Papatoetoe Intermediate School

CURRICULUM and PEDAGOGY HANDBOOK <u>2023</u>

Papatoetoe Intermediate School Curriculum Handbook

PAPATOETOE INTERMEDIATE SCHOOL - Our Journey

Our children are on a journey

From childhood to adolescence,

From dependence to independence.

A journey from primary school,

To secondary school.

From the known and the comfortable,

To the unknown and the new.

It is a journey full of opportunities and… of risk and challenge.

Defined by changes in body, mind and emotions.

The journey is sometimes assailed by the tides of friendship,

The undercurrents of temptation,

The pull of parents and whanau, culture and beliefs

and the promises of the wider world.

It is a journey that all our students take.

Their families bring them to us

And, with us as their guides and mentors,

the children embark

at the start of Year 7

to disembark

at the end of Year 8.

It is our task to cater for their needs,

Keep them safe,

Teach them the skills they need.

So that they will be fit and well prepared

for the next phase of their education.

PAPATOETOE INTERMEDIATE SCHOOL CURRICULUM
Papatoetoe Intermediate School is a 'vessel',
Its curriculum a waka;
That carries the children in this local area
From one 'place'....to another...

The principles;
- These are the waka… these principles contain and define us
- These are the **'body'** of the waka.

Our Curriculum
Our Principles are based on:

High expectations
- Our curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Our school values are;
- **S - Safety**
- **T - Trust**
- **A - Attitude**
- **R - Respect**
    - These sustain us on our journey… they are the cause of celebration

The Key Competencies:
- Ensuring our success… during our journey… and after this part of our journey is over.

The Learning Areas;
- Our **paddles**…. that move us from one curriculum level to another

Papatoetoe Intermediate School – Principles

*These are the waka… these principles contain and define us; These are the **'body'** of the waka.*

The Principles - NZC	The Principles – Papatoetoe Intermediate School
High Expectations *The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.*	● All students set goals with the help of their teachers and parents with a view to personal progress and excellence. Student goals are SMART (Specific, Measurable, Achievable, Realistic and Time bound) ● Students know the learning intentions, are empowered to use self- and peer-reflection against success criteria, and then aim for their next steps. ● Teachers provide multiple opportunities for students to achieve their goals both within the school walls and beyond.
Treaty of Waitangi *The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.*	● Te reo me ōna tikanga Māori is integrated within the classroom programmes. ● Whānau are consulted and involved in decision making. ● Students and teachers have opportunities to be a part of initiatives that focus on Māori. ● All students stand tall in their turangawaewae.
Cultural Diversity *The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.*	● Diversity is respected, shared and celebrated within the curriculum and the school. ● Students and staff are encouraged to contribute to programmes in a way that reflects the variety of cultures and traditions that make us who we are; connected as citizens of New Zealand and of the world.
Inclusion *The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognized and affirmed and that their learning needs are addressed.*	● All students are given opportunities to be their best within our school; encouraging of varying talents, abilities and needs. ● Students and staff are alert to bias and challenge preconceptions.
Learning to Learn *The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.*	● Students and teachers are encouraged to reflect upon their learning; how it came about and how to improve it in the future. ● Teachers reflect critically on their practice and how it has improved student learning. ● Students and teachers act upon agreed learning pathways. ● A learner-centred pedagogy is seen in all classrooms.
Community Engagement *The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.*	● The home/school/student partnership is used as a base to engage and support the learner. ● Community agencies are encouraged to participate within the programme. ● The community is encouraged to provide learning programmes on our school site.
Coherence *The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.*	● There is meaningful integration within learning areas and contexts for study; authenticity of experiences is encouraged. ● Students are encouraged to explore a wide range of choices within Inquiry Learning, including significant assessment, which may open up new areas of interest for further learning. ● A curriculum based on a rich big question encourages the use of Inquiry Learning pedagogy.

Future Focus *The curriculum encourages students to look to the future by exploring such significant future-focused issues such as sustainability, citizenship, enterprise, and globalisation.*	● Significant issues form an integral part of our curriculum; both student and teacher initiated. ● Students and teachers are encouraged to consider actions that promote leadership in becoming citizens of our future. ● Students and teachers explore the e-learning/digital commitment to ongoing learning

Papatoetoe Intermediate School - Key Competencies

Ensuring our success during our journey and after this part of the journey is over capabilities for living and lifelong learning

There are five identified key competencies in the New Zealand Curriculum. These are the competencies that people use to live, learn, work and contribute as active members of their communities. These are fundamental to real learning in all learning areas and as a member of society.

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

Successful learners make use of these competencies in conjunction with other resources available to them inside and outside the walls of the classroom. All staff within the school assist students in developing these competencies and, as they do, they become more motivated to use them, recognising when and how to do so and why.

The competencies develop over time, through interactions and with explicit reference in various situations. Students need to be challenged and supported to develop these in wide-ranging contexts.

We encourage teachers to ensure that they use SOLO, as a consistent thinking tool that is used throughout the school. We also expect all teachers to identify how students in their classes can practice and progress in the Key Competencies. Support is available from Syndicate and Curriculum Leaders.

Reports to parents require teachers to make general comments based on progress in the Key Competencies. In order to report on this, teachers will need to have actively taught and 'assessed progress'.

Papatoetoe Intermediate School - Values
These sustain us on our journey… they are the cause of celebration
(To be encouraged, modelled and explored)

Aim
Values are expressed in the way our students think and act, for themselves and towards others within our school and when out in the community. The values are evident within all aspects of school life; demonstrated by all members of the school. The core value is that of respect; for self, for others and for human rights.

Guidelines:
Within our school the Values of the NZC and our community are delivered through the PB4L initiative and through classroom programmes.

- Classroom programmes and PB4L lessons will be used to connect the teaching and learning of values to students' lives within and outside the school.
- All staff members actively participate in teaching and modelling the STAR expectations.
- Values outlined in the NZC will be evident within individual classrooms and through learning area programmes. They are:

NZC Values	PIS Curriculum Values
· Excellence · Innovation, inquiry and curiosity · Diversity · Equity · Community and participation · Ecological sustainability · Integrity	· S - Safety · T - Trust · A - Attitude · R - Respect We also highly value: ● Cooperation ● Tolerance ● Responsibility ● Perseverance ● Honesty ● Reliability ● Self-discipline

STAR Values at Papatoetoe Intermediate

Safety

- We respond to any notices, instructions or alarms.
- We move in all areas in an appropriate manner.
- We report anything unsafe to an adult.
- We use all the equipment in a safe and correct way.
- We bring safe and permitted items to school (will not bring anything that is unsafe into our school).

Trust

- We are in the right place, at the right time, doing the right things.
- We protect our school name and will report to an adult anything that may bring our school into disrepute.
- We protect ourselves and others by making sure we have permission to share information such as; photographs, images or stories.
- We report to a staff member any activities or behaviours that would reduce the trust we have for one another.

Attitude

- We follow instructions.
- We have a positive 'can do' attitude towards ourselves, our learning and one another.
- We wear our correct school uniform with pride.
- We encourage and support others to have positive and productive attitudes towards all aspects of school life.

Respect

- We positively acknowledge individual similarities and differences (This includes culture, religion, gender etc)
- We are polite and use our manners.
- We look after our own, other people's and school proper-ty (We do not steal, damage, or destroy another person's or school property, including animals).
- We care for our environment by; putting rubbish in the right place and keeping our school clean.

PAPATOETOE INTERMEDIATE
STAR SCHOOL
SAFETY • TRUST • ATTITUDE • RESPECT

● Individuals, including staff members, and whole classes are acknowledged for practising the school expectations through school-wide incentive systems and staff acknowledgements.

● Action research may be used to assess the use of values within different contexts.

Values and Behaviour
Please also refer to "The STAR way" and "Learning Support and Guidance" handbooks.

Clear and consistent school-wide expectations and values underpin all our positive learning behaviours at Papatoetoe Intermediate School.

Our school adheres closely to the Positive Behaviour for Learning initiative is about improving academic and behavioural outcomes for all students. Our school has always placed a strong emphasis on positive interactions and good behaviour for all on our school site. This initiative aims to make positive behaviour in our school the norm. We call it the 'STAR Way'.

