk 3/4)</li> <li>Ongoing: Te Rito</li> <li>Home Learning Folders</li> </ul>	<ul style="list-style-type: none"> <li>*eTap/PaCT Final Reading (Wk 6-8)</li> <li>Running Records (informal)</li> <li>PM Benchmarks</li> <li>*Red School Criteria Books</li> <li>Ongoing: Te Rito</li> <li>Home Learning Folders</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Basic Facts</li> <li>*Red School Criteria Books HH</li> <li>*Data Boards (Wk 3/4)</li> </ul>	<ul style="list-style-type: none"> <li>*eTap/PaCT Interim Maths (Wk 6-8)</li> <li>Red School Criteria Books HH</li> </ul>	<ul style="list-style-type: none"> <li>Basic Facts</li> <li>Red School Criteria Books HH</li> <li>*Data Boards (Wk 3/4)</li> <li>*<b>Board (school-wide Maths Report)</b></li> </ul>	<ul style="list-style-type: none"> <li>*eTap/PaCT Final Maths (Wk 6-8)</li> <li>*Red School Criteria Books HH</li> </ul>

\* Assessments are non-negotiable school-wide assessments.

It is expected that all teachers have assessments completed for PaCT during the week period scheduled.

Other assessment items on the schedule are tools to be used at teacher discretion to inform learning.

All teachers will need to gather other data as appropriate on their students in order to give feedback to the student and report to the parents.

## 13. ASSESSMENT AND REPORTING

Shannon School will assess children in order to improve teachers' teaching and students' learning. Assessment is an ongoing process to inform teachers, students, parents and the community. When children see that they are making progress, their motivation is sustained and their confidence increases.

*Teachers and students have clear information about learning outcomes. Students have a strong sense of involvement in the process of setting specific learning goals. Teachers ensure that their assessment practices impact positively on students' motivation.*

*Alton-Lee, 2003, "Best evidence Synthesis."*

### The Purpose of Assessment is to:

- improve learning
- raise student achievement
- provide focused feedback and guidance to learners
- identify next steps in teaching and learning
- provide information to parents/caregivers
- guide strategic planning and professional development
- monitor the progress of students
- increase student's self-direction in learning
- identify gaps in achievement
- provide evidence for the review and revision of learning programmes
- gather assessment data results for the Kāhui Ako or Ministry of Education

### Effective Assessment will:

- involve the use of a range of formal assessment tools and informal tasks appropriate to the student's developmental stages
- be a planned and ongoing process of gathering data about student's academic, social and emotional progress
- provide multiple opportunities for students to demonstrate what they know and can do in a variety of ways
- involve on-going discussion and conferencing with students so they are aware of their own levels of progress and achievement
- involve both teachers and students reviewing and reflecting on assessment data. Students will know how and why they are being assessed.
- be utilised as a tool for planning, teaching, learning and reporting
- provide valid evidence and conclusions when it is drawn from more than one assessment
- involve students and enable them to demonstrate to parents/caregivers their own levels of achievement in a wide range of areas
- provide school data that informs the board and school community of the effectiveness of school programmes and pedagogy



## Assessment Practices will take the form of:

- **Pre Assessment.** Teachers will assess children's prior knowledge and experiences before embarking on new learning
- **Formative Assessment.** Ongoing and regular, and is interwoven with daily learning.
- **Summative Assessment.** This happens at the end of the teaching and learning process. It is planned in advance (usually with co-constructed criteria), giving children the opportunity to demonstrate their own learning. It gives the teacher the opportunity to evaluate the effectiveness of their programmes and teaching.
- **Evaluation.** Is the process of making judgements about student progress or the effectiveness of a programme. This is one element of reflective practice.
- **Self Assessment.** Is an essential aspect of helping students to learn about the outcome of inquiry/topic or lesson criteria and about themselves as learners.
- **Peer Assessment.** In working alongside others, students will further develop a capacity for self-direction.

## Documentation

Teachers will ensure that samples of work, classroom displays and children's digital folders are accessible for appropriate staff, students and parents.

It is required that teachers collect and collate assessment as required for school-wide data gathering and recorded on PaCT. Teachers need to collect evidence of other achievement for reporting purposes and to enable students to self manage their own learning needs e.g. spelling levels; times table assessment; swimming/P.E. results

From 2012 (updated 2013/14) the school has developed a folder of assessment criteria for Reading, Writing and Mathematics which will follow each child through their Harakeke Hub schooling. The Te Rito Hub will regularly update the Home Learning Folders for each child. Where possible Learning Walls in each Hub will have assessment written in 'child speak' and readily available for all students to gauge their progress against.

Curriculum assessment data is to be entered on eTap twice yearly for all students.

## Effective Reporting will:bbb ,

- Be a whole school approach, allowing for teacher and student collaborative approaches as to how individual Conference presentations will be delivered
- Provide regular opportunities to receive and discuss information about students
- Involve students in reporting processes as appropriate
- Inform students and parents/caregivers of student's progress and achievements
- Contribute to student motivation for learning
- Promote quality partnerships between parents and the school
- Enhance student and parent confidence
- Provide data on the effectiveness of class and school programmes
- Incorporate feedback against the school's values, the Virtues and Key Competencies.

## Reporting to Parents *(also refer Health & Safety Manual p.60 'Reporting to Parents')*

At Shannon School it is acknowledged that encouragement and support from parents and caregivers is an essential element in the learning process. Staff deliberately seek the attendance of all parents/caregivers for student led Three Way Conferences. Reporting to parents is a partnership between the school and home, involving the child, parent and teacher.

- The first Conference of the year will particularly focus on what the parent can bring to the discussion. It will reflect progress on and towards the Curriculum Levels. A written report will follow reflecting the discussion had and goals set.
- According to maturity and ability, the child will lead Three Way Conferences in term 3. Parents are provided with a copy of the child's presentation if requested.
- This Conference time will also be used to gather school-wide data from parents on particular topics and issues relevant to the staff and/or board.
- All reporting will be evidence driven. Examples and data provided by the student and teacher. A written report is to follow the Three Way Conference in term 1 and a final written report is to be provided at the end of the year.

## Reporting to the Board of Trustees, Community and Statutory Agents

The board will be fully informed on an on-going basis as to the achievement of all students in literacy and numeracy. Other reports will be made available when appropriate. The board will receive the Annual Plan with school goals and targets, an update as to progress mid-year, and end of the year results.

The community, through newsletters, will be informed as to overall trends in achievement and a précis of reports.

## 14. RESPONSIBILITIES 2019

*Learning Action Centre (LAC)*

*Performing Arts Centre (PAC) - Organisational*

*Music Arts Centre (MAC) - Resources*

*Visual Arts Centre (VAC) - Art Resources*

*SENCO / Special Needs / Remedial Reading*

*Health in Schools*

*Gardens*

*Environmental*

*Inquiry - Social Studies / Science / Technology*

*Appraisals*

*Uniforms*

*EOTC Resources*

*Timetables / Rosters*

*Relievers / Road Patrol*

*Bus*

*Teaching Space*

*Choir - Junior*

*Choir - Senior*

*The Arts / Production / Musical*

*Te Reo*

*Kapa haka*

*Costumes*

*Basketball / Netball*

*Literacy*

*Speeches*

*Mathematics*

*Sport*

*P.E Shed*

*ICT*

*PMP*

*Lunches*

*Ag Day*

*Fundraising*

*School Council*

*NZEI*

*First Aid*

*Journal Room Storage*

*Kids Can*

***School Wide Duties:***

*-Office Duty*

*-PAC*

*-Milk*

*-Morning Tea Duties*

*-Newsletter*

*-PA System*

*-Breakfast in Schools*

*Lois / Carol B / Basia*

*Lois / Beau*

*Murray / Jo H*

*Winnie / Basia / Carol B*

*Jo / Basia / Lois*

*Lois / Cilla / Basia / Adam / Carol C*

*Sarah / Adam*

*Beau/ Basia / Murray / Adam*

*Sarah / Adam / Lois*

*Murray / Lois / Basia*

*Verona / Carol B / Sarah / Puhiwahine*

*Carol B / Sarah / Adam*

*Sarah*

*Sarah*

*Sarah*

*Murray / Puhiwahine*

*Jo H / Basia*

*Jo H / Lois*

*Murray / Adam / Jo H*

*Sally*

*Sally / Puhiwahine / Cilla / Tama*

*Gran / Verona*

*Sarah / Adam / Jo*

*Basia / Jo / Lois*

*Lois / Sarah / Puhiwahine*

*Sarah / Adam*

*Sarah / Verona / Adam / Robyn*

*Sarah / Verona*

*Sarah / Adam*

*Adam / Carol B / Basia / Robyn*

*Carol C / Carol B / Basia*

*Carol C / Carol B / Beau / Lois / Adam*

*Carol C / Carol B / Basia*

*Lois*

*Basia / Cilla*

*Carol B / Cilla / Carol C*

*Basia / Jo / Adam / Puhiwahine*

*Carol B / Cilla*

*Lois / Sarah / Carol C*

*-Runners*

*-Techy Team*

*-Wet class duties*

*-Flag*

*-Fruit*



## 15. STAFFING 2019

Room	Years	Teacher	Teacher Aid / Support Staff
Office	Principal	Murray Powell	
Junior Area Te Rito Hub	0-4	Adam McCallum Basia Powell (AP) Jo Bateman	Robyn Smith Sally Albert
Senior Area Harekek Hub	5-8	Lois Erceg-Erkilic (DP) Sarah Thomson Jo Bateman Leah Winterburn	Verona Sayles Winnie Third Cilla Wade Sally Albert
SENCO		Basia Powell / Jo Bateman (Special Education Teacher)	
Office	Executive Officer		Carol Christensen
Office	Administrator		Carol Brady
Caretaker			Beau Tomlin
Cleaner			Carol Brady / Beau Tomlin
Library	Librarian		Carol Brady
LAC	Teacher Librarian		Lois Erceg-Erkilic
MAC	Music Tutor		
Mana Hub	Te Reo Tutor		Sally Albert
Resource Teacher of Maori (Office on site)			Puhiwahine Tibble
Social Worker in School (Office on site)			Tama Paki
School Health Nurse			Maryjane Pratt

## 16. CHARTER

### OUR FIVE VALUES

*Our values are aligned with those of the New Zealand Curriculum*

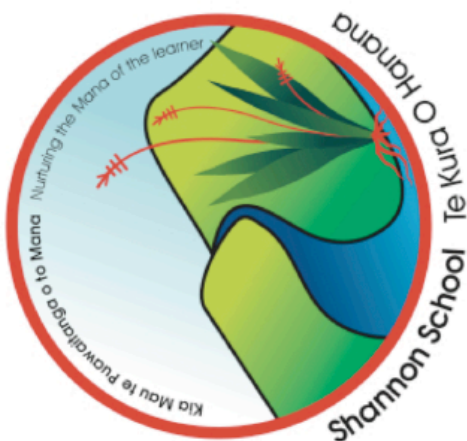
PRIDE **WHAKAMANA**  
COURAGE **HAUTOA**  
CARING **MANAAKI**  
EFFORT **KAHA**  
UNITY **KOTAHI-TANGA**

*We speak the language of the Virtues*

HELPING OUR STUDENTS MAKE THE BEST CHOICES THEY CAN

### STRATEGIC GOALS 2019

- \* Enable personalised, seamless learning pathways
- \* Nurture and support Wellbeing
- \* Foster whānau/family engagement



### CHARTER 2019

*Nurturing the Mana of the Learner*

*Kia Mau te Puawaitanga to Mana*

Incorporating:

NEGs and NAGs  
Ministry of Education Priorities  
NZ Curriculum  
Te Kura o Hanana Curriculum  
Kerekere Kāhui Ako 2019 Goals

*Ministry of Education Number: 2989*

### OUR FIVE TEACHING BELIEFS

#### FOUNDATION SKILLS

We believe that all students need to achieve high levels of competence in the areas outlined in the New Zealand Curriculum and in particular communication literacies, the Arts and mathematics. These are the 'foundations' of learning. These skills are developed and maintained through programmes, adapted curriculum for students with special needs, and an ethos that reflects New Zealand's cultural diversity and in particular the unique position of Māori as tangata whenua. Shannon School ensures all students are able to access tikanga Māori and te reo Māori within school programmes.

#### STUDENTS AS POWERFUL LEARNERS

We want all of our students, including those with special needs, to take a growing responsibility for their own learning so they are able to make the 'right choices'.

#### TEACHERS AS LEARNING COACHES

We need teachers to lead inquiry learning and co-construct learning goals with students to help them achieve their 'personal best' while at the same time encouraging student creativity.

#### CHALLENGING LEARNING EXPERIENCES

To succeed in our vision we need to challenge our students with exciting, relevant, authentic and meaningful learning experiences to extend their individual horizons.

#### SAFE, STIMULATING LEARNING ENVIRONMENTS

Students need emotionally and physically safe environments and predictable routines to allow them to work independently and also to allow teachers to work with groups or individuals. Learners with special needs are supported to come to school and engage in all curriculum activities and adapted curriculum in an inclusive learning environment.

## Shannon School Logo and Motto

The school logo and motto represent who we are and what we stand for as a community school.