PB4L is a school-wide framework which is consistently applied across both classroom and non-classroom settings (such as playground, corridor, buses). Where appropriate behaviours are clearly defined and taught by all staff members. It builds on what we are currently doing, and covers a broad range of systemic and individualised strategies for achieving important social and learning outcomes for all students.

The focus is on
- Promoting appropriate behaviour
- Developing students' social skills
- Reinforcing desired behaviour
- Consistently addressing and reducing inappropriate behaviours
- Using data-based assessment and problem-solving to address concerns

The expected outcomes include:
- Increased positive reinforcement strategies for all students
- A whole community approach to working with our young people
- A strengthened school vision of raising academic performance
- Teachers are able to define specific inappropriate behaviours, analyse, then specify and support replacement behaviour.
- Staff applied use of a functional assessment approach when examining behavioural concerns
- Improved effectiveness of individual interventions

Some Programmes and approaches that support values / behaviour across the school include:
- Cool Schools
- Life Education van
- School Health curriculum units
- STAR weekly foci as a school - unpacked in classrooms and at school assemblies
- STAR way processes; Cyber Safety expectations etc

Our Graduate Profile

Integrated throughout our school curriculum are a variety of opportunities for students to develop. Our Graduate Profile is about our students being: Effective Communicators, Connected, Learners with Healthy Minds and Bodies.

GRADUATE PROFILE

Our students are: Effective Communicators, Connected, Learners with Healthy Minds & Bodies

Effective Communicators	Connected	Learners	Healthy Bodies	Healthy Minds
• Confident • People skills • Listening & Being Heard • Independent • Seeks to understand • Respectful • Relational, restorative • Demonstrates appropriate leadership • Shows Empathy & Compassion	• Demonstrates Cultural connectedness & responsiveness • Shows & supports Belonging • Celebrating & supporting diversity • Demonstrating skills for Citizenship • Participates in environmentally sustainable projects • Shows global connection • Being inclusive • Showing respect	• Focused on goal setting & achievement • 'Engaged' in learning • Self-motivated • Shows 'agency' & self determination • Seeks opportunities • Shows academic progress & success • Has a 'can do' attitude	• Fit & active • Eats & drinks healthy things • Demonstrates understanding & management of puberty & changes • Shows cleanliness • Is a 'Team Player' - participates • Risk taking • Trustworthy	• Demonstrates a 'growth mindset' • Happy & positive • A Problem solver • Focus on 'safety' of self & others • Resilient, & demonstrates 'grit' • Engages in spiritual & emotional growth • Develops long term positive habits & positive attitudes • Shows positive on-line behaviours • Optimistic

PAPATOETOE INTERMEDIATE
STAR SCHOOL
SAFETY ★ TRUST ★ ATTITUDE ★ RESPECT

ENSURING CONSISTENT SCHOOL-WIDE PEDAGOGY at Papatoetoe Intermediate School

Our continual focus:
"All teachers use a consistent school-wide pedagogy that enhances consistency of approaches to learning, clear classroom expectations and provides a cohesive approach to the teaching of thinking and problem solving".

What do we do as a school to support teachers? (Some specific examples)	Resources / Templates / Evidence etc
Consistent Approaches to Learning	
- An annually reviewed "Curriculum and Pedagogy Handbook" is provided to all teaching staff. This is reviewed and enhanced each year by curriculum leaders and teams. It outlines curriculum areas: essence statements; how it is covered in the school; how to go about planning; what is expected during the learning time. - Staff meetings are mostly PD focused. - Syndicate meetings discuss each core curriculum area once every 4 weeks. Teacher's problem solve and discuss target students. Meetings also include time for planning discussions etc. - Staff discussions are held regarding "what an effective Mathematics / Reading / Writing" lesson should look like / sound like etc. - Regular observations and PAC (Practice Analysis Conversations) between teachers and leaders. - Classroom observations - Pap Int way - Class climate surveys / Skodel surveys	"Clarity in the Classroom" by Michael Absolum. Engagement Observation sheet. Curriculum Handbook Assessment Handbook Visible learning strategies for teachers (John Hattie) Pap Int Way Class climate Survey
Clear Classroom Expectations	
- Every classroom has a laminated 'STAR Classroom Expectations' matrix to display. - There is a STAR focus each week and this is mentioned at assemblies. - Every week a STAR lesson is taught in every classroom. - STAR nominations are available to all staff.	STAR Way Handbook SWIS data Class climate survey Engagement data
Cohesive approach to thinking and problem solving	
- Expectation that SOLO approaches etc are evident within planning / lesson delivery. - Same 'attention' signal/s used school wide. - SOLO posters available for all classrooms. - Planning checks and observations focused on the use of SOLO. - Specific reflection and teaching of 'key competencies' within planning / teaching	SOLO Handbooks by Pam Hook. Pap Int Key Competencies reflective document

THE LEARNING AREAS

Our paddles…. that move us from one curriculum level to another
• English and other languages
• Mathematics and Statistics
• Science
• Social Science
• The Arts; Music, Visual Art, Performing Arts
• Technology
* Digital Technologies
• Health and Physical Wellbeing

We also include within our curriculum:
● Education for Sustainability
● Careers
● Te Reo and Learning Languages

Staff are also placed into curriculum teams to assist with: Data analysis, planning, resourcing etc
● English, Mathematics and Social Science / Inquiry
● PE, Science, Tech/Arts
● Other sub groups include: Ed4Sus

Refer to TOW book for curriculum team allocation

English and other languages

Philosophy statement:
We will provide an environment conducive to learning. Literacy knowledge that will help them be successful in achieving their lives' goals, opportunities. Feedback that will help them learn, and help them as they become and remain motivated to be successful both in Literacy and in applying their knowledge to participate as active members of society.

This curriculum area is covered in our school through…
- Classroom based lessons and other structured opportunities across the curriculum
- ESOL and Learning Support withdrawal and in-class support
- Working 'across the curriculum' in a variety of contexts – technology, assemblies, the arts, cultural groups etc.

Provision in this curriculum area for assessment and reporting, planning and classroom delivery
- As this is a 'priority learning area' and a significant number of our students are not yet meeting expectations, we ensure 1 ½ hours of 'dedicated' 'Literacy Learning' every day.
- Planning by classroom teachers for individual student learning pathways is based on a variety of relevant assessment data (Diagnostic, formative and summative).
- Literacy learning is promoted school-wide by all teachers.
- Students who need additional support are identified and learning support programmes are devised in-class, with whanau, and possibly by withdrawal.
- Students are expected to understand and 'own' their learning pathways and this is ideally communicated effectively with whanau.
- WALTs and RTs are co-constructed with learners and group time is used for robust discussions around text / written pieces.
- Shared use of modelling books to record student learning
- See Assessment Schedule re assessment and reporting *(Assessment Handbook)*

Students requiring intervention:
- Students who are identified as Well Below / Below their year group expectation; as shown in their OTJ information from the end of the previous year
- Students who are achieving Well Below / Below, who are identified using 'other' assessment tools by the Learning Support Leader, Assistant Principals, Syndicate Leaders and classroom teachers
- Students not making progress over a period of time, who are identified by Teachers/Syndicate Leaders/Assistant Principals and/or the Learning Support Leader
- ICS funded students
- ELLs funded students

STUDENTS identifying themselves AS READERS
LITERACY- MAKING MEANING:*Students will read, respond and think critically about texts*

Instructional Reading Time:
"Our job is to inspire students to BE readers" **(Duffy).**
- Groups arranged based on learning needs (Data: STAR, asTTle/PAT, group observations)
- Groups – ability to be FLEXIBLE and changing. This means students grouped for learning needs but may then go back to reading a group text based on ability.
- Weekly planning written as WALTs and R.Ts or questions to prompt rich discussions.
- Students pre-read pages/chapter/article PRIOR to instructional time. Record tricky words and how they solved them ready for sharing in discussion time.
- Rich discussion time with an emphasis on student sharing. These also include rich, divergent questions.
- Practice tasks presented as Must Do/May Do so choice is involved. Emphasis on reading or reading responses not skill worksheets.
- Provision of resources that are relevant to the students.