Motto: *Kia mau te puawaitanga o te mana - Nurturing the mana of the learner*

We will achieve this:

- At the pace of the child
- Through the development of the holistic learner
- Through an inquiry approach to teaching and learning

Logo: The maunga (mountains) and awa (river) were here before us and will continue to be here long after us. They represent who we are and where we come from.

The harakeke (flax) was central to the development of Shannon as a thriving community. It symbolises a number of our school beliefs about teaching and learning, about what is important to us as a learning community.

The (raw) leaves of the harakeke represents:

- Our 5 school values
- Our 5 teaching beliefs

At Shannon School we have 5 teaching beliefs that permeate all teaching and learning opportunities. These beliefs, combined with our School Values (and the Virtues project), help our students to make the best choices they can.

The pakiaka (roots) of the harakeke represent our Values and Virtues – these are fed from the water and soil provided by our rivers and mountains. Virtues are explicitly taught.

The centre of the flax is the koaari (stalk), the child that blossoms into a flower. Our school is centred around the holistic development of each individual.

The harakeke can be used creatively to form a kete, whariki, other flax weavings and unique designs, patterns and objects. The harakeke can be used in its various creations to assist teachers form other images e.g. a kete of thinking skills; an interweaving of ideas using whariki. Providing an environment that fosters creativity and choice are essential aspects of developing our holistic child.



**Strategic Plan 2019 – 2021**  
*Community Strategic Planning Evening - 12 November 2018*

	2019	2020	2021
<p><b>Goal 1:</b></p> <p><b>To enable personalised, seamless learning pathways</b></p> <p><b>Te whakamana ake i te ara akoranga</b></p>	<p><b>Transitions:</b></p> <ul style="list-style-type: none"> <li>• Create positive relationships</li> <li>• Some consistency between the structure and learning of all educational settings</li> <li>• More visits to new school as a part of the transition process</li> <li>• Joint activities between Shannon learning centres (gardens; powhiri ...)</li> <li>• Tuakana-Teina between students and centres/school</li> <li>• Each learning centre to promote the same core values</li> </ul> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>• Life skills</li> <li>• Skills for the future</li> <li>• Independence</li> <li>• "Takes a village to raise a child"</li> <li>• Student voice</li> <li>• Importance of all support systems</li> </ul>		
<p><b>Kāhui Ako Goal 2019:</b></p> <p><b>Creating seamless pathways for students</b></p> <p><i>To create pathways into, through and out of schools in the Kāhui Ako, by providing quality education within students' local geographic area, and by supporting strong transition relationships between Early Childhood and primary and secondary.</i></p>	<ul style="list-style-type: none"> <li>• children's learning journeys from ECE to school are strengthened</li> <li>• teacher's up are-to-date with current developments in curriculum, teaching and learning regarding</li> <li>• all students working independently (with the use of one to one digital devices)</li> <li>• School criteria changed to 'child friendly' language in literacy</li> <li>• staff to have an individual child to 'champion'</li> <li>• staff invite ECE staff to joint professional development sessions</li> <li>• organise and utilise a Senior and Junior student buddy system</li> <li>• organise a community gathering on reviewing and developing our local curriculum &amp; Year 8 student profile</li> </ul>	<ul style="list-style-type: none"> <li>• explore other possible after school activities in the community – use of school</li> <li>• review P.E. and Sports provision</li> <li>• School criteria changed to 'child friendly' language in Maths</li> <li>• children are transitioned effectively to college</li> <li>• review Innovative Learning Spaces – environment &amp; practice</li> <li>• review digital device use for Junior students</li> <li>• e-Learning to permeate all facets of learning pathways</li> <li>• explore future-focused skills</li> </ul>	<ul style="list-style-type: none"> <li>• explore use of specialist teachers e.g. drama, music, art, dance</li> <li>• review school Information and Communication Plan &amp; digital access for all students, teachers &amp; parents</li> <li>• review Management/Admin / H&amp;S Manual – policy &amp; format</li> </ul>



<p><b>Goal 2:</b></p> <p><b>To nurture and support wellbeing</b></p> <p><b>Kia manaakitia kia tautokohia te tupu o te tangata</b></p>	<p><b>Wellbeing:</b></p> <ul style="list-style-type: none"><li>• Education around how to look after ourselves and each other</li><li>• Use Te Whare Tapa Whā as Māori holistic wellness model.</li><li>• Nutrition, exercise, emotional, well-being.</li><li>• Coping with stress.</li><li>• Water only school.</li><li>• Developing positive relationships.</li><li>• Provide breakfast, lunch and snack food.</li><li>• Use of support services.</li></ul> <p><b>Environmental Wellbeing:</b></p> <ul style="list-style-type: none"><li>• Te Whare Tapa Whā</li><li>• Using our local places</li><li>• Variety of different learning methods</li><li>• Co-construct more school trips</li><li>• Passion based learning</li><li>• Looking after our environment</li><li>• Waste free school and town</li></ul>	<p><b>Wellbeing and meaningful relationships</b></p> <p><i>To support whānau and families to nurture learners' wellbeing and education through powerful, supportive and collaborative relationships between home and school and through an ongoing focus on holistic wellbeing.</i></p>
<p><b>Kāhui Ako Goal 2019:</b></p>	<p><b>Wellbeing and meaningful relationships</b></p>	<p><b>Wellbeing and meaningful relationships</b></p>
<p><b>Wellbeing and meaningful relationships</b></p> <p><i>To support whānau and families to nurture learners' wellbeing and education through powerful, supportive and collaborative relationships between home and school and through an ongoing focus on holistic wellbeing.</i></p>	<p><b>Wellbeing and meaningful relationships</b></p>	<p><b>Wellbeing and meaningful relationships</b></p>

<p><b>Goal 3:</b></p> <p><b>To foster whānau/family engagement</b></p> <p><b>Te mahitahi ai me te whānau, te hapori</b></p>	<p><b>Community Engagement:</b></p> <ul style="list-style-type: none"><li>• Develop reciprocal relationships</li><li>• School to give back to the community</li><li>• Involvement in both school and community events</li><li>• Cultural involvement</li><li>• Make digital connections with other cultures, schools and communities and role models</li></ul> <p><b>Whānau Involvement in learning:</b></p> <ul style="list-style-type: none"><li>• Annual celebrations – Matariki; evening Gala</li><li>• Open Door policy</li><li>• "Kānohi ki te kanohi" (effective ways of communicating)</li><li>• Visit whānau in their home</li><li>• Whakapa connections</li></ul> <p><b>Cultural responsiveness:</b></p> <ul style="list-style-type: none"><li>• Relationships and collective values</li><li>• History of our country</li><li>• Communication with iwi – what does responsiveness look like?</li><li>• Importance of Te Re language and tikanga across the school</li><li>• Work towards the return of a Rumaki</li><li>• Positive role models</li><li>• Learning tangatawhenua culture</li><li>• Sharing your own unique culture</li></ul>			
<p><b>Kāhui Ako Goal 2019:</b></p> <p><b>Sharing and growing evidence-based culturally responsive best practice</b></p> <p><i>To develop and sustain teachers' knowledge and use of innovative teaching and adaptive, innovative teaching and learning strategies to increase learner engagement in their learning.</i></p>	<table><tr><td><ul style="list-style-type: none"><li>• continue to increase adult learner proficiency in the use of te reo</li><li>• develop (creatively) the front of the school</li><li>• organise school-wide/community celebration once a term</li><li>• explore fund raising options</li><li>• organise a different/varied model for parent curriculum information sessions</li><li>• Board to engage &amp; communicate effectively with school community</li><li>• organise regular whānau shared lunches</li><li>• monthly coffee mornings – choice of topics to come from community</li><li>• encourage more parent/community helpers in the classroom – flax weaving, preparing fruit, reading ...</li></ul></td><td><ul style="list-style-type: none"><li>• review effectiveness of present whānau engagement practices</li><li>• explore the provision of wireless connection/access for all students in their homes</li><li>• school to update communication through internet and print resources</li><li>• Three Way Conferences/hui in whānau environment if preferred</li><li>• review effectiveness of school interaction with our Marae</li><li>• explore use of mind-mapping exercises for parents with children</li></ul></td><td><ul style="list-style-type: none"><li>• school noho at Pou tu marae</li><li>• community review of school engagement</li><li>• plans for PAC kitchen</li><li>• revamp all existing buildings &amp; spaces to meet the needs of 21<sup>st</sup> century learning</li></ul></td></tr></table>	<ul style="list-style-type: none"><li>• continue to increase adult learner proficiency in the use of te reo</li><li>• develop (creatively) the front of the school</li><li>• organise school-wide/community celebration once a term</li><li>• explore fund raising options</li><li>• organise a different/varied model for parent curriculum information sessions</li><li>• Board to engage &amp; communicate effectively with school community</li><li>• organise regular whānau shared lunches</li><li>• monthly coffee mornings – choice of topics to come from community</li><li>• encourage more parent/community helpers in the classroom – flax weaving, preparing fruit, reading ...</li></ul>	<ul style="list-style-type: none"><li>• review effectiveness of present whānau engagement practices</li><li>• explore the provision of wireless connection/access for all students in their homes</li><li>• school to update communication through internet and print resources</li><li>• Three Way Conferences/hui in whānau environment if preferred</li><li>• review effectiveness of school interaction with our Marae</li><li>• explore use of mind-mapping exercises for parents with children</li></ul>	<ul style="list-style-type: none"><li>• school noho at Pou tu marae</li><li>• community review of school engagement</li><li>• plans for PAC kitchen</li><li>• revamp all existing buildings &amp; spaces to meet the needs of 21<sup>st</sup> century learning</li></ul>
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## 17. CHARTER / ANNUAL PLAN 2019

### Annual Plan 2019

Goal 1: To enable personalised, seamless learning journeys					
Strategic Aim:	Intended Outcomes	Specific Actions	Responsibility	Resources	Time Frame
Develop children's learning journeys from ECE to school are strengthened	Regular meeting with local ECEs to develop and implement a plan to strengthen transitions	Visits to Kindy, Play Centre, Kohangarewa. Develop package for ECE parents.	AP Management Co-L. Wishin School Teacher	Release time. Photocopying documents.	Term 1-4, ongoing 2020
Some consistency between the structure and learning of all educational settings	Rich discussion with ECEs to develop and put in place strategies for consistent learning practices.	Arrange suitable school & ECE staff meeting times together. Joint professional development around student learning needs.	Management	Release. Kai for meetings.	Term 1-4, ongoing 2020.
More visits to new school as a part of the transition process. Older students assist visits.	Successfully transition from ECEs and to colleges.	Organise times for liaison with key staff.	AP and DP	Release time as and when needed.	Term 1-4, ongoing 2020.
Joint activities between Shannon learning centres (gardens; powhiri ...)	Regular activities where school and ECEs are joined on school site and at other local venues	Co-construct collective activities & events with ECE personnel.	Management	Funding as required.	Term 1-4, ongoing 2020.
Tuakana-taina between students and centres/school	In school buddy system. Develop buddy system with ECEs.	Discuss concept of tuakana-taina between school & ECEs. Trial and review.	Management. School teachers.		Term 2-4, ongoing.
Each learning centre to promote the same core values	Agreed joint values and vision across local learning institutions.	Work closely with ECE personnel to co-construct values and vision statement. Promote these with the local community.	Management. Board of Trustees.	Photocopying/publishing documents. Advertising costs.	Term 3 2019.



Goal 2: To nurture and support wellbeing					
Strategic Aim:	Intended Outcomes	Specific Actions	Responsibility	Resources	Time Frame
Continue with parent consultation - Local School Curriculum & Year 8 profile.	Revised school curriculum reflecting current & proposed future practice.	Term 4 community hui on developing a new local Curriculum & Year 8 profile.	Management Board.	Kai, Paper resources.	Term 4
Education around how to look after ourselves and each other.	Improved interschool relationships between all students. To improve the health options of our school.	Pause, Breathe, Smile PLD Revise school lunch options – remove milk shakes. Provide sessions on healthy food options. Utilise the school gardens as part of healthy food choices. Provide recycling options (bins) within the school.	Management Office Staff	School funding for PLD	Term 1-4, ongoing 2020. Term 1, ongoing
Waste-free school practices	To decrease the amount of waste in the school. Teach children about recycling & waste management.	Co-construct school/student inquiries	Office Teachers Students	Funding as required, sourcing materials	Term 1, ongoing
Explore EOTC options – Firepit; outdoor kitchen; outdoor classroom; amphitheatre; building tree house, shelters; pathways; native gardens. Incorporate Manawatu River initiative into school programmes	To continue to provide a changing an exciting and creative school environment. To work with community members in local initiatives.	Utilise local community personnel	Teachers	Personnel	2019 ongoing
Encourage more parent/community helpers in the classroom – flax weaving, preparing fruit, reading ...	Improved community relationships. More community members as part of the school community. Explore need and interest from parents.	Contact and engage community members. Teachers and new te reo support teacher to engage local	Staff Management	Personnel	2019
Discuss need and development of a drop-in centre for parents while at school	Increased options for providing programmes focused on mental health for all. A 'resilience' programme for students	Staff to explore options and trial if positive response from parents Teachers and school support personnel to explore possible programmes and personnel to assist Provide PLD in 'Pause, Breathe, Smile' for staff	Management Teachers	Personnel	2019
Focus on mental health for students and staff			Management Staff		Term 1, ongoing.
'Pause, Breathe, Smile' resilience programme introduced.			Management	PLD funding	Term 2, ongoing