Resources
- 'Explaining Reading' by Gerald G. Duffy
- NZC
- Literacy Learning Progressions
- Effective Literacy Practice Years 5 to 7
- 'Teaching Reading Comprehension Strategies and practical classroom guide' by Sheena Cameron.
- TKI – Literacy online. ESOL online and Effective literacy pedagogy.
- 'The Reading Book' by Sheena Cameron and Louise Dempsey
- 'The Oral language Book' by Sheena Cameron and Louise Dempsey

Some additional resources to support learners at various levels:

	Well Below	Below	At	Above
e-resources	- Stepsweb - Ed Puzzle - Storyathon - Wheelers - Sparklebox - Twinkl - Pobble - Sunshine Books - ARBs	- Kiwi Kids News - Ed Puzzle - Storyathon - Wheelers - Sparklebox - Twinkl - Pobble - ARBs	- Kiwi Kids News - Ed Puzzle - Storyathon - Wheelers - Twinkl - Pobble - ARBs - e-reading	- Kiwi Kids News - Ed Puzzle - Storyathon - Wheelers - Twinkl - Pobble - ARBs - e-reading
resources	- Culturally diverse books in the school Library - Resource room	- Culturally diverse books in the school Library - Resource room	- Culturally diverse books in the school Library - Resource room	- Culturally diverse books in the school Library - Resource room
Ensure students have a balance of printed texts and digital material to engage with.			

Environment
- Classrooms saturated with books - Pick 'n Mix boxes, non-fiction, picture books, sophisticated picture books, novels, articles
- Learning progressions on walls AFTER unpacking with students and students have annotated them.
- Appropriate space for the groups to be able to work; easy access for groups to obtain resources required.
- Explanations of reading strategies written by students on the walls
- Self and peer assessment integral to the programme
- Modelling books accessible to students
- Author investigations
- Culturally responsive texts/resources

Example of a READING WEEKLY plan (two rotations)

	Session 1	Session 2	Session 3	Session 4	Session 5
GROUP 1	Teacher (New learning)	Must do / May do	Must do	Must do/May do	Teacher holds opt-in workshops. Teacher working with target group students again. Etc
	Must do		Teacher (Divergent questions)	Pre-Reading Task	
GROUP 2	Must do	Must do/May do	Teacher (New learning)	Must do / May do	
	Teacher (Divergent questions)	Pre-Reading Task	Must do		
GROUP 3	Must do / May do	Must do	Must do/May do	Teacher (New learning)	
		Teacher (Divergent questions)	Pre-Reading Task	Must do	
GROUP 4	Must do/May do	Teacher (New learning)	Must do / May do	Must do	
	Pre-Reading Task	Must do		Teacher (Divergent questions)	

Example of a READING WEEKLY plan (one rotation)

Groups/Student names	Session 1	Session 2	Session 3	Session 4	Session 5
Group 1	**Teacher LI: RT: Text:**	**Follow up**	**May do/must do**	**Must do/Pre reading**	**Teacher holds opt in workshops Target group students**

Group 2	Must do/Pre Reading	Teacher LI: RT: Text:	Follow up	Must do/may do	Students reflection Teacher reflection SOLO reflection of learning
Group 3	Must do/ May do	Must do/ Pre reading	Teacher LI: RT: Text:	Follow up	**May do:** Novel study Comprehension cards
Group 4	Follow up	Must do/may do	Must do/Pre reading	Teacher LI: RT: Text:	Reading online Activity cards Peer reading Kiwi Kids news Wheelers online

Explanation of possible reading 'tumble' tasks:

Pre-Reading:

Read Material **prior** to a teacher session (sometimes 2-3 pages). This could also be a vocabulary task.

Teacher session:

The text is introduced. The teacher then explains the **learning intention**. Following this, the teacher **models** the learning through a 'think aloud' approach. A copy of the text, or section being focused on, is in the **modelling book**. Once the teacher has completed the 'modelling', the students are then asked "what did I do (teacher) to be able to …(referring to the learning intention). The 'remember to's' are then recorded in the modelling book next to 'where the teacher' completed the 'action' - **co-construction** of the success criteria (remember to's). The children then **practice** that strategy with the rest of the text. Students are given **divergent questions** for the next session.

Teacher check in session:

Teacher engages with the group that he / she met with previously. **Divergent questions** are asked during this session. (Please refer to 'supporting documents' towards the back of this handbook for explanation of 'divergent questions'.)

Must Do tasks:

These are reading activities that link back to the 'new learning' learning intention. This might include: a different text; read theory etc.

May Do tasks:

These are tasks that focus on the 'maintenance' of reading strategies etc. For example, this may include: independent reading; author study etc.

Opt-in sessions:

These are sessions that a teacher has carefully selected as '**gaps**' within students' learning. The teacher selects some **specific students** who require additional support in this 'learning' while also providing an opportunity for other students to **'opt -in'** if they would like an additional session.

Students identifying themselves AS WRITERS / AUTHORS
LITERACY-Creating Meaning: Students will think about, record and communicate.

Instructional Writing Time - what will be observed
- Teacher modelling sessions
- Teacher Think alouds
- Students grouped based on instruction of learning needs (**draft writing books,** writing **samples).**
- Student groups are flexible - based on needs.
- Teachers 1-1 against success criteria - conferencing for improvement, at least once a week for every student.
- Teachers group students based on needs as well as providing opt-in sessions for students.
- Weekly planning is written as Learning Intentions and S.C. Students to be conferenced are named.
- Learning Intentions are shared and Remember tos co-constructed using models (at year group expectation or higher)
- Students are aware of the **PURPOSE** and the **AUDIENCE** prior to writing any piece
- Students write for a specific audience and specific purpose over days. Each day's writing is dated.
- Provide students with choice / options, where students are practising their learning.
- Writing opportunities across the curriculum.
- Self and peer assessment against R.Ts When achieved, they are highlighted by the student.
- Students write for 10 minutes, assess/proofread for 5, write for 10 mins, assess/proofread for 5 mins, write for 10 mins, assess/proofread for 5 mins.
- Writing cycle-planning, writing, self or peer assess, planning, writing, self or peer assess planning, writing, edit, PUBLISH
- Students publishing work several times per term-authentic purpose (to a specific audience) e.g. EDUCA
- Emphasis on quality of Writing , not quantity.

Resources
- Effective Literacy Practice Years 5 to 7
- NZC / Literacy Learning Progressions
- TKI – Literacy online. ESOL online and Effective literacy pedagogy.
- PacT tool illustrations - available online.
- "I've got something to say" by Gail Loane
- 'The Writing Book – A practical guide for teachers' by Sheena Cameron and Louise Dempsey
- 'Effective Writing Instruction' by Alison Davis
- 'The Oral Language Book' - by Sheena Cameron

Environment - what will be observed
- Classrooms saturated with print - Writing exemplars for students to refer to; writing process available to refer to; Explanations on the walls of writing genre features written by students.
- Teachers and students highlighting where R.T. has been met with feedback in 'draft writing' books.
- Teachers written prompts for improvement as feed-forward in draft writing books.
- Teacher models used at instructional time are the level above the current level of students in the instructional group.

- Students have a 'model' book where models are pasted in to highlight the strengths of the writing or the R.T. being taught. This would include a variety of genres as taught and a variety of levels to lift achievement. Students would annotate the models.
- Modelling books accessible to students
- Learning progressions on walls AFTER unpacking with students and students have annotated them.
- Appropriate space for the groups to be able to work; easy access for groups to obtain resources required.
- Self and peer assessment integral to the programme

Example of a WRITING weekly plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Ist half of session	**Workshop:** **L.I.**: **Model:** **Remember to:**	**Conference:** (Names are noted) Rest of class: **WALT:** **RTs:** **Task**	etc	etc	Teacher may also allocate this time for pieces of work to be produced/edited and shared via EDUCA
2nd half of session	**Conference:** (Names are noted) Rest of class: **WALT:** **RTs:** **Task**:	**Workshop:** **L.I.** **Model:** **Remember to:**			
Students not involved in session / conference	The below may run for the 'whole' writing time. • Publishing written pieces (i.e a well written paragraph; introduction etc). • Writing choices - students select purpose or audience. • Free writing (writing mileage) • Writing Legends activities • Picture prompts				

Explanation of tasks:

Workshop:

No more than 8 students, **targeted learning** for that group, modelling book, co-constructed remember to's, using a teacher model, practise with the teacher, **meaningful follow up** - using this learning in their writing.