Explore 'passion based' options for staff and students	Further engagement of learning options for both students and staff. Student choice inquiries based on own interests and passions. A model of 'hauora' that is used school-wide	Discussion of options with staff and students. Teachers plan for 'optional' student inquiries	Management, teachers, students	Time	2019
Reintroduce school-wide use of Te Whare Tapa Whā model		Teachers plan for student/Hub use. Explicit teaching moments using Te Whare Tapa Whā model. Advertise within school community.	Management. Teachers.	Time. Planning.	Term 1, ongoing

Goal 3: To foster whānau/family engagement					
Strategic Aim:	Intended Outcomes	Specific Actions	Responsibility	Resources	Time Frame
Continue with parent consultation on School Curriculum & Year 8 profile	Reviewed and revised local Shannon School Curriculum documents	Hold a Community 'Curriculum' Evening. Key staff attend 'local curriculum' PLD	Management	Kai	Term 1-4, ongoing 2020
Continue to increase adult learner proficiency in the use of te reo	Improved adult te reo. Parents use te reo in the home with their tamariki. Increase staff expertise & knowledge of te reo and tikanga	Discuss with community at hui. Arrange te reo sessions for staff.	Support staff of te reo. RTM.	Kai for hui. Time	2019
Develop (creatively) the front of the school	A 'creative' and different look to the school.	Develop 'a 'beautifying the school' inquiry for 2019	Staff	Funding for materials. Explore cheap and free materials	2019 - 2020
Organise school-wide/community celebration once a term	New community members visiting the school.	Organise various activities to bring community members into the school at the end of each term.	Teachers Students	Time Kai	2019
Explore fund raising options	More funds into the school.	Canvass for a board member to take on role of fund raising	Board		2019
Organise a differentiated model for parent curriculum information sessions	More parents in the school. Improved parental education regarding student learning	Liaise with local ECE for parents to access education through the school about children's learning needs	Management. Within School Teacher	Kai. Release time for staff with responsibilities	2019 - 2020

# CHARTER / ANNUAL TARGETS 2019

Board to engage & communicate effectively with school community	Improved communication	Board to refer to Communication Plan developed in 2018	Board	2019
Organise regular whanau lunches / monthly coffee mornings – choice of topics to come from the school & wider community	Increased parents & community members in the school.	Organise & advertise. Canvass individual parents. Liaise with local ECEs	Management. Board. RTM	Kai. Release time for staff with responsibilities
Encourage more parent & community helpers in the classroom – flax weaving, preparing fruit, reading ...	Increased parents & community members in the school.	Continue to advertise & canvass community helpers to work in the school. Good PRT strategy.	Management. Staff. Board. RTM	2019 ongoing.

## LITERACY TARGET 2019

To have our Years 1 to 5 students who currently arrive at school with extremely poor oral skills or vocabulary accelerate their oral language progress and achievement.

Of our year one to five students in February 2019 we have only one half of all children with what we consider to have age-appropriate skills in speaking. Of these children 20% have major issues with incorrect grammar with 14% having major comprehension processing issues.

<b>Actions to Achieve Target</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>
Teacher in-school professional development around strategies to improve oral language across the school.	Management		Term 1, ongoing
Daily oral language activities.	Class teachers		Term 1, ongoing
Use teacher support services (RTL, Speech Language Therapist)	SENCO/Management	Personnel	Term 1, ongoing
Specific feedback and support for class teachers and teacher aides.	Management	Release	Term 1, ongoing
Information sessions with parents/caregivers regarding literacy teaching & learning programmes in order for them to a greater understanding of their own child's progress and learning needs	Management Teachers	Food Childcare	Term 1, ongoing
An emphasis on oral language, word study and comprehension.	Management Teachers		

Analyse end-of-year data to inform progress and planning for 2020.	Principal Management Teachers	Time	Term 4
Teacher meetings (staff & syndicate) to have regular literacy professional development with emphasis on oral language.	Management	Time	
Upskill both teachers and teacher aides in effective teaching of oral teaching strategies and effective programmes and pedagogy around effective learning strategies	Principal Teachers	Time	Term 1, ongoing
Review and update our Literacy Manual and Implementation Plan	Principal Management	Time	Term 1 - 2
Research and seek appropriate oral language tool(s) for collecting and assessing oral language skill levels	Principal, AP	Time, resources	Term 1, ongoing 2017

#### MATHEMATICS TARGET 2019

To increase basic facts skills throughout the school.

Through the use of PaCT, observations and testing we became aware that basic facts is an area that our students generally are below their expected levels of achievement.

<b>Actions to Achieve Target</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>
Teacher in-school professional development around improved basic facts strategies	Management		Term 1, ongoing
Daily emphasis on basic facts activities.	Class teachers		Term 1, ongoing
Specific feedback and support for class teachers and teacher aides.	Management	Release	Term 1, ongoing
Information sessions with parents/caregivers regarding mathematics programmes with the learning of basic facts as one aspect of maths learning	Management Teachers	Food Childcare	Term 1, ongoing
The use of engaging digital basic facts programs	Management Teachers		
Analyse end-of-year data to inform progress and planning for 2020	Principal	Time	Term 4

	Management, Staff		
Upskill both teachers and teacher aides in effective teaching of basic facts strategies and effective basic facts programmes and pedagogy around effective learning strategies	Principal Teachers	Time	Term 1, ongoing
Reintroduce, review and update our wall basic facts ladders	Management/teachers	Time	Term 1 - 2
Place basic facts ladders in formation into children's Home Learning folders	Management/teachers	Photocopying	Term 1
Unpack basic facts aspects of PaCT as part of teacher PLD in use of the tool	Management		Term 1, ongoing



## 17. INQUIRY

### We learn

*10% of what we read  
20% of what we hear  
30% of what we see  
50% of what we see and hear  
70% of what is discussed  
80% of what we experience personally  
95% of what we teach to someone else*

*- William Glasser*

*(With acknowledgement to Mark Treadwell and his work, **Whatever** and **Whatever Next?**)*

The inquiry method of teaching and learning is built on the basic desire of the human mind to understand the world we live in.

The inquiry process is not a linear, step-by-step process. It is important that the learner does not apply the inquiry process as if it were a recipe for getting a "right" answer.

The way in which inquiry is taught is through interaction with each other:

- Through discourse
- Drawing on each others' knowledge
- Understanding and thinking
- The cumulative effects of which contribute to a greater collective understanding.