Conference:

Respond as a reader to their writing. Before the conference the student **needs to highlight** where they have **achieved** the learning, 5 minutes per student, aim to see every child each week, focussed on one part of the writing, **feedback linked** to workshops and remember to's, **visual reminder**s or codes eg; an ear for 'check if sounds right' (student generate). If time allows, give feedback on the complexity of ideas.

Must do / May do:

Must Do: One piece of writing they need to do that **links into their learning .**

May Do: Array of **different activitie**s that students can pick or **choose** the genre of writing based on student interest.
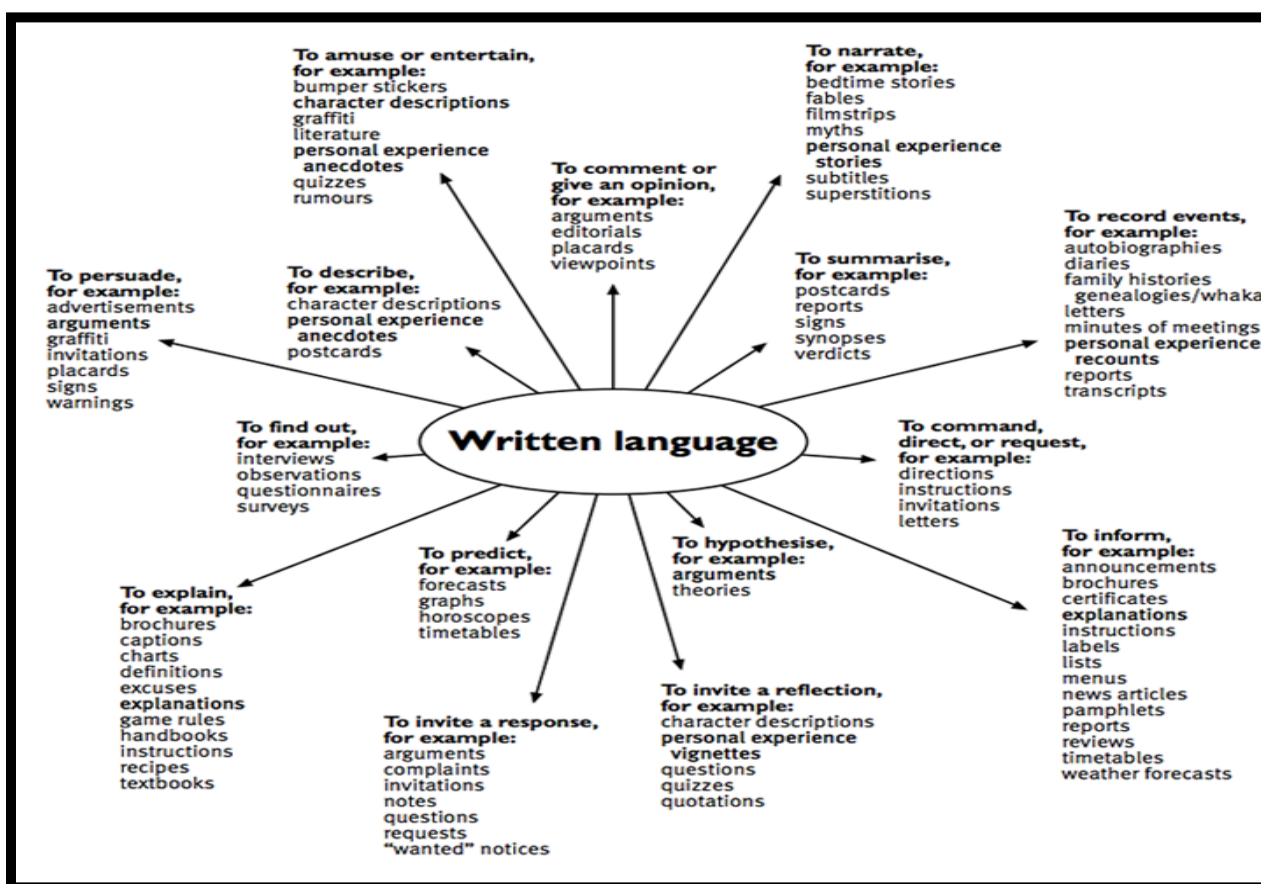
Year overview – Literacy 2023 (Guide)

Each classroom / syndicate is to find meaningful audiences and purposes for writing throughout the year. Below are just <u>suggestions</u> of when particular written language 'purposes' could be more appropriate based on the time of year / concept being covered.

ODD YEAR	BELONGING		JOURNEYS	
	Term 1	**Term 2**	**Term 3**	**Term 4**
Purpose	To Inform ● ● Student Profile ● STAR Values ● Brochures Papatoetoe Intermediate To Record thoughts and ideas ● Diary writing ● Free Writing	● To Explain ● To Instruct ● Instructions ● Recipes To Inform ● Portfolio	To Persuade ● Speeches (Oral language) Advertising	School/syndicate focus ● Writing CV's ● Speeches for leadership
To Entertain	Myths and Legends To Retell events To clarify	Plays / script writing Myths and Legends	Poetry/Oral Language/Songs/ Waiata	To Request ● CV ● Job application ● Leadership roles
	To Narrate-Throughout the year Free Writing/SSW/Buddy Writing			

EVEN YEAR	WORKING AS ONE		COMPETITION	
	Term 1	**Term 2**	**Term 3**	**Term 4**
Purpose	To Inform ● Student profile ● Research reports/ brochure ● respond to academic tasks ● Portfolio ● EDUCA	To Inform ● Fighting for Freedom ● Role of Women in War ● Maori Battalion ● Impact of Sealers and Whalers etc ● EDUCA	To Persuade/To Instruct ● Oral language eg speeches Advertising/persuasive language ● EDUCA	To Inform ● School Yearbook ● Careers ● Leadership applications ● EDUCA
	Poetry/Oral	Oral Language/Plays	Myths and Legends/	To Request

To Entertain	Language/Songs Myths and Legends/ To retell events	script writing (use Soc Sci as prompts)	To retell events	- CV - Job application - Leadership roles
	To Narrate-Throughout the year Free Writing/SSW/Buddy Writing			

Purposes and text forms: Written language diagram: Integration with other curriculum areas is essential in order for students to become more aware of the PURPOSES of writing and the variety of 'structures' that come with those. Other purposes etc should continue throughout all terms alongside the 'focused purpose'.

Purposes and text forms: Written language diagram:
http://assessment.tki.org.nz/Assessment-tools-resources/The-NZ-Curriculum-Exemplars/English-exemplars/Teachers-notes-rationale/Purposes-and-text-forms-Written-language-diagram

- Library sessions should have a WALT in teachers weekly planning.
- Students have to be engaged in reading activities during library sessions.
- Noise should be to a minimum when in the library so there is a QUIET environment for individual reading but also allowing a reasonable 'noise limit' for groups to discuss ideas etc.
- Teachers are encouraged to spend some of the session **reading to** their class.
- Games are only made available to be played at BREAK TIMES, such as board games and card games.
- Students should not be crowding together for chats.
- Teachers are expected to be with their class for the entire time and to actively engage with the students.
- Students should only walk when in the library.
- Librarians should be issuing / returning books during the class library time (one can do this while the other is shelving).
- Encourage students to read and talk about different authors, series and other interesting facts about books.
- Allow time before the end of sessions to tidy up all areas ready for the next class.
- Teachers are not to send groups of students to the library and expect library staff to 'supervise' them. (You may like to arrange with another teacher for a small group to work while they have their time - put this must be approved by the other teacher and the students made aware of what they are expected to do in that time, what time to return etc)
- If you know your class will not be using the Library for your allocated session, you may like to offer this to another teacher or arrange a swap.
- Students need to be reminded the below regarding issuing of books:
    - Books should be issued and not shared amongst friends as it can get lost or misplaced.
    - Books should not be issued under someone else's name as the responsibility is yours to look after the book/books.
    - Students will be notified if a book gets lost.
    - Students get reminders for overdue books which should be actioned as soon as they have received the email or come and talk to the librarian.

Remember:
- Library sessions are important as they support a range of literacy skills.

Te Reo and Learning Languages

Our philosophy statement is:
- The concept of ako describes a teaching and learning relationship, where the educator is also learning from the student and where educators' practices, informed by the latest research, are both deliberate and reflective. Ako is grounded in the principle of reciprocity and also recognises that the learner and whānau cannot be separated. It recognises the knowledge that both teachers and learners bring to learning interactions. It acknowledges the way that new knowledge and understanding can grow out of shared learning experiences.
  This powerful concept has been supported by educational research showing that when teachers facilitate reciprocal teaching and learning roles in their classrooms, students' achievement improves
- Te reo Māori is a beautiful indigenous language that enhances any child's learning, and deserves the active support of all classroom teachers.
- Languages link people locally and globally, providing a deeper understanding of identity and belonging.

This curriculum area is covered in our school through …
- Te Reo Maori will be taught by all classrooms teachers at least once a fortnight (set lessons as well as integration)
- Cultural Groups and Academies
- In class incidental learning
- Powhiri at the start of each year and Mihi Whakatau throughout the Year for new staff.
- School-wide events such as Matariki, Te wiki o Te Reo Maori, International Day, Diwali etc.
- Karakia said in all classrooms once the music finishes for the start of the day and end of each day at 2:55pm by a student / within assemblies etc.
- Waiata – to be taught in all classrooms and during assemblies etc. School Waiata sung in the morning, students stand for this
- PD for staff
- Cultural groups – Some after school sessions also provided

Provision in this curriculum area for assessment and reporting, planning and classroom delivery…
- Assessment of Te Reo Maori is reliant on anecdotal information and set assessment. This forms the basis of planning.
- We promote and support assessment of languages through participation in speech competitions.
- Planning is 'collective' and adjusted to specific classes and groups.

An example of a Te Reo lesson sequence:

Time	Content
5 mins	Begin with a game to reinforce basic knowledge
15 mins	Explicit teacher lesson ● oral language and practical based as much as possible ● Ako – students learning off each other; teacher learning off students etc

20 mins	Student activity: ● Follow up from lesson ● Oral practice

Environment
- Karakia on display; Classroom responses on display; current Te Reo learning on display
- Use of classroom labels; Teachers and students using common phrases / commands throughout the day
- Magnetic date strips used daily

Key Resource/s
- Ka Mau te Wehi - An introduction to Te Reo Māori teacher's guide and support material
  - TKI Ka mau te wehi
- Maori Made Easy by Scotty Morrison

Online resources
- TKI Te Reo Teacher Tools
- Tōku Reo
- Maori Dictionary
- Te Reo Māori Classroom
- Te Reo Club
- Ka Hikitia
- Te Whanake
- Reo Māori
- The Maori Club

Incorporation of Te Kupu o Te Wiki
- Teachers will be sent out a 10 week slide of 'Kupu of the week' to implement with their morning routine and build student Te Reo Māori vocabulary

Te Reo and Te Ao Māori - Unit Plan 2023
- Plan sent to teachers prior to new year

2 year overview

	Term 1	**Term 2**	**Term 3**	**Term 4**
Odd Year	● Lesson 1: Waiata/Karakia ● Lesson 2: Pronunciation ● Lesson 3: Days of the week ● Lesson 4: Date in Te Reo ● Lesson 5: How are you?	● Lesson 6: Where are you from? ● Lesson 7: How many? ● Lesson 8: Where is…? ● Lesson 9: Tour de Aotearoa! ● Lesson 10: Tour de Aotearoa!	● Lesson 11: Revision ● Lesson 12: Colours ● Lesson 13: Colours and clothing ● Lesson 14: likes/dislikes ● Lesson 15: Family	● Lesson 16: Revision ● Lesson 17: Marae ● Lesson 18: Māori Gods ● Lesson 19: Powhiri
Even Year	● Lesson 1: Waita/Karakia ● Lesson 2: Pronunciations ● Lesson 3: Greetings ● Lesson 4: Family/ Whakapapa ● Lesson 5: possessions	● Lesson 6: Weather ● Lesson 7: Weather ● Lesson 8: Seasons ● Lesson 9: Time ● Lesson 10: Revision	● Lesson 11: Revision ● Lesson 12: Emotions ● Lesson 13: Body ● Lesson 14: Time ● Lesson 15: Revision	● Lesson 16: Revsion ● Lesson 17: Marae ● Lesson 18: Level 1 Revision ● Lesson 19: Powhiri

Integration ideas
- Mathematics: kowhai / tukutuku patterns;l directions; mapping
- Reading / Writing / Oral Language - Myths and Legends/ poetry/Waiata
- Digital Technology: recording of pepeha/pepeha using Scratch/ Interactive games

Karakia and Waiata Procedure

It is an expectation at Papatoetoe Intermediate School that the students and staff recite karakia in the morning.

Morning Waiata and Karakia Procedure:

At 8:45am - On the bell staff and students are to stop what they are doing in classes and stand to sing the school Waiata. Following this the karakia is recited. It is important that all students are acknowledging this tikanga (protocol) that we have established in the school. Although some staff and students have differing cultural or religious beliefs it is important we acknowledge Tangata Whenua (Maori People). Classroom teachers are to select a student or group of students to lead the Karakia in their own classrooms. Each student should get an opportunity to lead the Karakia.

It is expected that students do not leave their class for messages or security box etc during this time.

Papatoetoe Song

Copy of Papatoetoe Song with Audio

Female Lead:

E mihi atu.. Kia koutou
Nau mai haere Mai or **tena ra koutou katoa**
(Depending on what we are doing/where we are)

Everyone:

Nau Mai Haere Mai ki Te kura o Papatoetoe tuatahi x2
or
Anei Ki Te kura O Papatoetoe tuatahi x2

Ka Haumaru ki tenei wahi
Whirinaki kia matou
Mauri a mai Te ahua pai
E rite ta tatou te whakute I nga tangata katoa x2

Anei ki Te kura o Papatoetoe tuatahi x 2

Lead Female: Anei ki tenei kura**...**

Karakia i te Ata (Morning Karakia)

Me inoi tatou
E te Atua
He mihi tenei ki a koe
Mo au painga ki a matou
I tenei wa
Amine

Morning Tea and Lunch Karakia Procedure:

At morning tea and lunchtime, staff and students are reminded of the expectation of the karakia during meal times. This can be done before the first eating bell.

Karakia Kai
E te Atua
Whakapainga ēnei kai
Hei oranga mō ō mātou tinana
Whāngaia hoki ō mātou wairua ki te taro o te ora
Ko Ihu Karaiti tō mātou Ariki
Ake, ake, ake - Amine

Afternoon Karakia Procedure:
At 2:55pm - all staff and students follow the same procedure as per the morning karakia. Students are reminded of the expectation at 2:55pm to do the afternoon karakia before the 3pm bell.

Karakia i te ahiahi (Afternoon Karakia)

Me inoi tatou
E te Atua
Kua mutu a matou mahi mo tenei wa
Arahina matou ki o matou kainga
Ko to matou Ariki
Amine

Amendments to the Maori Version of the Karakia:
During Pacific and other cultures language weeks, a Karakia will be recited over the loudspeaker in that particular language. This is to acknowledge the importance and significance of that respected culture. These Karakia will be written by and in consultation with that respected cultural group leader.

Mathematics and Statistics

Philosophy Statement:
We believe the teacher's role is to act as a facilitator. Learning must be authentic and include real life situations. Planning is based on student learning needs and differentiated where necessary. Students must have access to hands-on activities. They also need to be able to have choices and let their curiosity direct their learning. Students need the opportunity to practise skills as follow up from the new learning. Technology must be incorporated within the mathematics programme so that the learning is enhanced.