The core underpinnings of inquiry learning are formed from:

- Questioning what we read and what is said
- Thinking critically
- Checking the validity of each source or idea
- Debating with each other
- Seeking out fact from fiction and truth from fiction.

Once we develop an understanding of a concept, whether it is entirely new or an iteration of something we partially understood, and we are comfortable with the concept, then we can apply the idea to a real experience.

**1015/2016: As teachers and students (as learners) become more familiar with inquiry as a 'way of being', i.e. inquiry as an integral part of all learning activities (including TAI - Teaching as Inquiry), then the models as prescribed will be more useful as reference points rather than used as a plan. The key elements of these models will still hold true as the basis for all inquiry.**

The experience(s) that reinforce conceptual understanding provides the learner the capacity to develop and improve the concept further across existing and new concepts.

Inquiry learning and guided inquiry are based around the development of *clever* questions.

In the inquiry process it is not about getting the right or wrong answer but rather about carrying out a process that builds understanding.

Different learning needs require a delicate balance between teacher-directed to learner-directed learning (role of facilitator/coach).

For younger learners especially it is imperative to begin each unit of work with a discussion or brainstorm introducing the appropriate language and clarifying some of the immediate issues that may cause confusion. (It is too difficult to expect them to begin an enquiry without some knowledge of the topic or theme).

For younger learners inquiry learning begins with an essential or key question that is either proposed by the teacher, negotiated between the teacher and learners, or proposed entirely by the learners themselves.

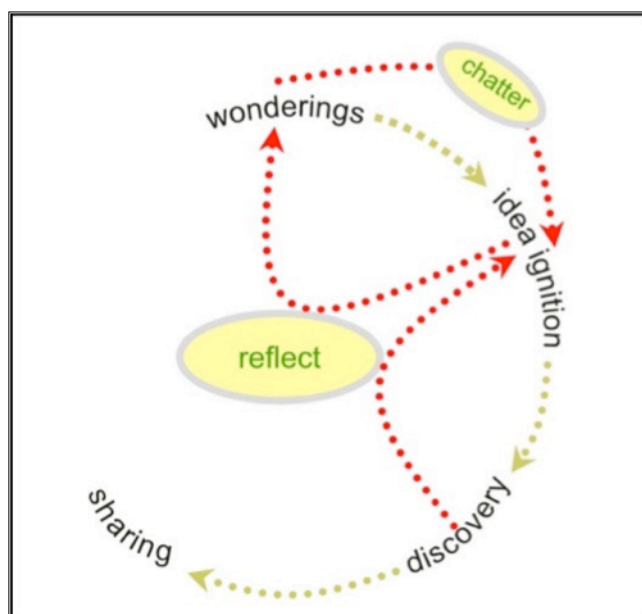
### Year 1—3

- Learners at this age group:
- Have a limited attention span
- Learning needs to be as varied as possible
- Need a range of different activities over short time frames

Some "inquiries" may take as little as 10-20 minutes to complete.

At Year 1 teachers may simply ask, "what have you been wondering about lately?"

"I wonder what/why/where/when..."



Learners need to be encouraged to bring their wonderings to class.

They need to see if the class can find out some new ideas that may help "understand" some more about the "wonder" that they have recognised, and in so doing make some discoveries that they can share with each other.

Learners at this age respond to questions by wondering about "what if" and "how come", followed by an almost immediate *chatter* that will ignite ideas around possible solutions.

Chatter (Advocacy) is described as a process where learners articulate what they already know about the topic.

The teacher may synthesise these wonderings and tie them back into a framework that can guide further discussion.



Before further work is progressed there may be a need for some knowledge development so that learners have sufficient language and appreciation of the inquiry theme to generate more *informed* chatter.

Learners at this age are more likely to have to say about what they think they know. Allow sufficient time so that each of the learners has an opportunity to briefly voice their ideas as equitably as is possible.

The responsibility for synthesising the ideas will mostly be initiated, and possibly managed, by the educator (and possibly parent/caregiver helpers), working with the whole class or in groups.

The learners may then share their refined understanding using a range of simple media formats. These may include:

- Presenting a short news item
- Creating a picture/diagram
- Writing a short story
- Doing a simple play about what they have learnt
- A "show and tell" presentation of the images they have collected
- Using a multimedia projector
- Creating a simple poster

When it comes to the reflect, review and iterate (making small ongoing changes to a process), aspect of the inquiry process our young learners are at a stage where the mostmost we can expect of the majority is that they can reflect on their wonderings and ideas expressed during the inquiry and encourage them to reflect on *where* they thought the ideas came from.

Their inquiry may have taken several days depending on the age and capability of the learners concerned, so some prompting and support will be required there.

The reflection might be recorded and added to their e-portfolio. The learners may be at the point where they can add some initial reflections to their portfolio in simple sentence form or using smileys ☺ ☹ ☹ to indicate attitude, interest level etc.

## Year 4—6

Learners at this age group are now in the process of acquiring a better grasp of language and communication in written, oral and visual form.

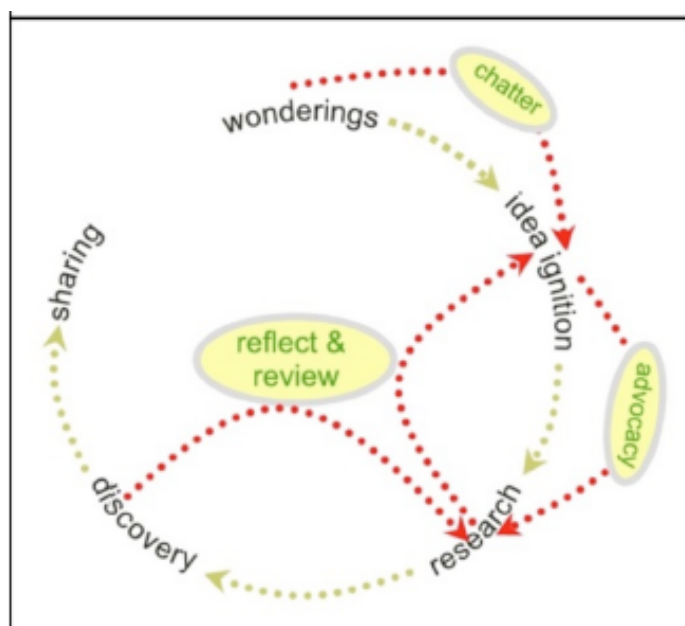
This is an age where learners can be prompted to ask questions themselves from their own "wonderings". To do this productively it is necessary to begin teaching and encouraging learners to ask clever questions.

Advocacy (chatter) becomes increasingly more structured and will happen in smaller groups rather than with the whole class. Advocacy can also take the form of: debate; brainstorming; mindmapping exercises; discourse that can be shared with others. A group representative could be delegated to report the results of the advocacy back to the class group.

Learners are now able to formulate some planning strategies around the development of a pathway forward.

The research they do will increasingly become group orientated with specific research tasks allocated to individual group members. This will initially be with the teacher and then increasingly the group will self-direct the proceedings.

The research process will no doubt produce an eclectic collection of media formats, opinion, fact, heresy, historical information etc. One of the real challenges is for them to attain a level of understanding that enables them to synthesise the disparate elements of their gathered information, and weave them into a coherent conceptual framework. It is **imperative** that this difficult but extremely important stage is attained before they can proceed further.



Learners will be bringing together video, photographs, text, podcasts, animations, magazine articles etc. Many of which will be at different levels of complexity in both language and format. In the main, learners will require plenty of assistance from the teacher in this process in terms of merging the different media formats into a single framework of understanding that they can then pass on or share with others.

The list of ways to share their findings is almost endless. It could be achieved by:

- Internet (their own Online Learning Environment)
- Pod-casting
- Video
- Animations, claymations
- Television news services
- Radio broadcasting
- Plays/skits
- Posters
- Newspaper articles

- Forums
- Powerpoint presentations to various groups etc.

Sharing and **applying the results** of the inquiry is an emergency possibility. It will not be necessarily be a major part of the inquiry but seeds can be sown for the learners to investigate possible applications as well as identifying other groups with whom they may be able to share their results.

One of the key aspects that assists learners in building understanding is to have them present their understanding in a different media format from the format they found the information in. In order to translate media formats it is necessary too understand the key concepts that underpin that concept or conceptual framework they are creating in their minds. By asking for a different media format you are challenging the learners to interrogate and manipulate the information/knowledge and doing this builds understandings of the underlying concept(s).

When it comes to the 'reflect, review and iterate' aspect of the inquiry process, learners should by now be able to reflect directly on their experiences and also (with some educator prompting initially), be able to look at some of the implications of their reflections and devise ways to improve their thinking and practical inquiry process.

The result of this is that they may start reviewing processes they had been through and draw some conclusions from which they will be able to learn and which they can apply the next time they engage in the inquiry process. These learning reflections can be written up into their e-portfolio and they should also be able to add multimedia elements they created for the presentation of their inquiry.

## Year 7-10

This group of young learners simultaneously increase in confidence and capability as they explore the inquiry learning process. Some will even have reached the point of being able to extend the range of contexts into their own lives, applying the process to any personal questions or issues that they emerge.

At this point in their development it is crucial that they recognise this process as a lifelong learning inquiry process which, thought previously used only within the school context, does in fact have a much broader application across all aspects of their life.

This age range reaches a critical point when it comes to applying the inquiry process in an increasingly greater range of contexts within and outside of the learners "school world." If we are to prepare young people to manage substantial change on an ongoing basis it is absolutely imperative that we understand the relevance of the inquiry process in carrying out research and making effective decisions around the issues, problems and opportunities that will occur within their lives. Increasingly the personal relevance of the context used should improve.

From this point forward a major focus of the inquiry process will be its application to real-life situations e.g. planning school camps; day trips; fund-raising activities; the replacement

of playground equipment; redesigning their classroom; designing the lunch menu. Problem solving e.g. security; getting to school; and even developing their issues at school; safety in the playground; own curriculum, school logo/brand.

The list of opportunities within a school are endless and the more of these ideas that can be learnt and initiated, the better.

By now learners should be ready to develop their own subsidiary questions, setting out their own advocacy processes, increasingly managing the planning of the inquiry itself, carrying out more sophisticated research across a greater range of media and also making use of "primary source material". Primary source material is defined as when the learner(s) themselves make contact with the original source of their research material. This might be via the phone, web sites, online videoconferencing (e.g. Skype), e-mail, letter etc.

This process of gathering primary source material requires learners to be made aware of the safety protocols and acceptable use practices associated with this type of contact. These policies need to be age appropriate and need to be firmly established at each stage.

The synthesis, presentation of ideas and sharing of inquiry results should now be showing increasing signs of sophistication, resulting in an increased emphasis on the actions they may decide to take as a result of their inquiry if this is a required outcome. Effective frameworks for taking action can focus around "social actions" such as issues of local pollution problems, town/city development, care of the disadvantaged in their community, safety of younger learners, energy conservation, recycling initiatives etc.



When it comes to the 'reflect, review and iterate' aspect of the inquiry process, learners should be starting to recognise the link between reflection, review and iterate the subsequent results of applying this process. Initially this application may be quite limited and could involve refining the initial question or subsidiary questions modifying their discovery plan or doing some additional research. In general these will be isolated changes and will have limited effect on their progress towards completion of their inquiry. These learners are on their progress towards the completion of their inquiry. These learners are still very focused on "finishing" their work, and any remediation, editing or modification is seen as a negative commentary on what they have done.

This is the beginning of a considerably long journey in learning that the reflect, review and iterate process is a very complex one and that small changes made now can have substantive impact on the quality of the inquiry and may require substantial additional work in order to obtain an appropriate outcome. The application of the "reflect, review and iterate" process will increasingly become a key focus for this age group and those that follow.

## 18. CAREERS EDUCATION

At Shannon School the dimensions and benchmarks of the career educational and guidance programme are integrated into our curriculum, especially at the Year 7 and 8 level.

Most of the learning around these dimensions are developed through the school's Inquiry and Health units. In particular the resource kete: ***Dream and Discover*** will form the basis of helping students in Years 7 and 8 to gain awareness of themselves and their futures, and prepare them for the move to secondary school.

Students will attend Career expos, and similar opportunities, when available. When opportunities arise for Leadership courses/seminars we will encourage our students to attend.

Resources: all found at [www.careers.govt.nz](http://www.careers.govt.nz)

### Aims of Career Education in Years 7-8

*(Career education and Guidance in New Zealand Schools, Ministry of Education, 2009. P15)*

- Students increase their awareness of their strengths and interests, and how they relate to others. They see themselves positively, demonstrating a hopeful picture of themselves in the future.
- They explore adult roles in their communities and the range of occupations that contribute to the product and services people use in their daily lives, and demonstrate optimism that they will do the same in the future.
- They become aware of the link between education and work and the role of lifelong learning, understanding that people's skills are built up over time because of learning and experience.
- They develop transferable skills in research, goal setting, evaluating options and reaching decisions.
- They become aware of the style and nature of secondary schooling, and are prepared for this transition.