This curriculum area is covered in our school through…
- Classroom based lessons and other structured opportunities.
- In-class support.
- Working 'across the curriculum' in a variety of contexts – Technology and the 'specialist subjects' with direct links to Mathematics made explicitly by Teachers.
- Extension and Enrichment classes.
- MathWhizz.

Provision in this curriculum area for assessment and reporting, planning and classroom delivery…
- As this is a 'priority learning area' and a significant number of our students are not yet meeting expectations we ensure 45 minutes of 'dedicated' 'Mathematics Learning' every day.
- Group teaching based on student's learning needs and groupings are flexible/mixed ability..
- Students at Level 3 should receive 60:40 Strand: Number and students at Level 4 should receive 70:30 Strand: Number teaching. Algebra is an important part of Mathematics and needs to be explicitly taught.
- Planning by classroom teachers for individual student learning pathways is based on a variety of relevant assessment data including PAT, GLoSS, formative assessment tasks and noticing and responding during group teaching.
- Mathematics is promoted school-wide by all teachers.
- Students who need support are identified and learning support programmes are devised in-class, with whanau, and possibly by in-class support.
- Students are expected to understand and 'own' their learning pathways and this is ideally communicated effectively with whanau.
- See Assessment Schedule within 'Assessment and Reporting Handbook'.
- Students will experience all mathematical strands within a year based on the needs of the students. Strand teaching will also be linked to the Enduring Understandings of our School Curriculum Design and clear links will be made between these areas.

Teaching Expectations at Papatoetoe
Teachers follow the whole school yearly Maths plan and from this develop their class plan with a term overview and weekly plans for number (including all three domains) and Algebra, Geometry and Measurement, and Statistics.

The three domains are:
- Addition and Subtraction
- Multiplication and Division
- Proportions and Ratios

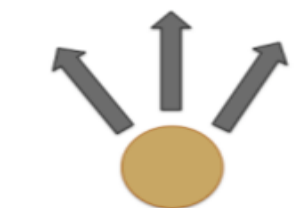These domains will be integrated when teaching STRANDS.

Teachers Planning should reflect the following model;
- Whole week of number teaching with integration of independent strands across the week as **'can do'** activities. 3 weeks intensive strand teaching, scaffolding and discussion with the Mathematics Team.
- Please refer to and follow weekly plan example on next page

Time	Content
15 mins	Maths- Whizz
5 minutes	Warm Up/Rapid Routines/Motivational Task/Revision/Basic Facts/Knowledge Development
15 minutes	Teacher Session 1 **Pose a question** - this should be in word problem form. **Pause** - give the students thinking time to solve the problem. **Pounce** - ask a student to explain their learning, how did they solve the problem, what strategies did they use. **Bounce** - to another student, discuss what they think of the strategy that the student used, what strategy did they use? Is it the same? Or different?
15 minutes	Teacher Session 2 - see above for expected structure
2 minutes	Plenary/Reflection/Co-construction of where to next

"Hands Down" Approach to Class Participation

"Hands Down" is a questioning technique that keeps your students alert and ready to respond. So what's the change? Students do not raise their hands to be called on. Instead you randomly select students once you have posed your question and paused so each student can develop an answer.

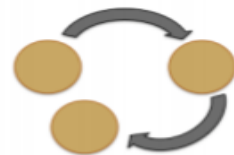**POSE**
Pose your question, one that is worth their reflection.

PAUSE
Allow time to develop an answer. Do not be afraid of the silence.

BOUNCE
Call on a student at random to share their response.

POUNCE
Call on another student to respond to the first answer.

Pose, Pause, Bounce & Pounce - Reading

Group Teaching could include:

- 'Front loading' of vocabulary
- A carefully selected relevant word problem to initiate the learning
- Use of appropriate equipment/concrete materials to support learning
- Mathematical discourse between students – *Think/Pair/Share (Use of Kagan strategies such as RoundRobin, RallyRobin, Timed Pair Share, Stand Up Hand Up Pair Up, RallyCoach etc), Pose/Pause/Pounce/Bounce Prove it, show me, what if, really*. Students need to justify and explain their thinking
- Success criteria co-constructed with students as a 'Remember to'
- Inclusion/Evidence of KC's and 'SOLO' verbs during group teaching
- Learning Intention clearly stated during teacher directed session
- An opportunity to practise what they have learned with support (Can implement Kagan strategies as part of follow-up activities)
- Group teaching is followed by a 'Must do' which is an opportunity to practise what they have learnt. This could be individual, pairs or small groups
- Explicit teaching of mathematical vocabulary and strategies
- Shared use of modelling books to record student learning
- Should be working with at least two groups per day
- 'May do' activities are opportunities to practise previous days' learning. Students have a choice in what they choose to do from a selection of learning activities provided by the teacher. For example, strand maintenance (focusing on recent strand area of focus), knowledge activities and MathsWhizz
- Strand teaching will include cultural responsiveness

Key resources

Some additional resources to support learners at various levels:

	Well Below	Below	At	Above
E-resources	Basic Facts Cards Maths-Whizz Card Games Knowledge Box Xtramath Math Is Fun	Maths-Whizz Card Games Knowledge Box Strand Maintenance Xtramath E-ako Math Is Fun	Maths-Whizz Strand Maintenance Problem Solving E-ako Math Is Fun	Khans Academy Strand Maintenance Problem Solving E-ako Math Is Fun
Resources	NZCM Book 4 Connecting All Strands 3B Number Talks	NZCM Book 5 Connecting All Strands 3B & 4A Common Core Sheets Number Talks	NZCM Book 6 & 7 Connecting All Strands 3B, 4A & 4B National Curriculum Mathematics Level 4 (Bk 1&2) Common Core Sheets Number Talks	NZCM Book 6 & 7 Connecting All Strands 4B National Curriculum Mathematics Level 5 Common Core Sheets Number Talks

Environment:

- Resources to be easily accessible (modelling book, maths equipment, NZCM book etc)
- Chromebook STAR expectation (handling, charging etc)
- Teacher position while teaching a group

Mathematics Planning Templates:

Papatoetoe Intermediate School Weekly Maths Planning Term_____ Week_____

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Maths-Whizz	Maths-Whizz	Maths-Whizz	Maths-Whizz	Maths-Whizz
Group 1 Ability Grouping Based on GLoSS and IKAN Assessment Students' names recorded here	**Teacher - Number Focus** **LI:** Clear and specific **RT:** steps to achieve the intended learning **Word Problem Question:** **Ref-** Numeracy Book Number/ page Number **Ref:** Material Masters/ math equipment (If applicable) **Follow Up:** - **Using modelling book** - **NZCM BK Number/ page number**	**Must Dos** **Can Dos**	**Teacher - Number Focus** **LI:** Clear and specific **RT:** steps to achieve the intended learning **Word Problem Question:** **Ref-** Numeracy Book Number/ page Number **Ref:** Material Masters/ math equipment (If applicable) **Follow Up:** - **Using modelling book** - **NZCM BK Number/ page number**	**Must Dos** Maths-Whizz NZCM Book Number & Page number Strand Maintenance Activity Problem Solving **Can Dos** Basic Facts Cards Think Tank Cards Card Games Knowledge Box Banger E-ako Xtramath	**Teacher - Number Focus** **LI:** Clear and specific **RT:** steps to achieve the intended learning **Word Problem Question:** **Ref-** Numeracy Book Number/ page Number **Ref:** Material Masters/ math equipment (If applicable) **Follow Up:** - **Using modelling book** - **NZCM BK Number/ page number**
Group 2	**Must Dos** **Teacher - Number Focus** **LI:** **RT:** **Word Problem Question:**	**Follow Up:** **Using modelling book** **NZCM BK Number/ page number** **Must Dos** **Can Dos**	**Must Dos** **Teacher - Number Focus** **LI:** **RT:** **Word Problem Question:**	**Follow Up:** **Can Dos**	**Must Dos** **Teacher - Number Focus** **LI:** **RT:** **Word Problem Question:**
Group 3	**Must Dos** **Can Dos**	**Teacher - Number Focus** **LI:** **RT:** **Word Problem Question:** **Follow Up:**	**Must Dos** **Can Dos**	**Teacher - Number Focus** **LI:** **RT:** **Word Problem Question:** **Follow Up:**	**Must Dos** **Can Dos**
Group 4	**Must Dos** **Can Dos**	**Must Dos** **Teacher**	**Must Dos** **Can Dos**	**Must Dos** **Teacher**	**Must Dos** **Can Dos**

At start of session:
All students are aware of their task for the day. Modelling book is ready for the session with a word problem. Relevant mathematical equipment/ materials are available for students to work with and follow-up activities are organised for the group. Teacher resources are ready for the session. E.g. Numeracy Book.

As part of the warm up, teachers should look to include Rapid Routines. Rapid Routines develop maths fluency as they provide short everyday practice of mental processes and prompt the transfer of learnt skills. Rapid Routines develop the maths fluency that includes recall of basic facts, definitions and procedures, and the move between different contexts and representation of mathematics.

Teacher session:
Teacher presents a word problem for students to try and work out (materials are available to the students
Students are questioned (Pose / pause / bounce etc). Teacher then unlocks the questions and gets group to identify the LI and then the RT

Teacher check in session:
Teacher engages with the group that he / she met with previously and has a meaningful discussion with the group using 'Pose', 'Pause', 'Bounce' and 'Pounce' strategy. Students are challenged with mathematical problems and some complex questions to elicit individual student learning. This session also allows the teacher to identify if the students are able to apply the new knowledge in different contexts and next steps for a student/ group.

Must Do tasks: "Must Do" tasks are most directly aligned with learning goals and might include working through content in an online, textbook, TV screen or printed activity sheets. Modelling books and mathematical materials must be available for the group. Students are encouraged to work independently.
Book and page numbers should be visible on the board with clear instructions. For example, show the working/ steps, sharing of textbooks, which group/s are using chromebooks etc.
Resources: Maths-Whizz; NZCM Book Number & Page number ; Strand Maintenance Activity ; Problem Solving

May Do tasks:"May Do" tasks are a variety of instructional activities, including content review, deeper learning, and longer-term projects. For example, students may reinforce what they have learned in the "must do" tasks with certain math games or online content, as well as content that challenges them further within that specific learning goal. "May Do" may also include knowledge based activities and games helps ensure students can work at their own pace while still having choice in their learning and accountability for finishing their work in a reasonable amount of time.
Basic Facts Cards
Think Tank Cards
Knowledge Box

Maths Whizz: Maths whizz should be built in the classroom programme. This would look like in the first instance, 15 minutes settling time around 8:30 to 8:45 at least four mornings a week. Maths Whizz can also be included as an activity for one of the groups NOT with the teacher. Maths Whizz can also be added as part of the classroom rotation.

Students requiring assistance can be identified in two ways:
- By the use of assessment tools/data by Assistant Principals and Syndicate Leaders to identify students who are below and well-below

- By Teachers/Syndicate Leaders/Assistant Principals who find students not making progress over a period of time
- These students may participate in Teacher Aid in-class and withdrawal programmes and the classroom teacher should still plan and teach students who are identified. Teachers will need to take this into account when to timetable these groups to be taught.

Mathematics Overall Teacher Judgement Guideline

<u>**Formative Assessment**</u>

Observation of the Process:

Teachers will observe the mathematics teaching during:
- Warm-ups
- Group lessons
- Plenary sessions
- Rich tasks
- How children transfer their knowledge from one area of maths to another, eg: Number knowledge into word problems.
- A balanced programme with a range of activities.

Evidence of learning will be gathered from:
- Child speak recorded in modelling books
- Use think, pair, share to communicate ideas.
- Student books and tasks
- Teacher marking
- Self reflection
- Photos
- Discussions/learning conversations
- Marking, self and peer reflection will be part of the Papatoetoe maths learning
- E-asttle - refer to E-asttle document
- iKAN - refer to NZMaths

<u>**Summative Assessment:**</u>

GLoSS – to identify the Maths Strategy stage and the method the students take to work out problems.

Term 1 GLoSS will be add/sub and mult/div and prob/rat

Term 2 / Term 3 GLoSS where / when required

Term 4 GLoSS needs based assessment over all three domains.

Moderation will be done within individual syndicate Term 2 and Term 4

<u>GLOSS Administration</u>

PAT – to identify number knowledge, number strategies, geometry, measurement and statistics strengths and weaknesses. Teachers will follow the guidance to ensure consistency of assessments.

PAT Analysis will be completed within Syndicates. Areas of learning will be identified and worked on within each classroom.

<u>**Learning Conversations:**</u>

Children and teachers will engage in learning conversations during maths to review the lessons. Children have the opportunity to question, justify and respond to develop shared understanding. Comments; in modelling books and anecdotal notes on weekly planning. Self and pair reviewing will be modelled and practised as a class and children will be given scaffolding to support this process (e.g. how will I know when I have a good understanding of the strategy being learnt/taught?)

Question Prompts to help form OTJs:
- Can you tell me how you worked that out?
- What number did you start with?

- What numbers came into your head?
- Can you explain what you were thinking as you did that?
- Can you do that another way?
- How many other ways could you do that?
- Is there something you already know that will help you to do this?

Mathematics - Student Learning Outcomes & Teaching Actions
Language Used & Learning Conversations

What we want our students to achieve by the end of Year 8	
Questioning	- Challenge 'the experts' (be a sceptic) - Asking peers "can you show me", "explain to me" - Asking questions for themselves, to/with/for others, of their teachers - Students initiating discussions - Support others - be teachers/be mathematicians
Making connections	- Able to relate the concepts and skills learnt to real-life situations - Unpacking the steps they took to solve a problem (metacognition)
Open to learning mindsets	- Positive mindset language - I can - Not yet - I will - I'm able to - Have a go - be active - Identify next steps - Take risks and be open to exploring (accepting challenge/struggle as an important part of learning) - Confident to say what they do and do not know in Maths - Able to articulate their learning needs - Recognise that there is more than one strategy to solve problems
Able to explain the process of problem solving	- Use reasoning and justification to show understanding (Conjecture?) - Able to show how they solved problems using mathematical vocabulary, visually using equipment and/or diagrams - Provide critical feedback during learning conversations (sceptic)
Using the language and symbols of mathematics	- Understand and describe mathematical processes and their own thinking using correct language and symbols - Understand mathematical instructions and respond appropriately - Explain in own words what mathematical terms mean - Name and use mathematical equipment confidently - Able to articulate what they can do and their next steps

Teacher actions to achieve the above	
Curriculum	- Know the mathematics curriculum - Use assessment correctly & appropriately - Recognise own strengths & weaknesses in curriculum knowledge - Knowledge and understanding of a learning conversation framework

	● Clearly explained learning intentions ● Co-constructed success criteria ● Knowing when students have achieved the learning intention
Vocabulary	● Explicit and consistent teaching and modelling of mathematical language and linking to KCs
Locus of control	● Student run workshops ● Opportunities for rich mathematical discussions - student to student ● Think - pair-share ● Students collaborating to solve low floor/high ceiling problems
Environment	● Teach social skills to create a safe environment (<u>set positive classroom norms for maths</u>) ● Maths saturated environments
Think alouds	● Use think alouds to describe processes and thinking using mathematical language
Using materials	● Use a multitude of resources - expose students to many tools/resources
Modelling	● Model reflective learning ● Model and facilitate learning conversations ● Use of a modelling book including RTs for problem solving process
Know the students	● Ask the students how they learn best...adjust/adapt teaching practice ● Unpack questions with students ● Plan according to diverse learning needs ● Use IEP/CAP specific to students on support ● Use of examples/problems that are authentic and relevant to students ● Extension/enrichment opportunities