## 19. THE VIRTUES PROJECT

### - The Gifts of Character

(Also refer to Behaviour Curriculum, School Curriculum - School Values)

*"The Virtues Project is not about having control over children, but giving children the skills to have control over themselves."*

The mission of the Virtues Project is to provide empowering strategies that inspire the practice of virtues in everyday life. It was founded in Canada in 1991 by Linda Kavelin-Popov, a psychotherapist and community developer; Dan Popov, Ph.D., a clinical pediatric psychologist and scholar of the world's sacred texts; and John Kavelin, a Director with Walt Disney Imagineering. They were concerned about the rising violence among youth and families and wanted to do something to help.

The Virtues are 52 character traits which are valued by people around the world, regardless of culture or religion. They very much align with our own behaviour curriculum, based on restorative justice, the NZ Curriculum Values and our own school values.

They are a positive way to shape behaviour and build self-esteem.

### New Zealand Curriculum Values

New Zealand students are encouraged to value: excellence, by aiming high and by persevering in the face of difficulties. Innovation, enquiry, and curiosity, by thinking creatively, critically, and reflectively; diversity, as found in our different cultures, languages and heritages; respect for themselves, for others, and for human rights; equity, which means fairness and social justice; community and participation for the common good; care for the environment (the Earth and its inter-related eco-systems); integrity, which involves being honest, responsible, and accountable and acting ethically.

### Shannon School Values

Through working closely with our Community we have come up with the five values that emphasis the strength virtues we believe our students should possess:

- **Pride**
- **Courage**
- **Caring**
- **Effort**
- **Unity**



## The Virtues

The aim of our school is to develop a total environment of caring and respect that is integrated through every aspect of our school life. All children (and staff) will be encouraged to live by the virtues. *Note: the Virtues Project is not a religious programme.*

Our task, as teachers, is to speak the language of the Virtues in positive and supportive ways ("do's" rather than "don'ts") that facilitates the development of the virtues as a natural path of life.

Children will learn about their **Strength Virtues** (the ones that they are able to put into action) and their **Challenge Virtues** (the ones which need to be developed).

- Through the virtues project/programme we aim to:
- Provide a secure and safe environment.
- Provide positive role models and expect high standards of social skills and behaviour.
- Encourage and model and practise positive social interactions everyday in our classrooms.

### Purpose of the project - Five Strategies of the Virtues Project

- Cultivate a positive, shared, common language -  
**Speak the language of the virtues.**
- Appreciate our strengths, or name our weaknesses to correct them -  
**Recognise teachable moments.**
- Know what is expected of us, and what we will tolerate in others -  
**Set clear boundaries.**
- Respect, value and appreciate the uniqueness of each person -  
**Honour the spirit.**
- Support moral choice and peaceful conflict resolution -  
**Offer the Art of Spiritual Companionship.**



## School Practice

The virtues guide uses "teachable moments" to help children become aware of their own capacity to use qualities such as honesty, truthfulness, justice, and self-discipline to solve their problems, peer mentor one another, and engage with staff. e.g. a 'teachable moment' may occur on the playground when two children are in conflict with one another. The teacher uses the moment to engage the children in identifying how the situation could be different if we used one of the virtues such as the quality of respect or courtesy.

The virtues need to be reinforced throughout the school, and teachers use the programme as part of their classroom programmes. Teachers need to work with the children on a particular virtue/s 'of need'. e.g. maybe there has been an incident of stealing—the class virtue/s of the day or week could centre around 'honesty' and 'trustworthiness'. Children may suggest a pertinent virtue for the day or week and will need to explain their choice.

Oral discussion around the virtues is essential. A lesson on a virtue should not be 'taught' in a written only manner - it should not be used as a copying exercise. Children should be involved in discussing what the virtue means to them using their own real life examples. The teacher could provide activities related to the virtue/s e.g. posters, role plays, drawings, poetry, craft (mobiles), sharing circle, related stories/fables etc...

Once familiar with the virtues, a teacher can ask, for example, when leaving the room "What virtues could you practise to keep working on your activities while I am gone?" The children might answer "self-discipline" and "trustworthiness". When returning to a quiet and productive classroom the teacher can then thank the children for their self-discipline and trustworthiness, reinforcing the children's sense of personal capacity.

The virtues may be particularly useful to reinforce before EOTC experiences, school camps, teacher's knowing they will be absent from class, class activities where for example perseverance, excellence or creativity is required.

The outcomes for the virtues should be positive and mainly intrinsic. However there are times where a class reward may be appropriate and individual children may be 'honoured' through an individual award certificate. Positive messages need to go out to the children and community through newsletters and assemblies reminding others of the virtues and celebrating when used by individuals, groups, a class or the school in general.

# VIRTUES

Assertiveness	Puaki-tia	Friendliness	Whaka-hoahoa	Patience	Manawaroa
Caring	Manaaki	Generosity	Ohaoha-nga	Peacefulness	Rangimarie
Cleanliness	Nohotika	Gentleness	Humarika	Perseverance	U-tonu-tanga
Commitment	Herenga	Helpfulness	Awhina	Purposefulness	Whakatara-nga
Compassion	Pa-te-a-roha	Honesty	Pono-nga	Reliability	Mahi-pono-tia
Confidence	Maia	Honour	Honore	Respect	Whakaute
Consideration	Aaro-nui	Humility	Ngakau Papaku	Responsibility	U-tanga
Cooperation	Mahi Tahi	Idealism	Whakaaro Rangatira	Self Discipline	Whaiaaro
Courage	Hautoa	Integrity	Ngakau	Service	Mahi-pono mo Katoa
Courtesy	Whakaaro-atawhai	Joyfulness	Harikoa	Tact	Maioha
Creativity	Waihangatanga	Justice	U-ki-te-tika	Thankfulness	Whaka-whetai-nga
Detachment	Wehenga - Ke	Kindness	Ngakau Atawhai	Tolerance	Tuku-marie
Determination	Hiri-nga	Love	Aroha	Trust	Whaka-ae-tika
Diligence	Puku-mahi	Loyalty	Ngakau Pono	Trustworthiness	Matatika-nga
Enthusiasm	Kai-ngakau	Moderation	Ata Ngawari	Truthfulness	Whakaata-pono
Excellence	Tino Pai-rawa	Modesty	Whaka-mowai	Understanding	Mohio Pai
Flexibility	Ngawari-wari	Orderliness	Whaka-tikatika	Unity	Kotahi-tanga
Forgiveness	Muruhara				

These Virtues are within each of us. Some of these are strength Virtues and some require nurturing and growth. The strength of acknowledging their existence within each person lies in the idea of the essential goodness of each human being. Within the school context it helps us maintain a more positive attitude to the Behaviour as a curriculum rather than a management system.