Mathematics 2 Year Overview

		Number and Algebra / Financial Literacy			
EVEN YEAR	**Maths**	**Geometry / Measurement** (Shape / Measurement)	**Geometry/Measurement** (Shape / Transformation/ Measurement)	**Statistics** (Probability) **Geometry/Measurement** (Measurement)	**Strand / Number**
ODD YEAR	**Maths**	**Statistics** Statistical investigation	**Geometry /Measurement** Position and Orientation; Measurement	**Geometry /Measurement** Position and Orientation; Measurement	
		Number and Algebra / Financial Literacy			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
8:30-8:45 Daily	Math-Whizz	Math-Whizz	Math-Whizz	Math-Whizz	Math-Whizz	Math-Whizz	Math-Whizz	Math-Whizz	Math-Whizz	Math-Whizz	Math-Whizz
Term 1 120 mins of Math-Whizz to be completed by each student per week	**Number and Algebra** Add / Sub, Mult / Div Strategies & Knowledge Focus: Add/ Sub Mult/Div **Equations and expressions** • Form and solve simple linear equations.					**Patterns and Relationships** - Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns (L4) Cultural patterns, flags, flowers, leaves					
Term 2 120 mins of Math-Whizz to be completed by each student per week	**Number and Algebra** Strategies & Knowledge Focus: Mult/Div-Rat/Prop **Equations and expressions** Form and solve simple linear equations				**Geometry and Measurement** **Position and orientation** - Communicate and interpret locations and directions, using compass directions, distances, and grid references Locations, directions, astrology (Matariki)			**Time and temperature** - Use appropriate scales, devices, and metric units for time and temperature Migration - Where are they from? How far away is it? Plants/ Climate			
Financial Literacy			'Banqer' in Class 2022		'Banqer' in Class 2022		'Banqer' in Class 2022		'Banqer' in Class 2022		'Banqer' in Class 2022
Term 3 120 mins of Math-Whizz to be completed by each student per week	Strategies & Knowledge Focus: Mult/Div-Rat/Prop **Equations and expressions** Form and solve simple linear equations			**Statistical Literacy** - Evaluate statements made by others about the findings of statistical investigations and probability activities. Census, Country elections, school leaders election				**Measurements** - Use side or edge lengths to find the perimeters and areas of rectangles, parallelograms, and triangles and the volumes of cuboids.T3 Odd Year - Convert between metric units, using whole numbers and commonly used decimals.T3 Odd Year - Interpret and use scales, timetables, and chartsT3 2023			
Financial Literacy			'Banqer' in Class 2022		'Banqer' in Class 2022		'Banqer' in Class 2022		'Banqer' in Class 2022		'Banqer' in Class 2022
Term 4 120 mins of Math-Whizz	Number Strategies & Knowledge REVISION Focus: Add/Sub-Mult/Div-Rat/Prop		Number Strategies & Knowledge Focus: Add/Sub- Mult/Div-Rat/Prop			Y7 Number Strategies & Knowledge Focus: Add/Sub- Mult/Div-Rat/Prop Y8 Financial Literacy					

[Mathematics Overview 2022**/2023**](#)

<div align="center">**Science**</div>

Our philosophy statement is:
All teaching is based around the quote: "I hear and I forget, I see and I remember, I do and I understand."

Therefore, Science facilitates understanding of our environment. We enable students to explore and experiment through interactive learning opportunities. We ensure that the 'Nature of Science' statements permeate through all aspects of planning.

I hear and I forget, I see and I remember, I do and I understand - *this ensures students leaving our school have the science knowledge, skills and capabilities needed for future science studies.*

This curriculum area is covered in our school through…
- The Science teachers who meet to collaboratively plan and prepare for consistently delivered lessons.
- Lessons are provided in weekly, 2 x 40 minute blocks.
- Practical 'lab' lessons are taken once a week
- Students are required to engage in as many of the basics science skills as possible
- Experiencing science through practical investigation

Provision in this curriculum area for assessment and reporting, planning and classroom delivery is…
- Pre and post written or online tests which are normed and levelled using Science PAT - Thinking with Evidence (Year 7 - Test 1 Booklet and Year 8 - Test 2 Booklet).
- Reflective 'self reviews' and self assessments based on SOLO will be added to the assessment schedule.
- Student reports in science are written by science teachers. We are working towards including levelled summative assessment data in these reports.
- Planning is undertaken by the science teachers so as to accommodate individual student's levels of knowledge [ie. Diagnostic (Pre-Test), formative (SOLO Rubrics) and summative (Post-Test) assessment tools].
- A Unit Plan will provide staff with sufficient information, activities and investigations that will promote an interest and increase student engagement in this curriculum area.
- Students who may need additional support are to be identified and where necessary, additional support programmes are planned to provide the necessary skills and information.
- Students are expected to experience as much 'hands-on' learning and investigation as is possible.

Key Resources
- Science Online NZ Link
- Science Learning Area in the New Zealand Curriculum Science in The New Zealand Curriculum
- Read more about the science capabilities here: Science-capabilities
- Adapted from Junior Science: Thinking with Evidence Science PAT Test - Thinking with Evidence
- Science Exemplars in the New Zealand Curriculum Science Exemplar
- Learning tasks and tutorial video available on Studyladder
- Science Learning Hub (NZ) Link
- Science Achievement Objectives (AOs) : Link to the Science Achievement-objectives (AOs)

Relationship between science capabilities, the Nature of Science and the contextual strands:

Table 1: Relationship between science capabilities, the Nature of Science, and the contextual strands.[2]

*Science Target = To have 70% of the students in each year level in the MIDDLE (AT) and HIGH (ABOVE) by the end of the year.

NMSSA Science - Assessment Toolkits (TBC) Link
This toolkit is designed to assist teachers to assess, understand, and support Year 7 and 8 students' learning in science. Its development followed concerning results from the National Monitoring Study of Student Achievement (NMSSA). It could be useful for teachers inquiring into their own or their school's practice.

SCIENCE PAT TEST - *Science: Thinking with Evidence* (TBC)
Science: Thinking with Evidence consisted of four standardised tests developed specifically for the use in Year 7-10 in New Zealand schools. They are designed to assess how well students use evidence to think about scientific contexts and issues.

Choosing a PAT test

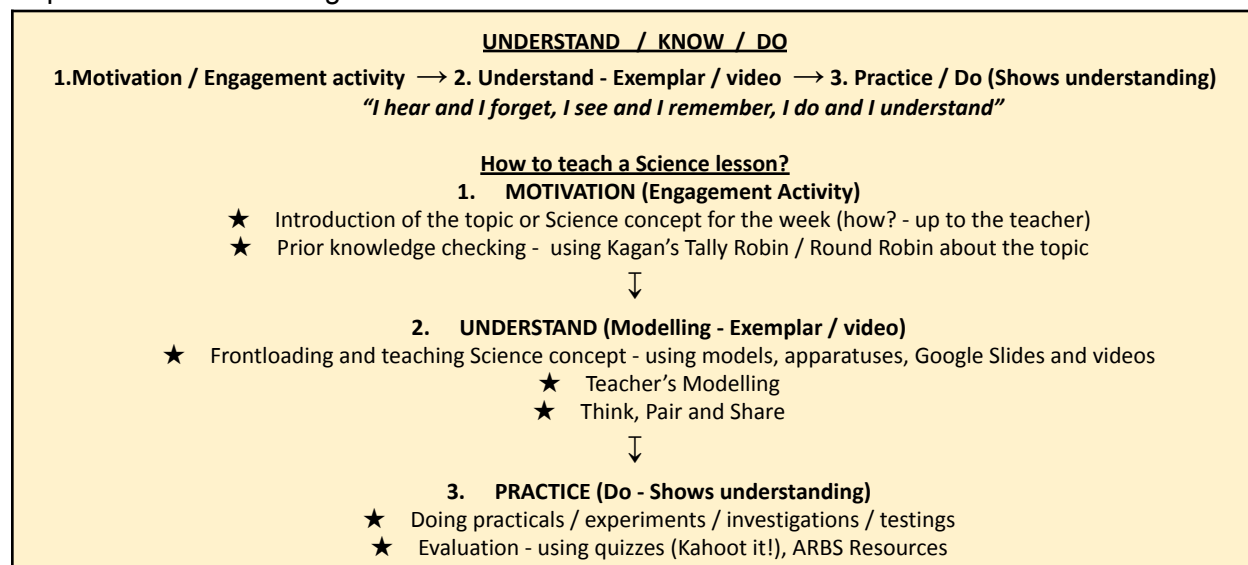| Recommended year level for each test	
Test number (Booklet)	**Recommended year level***
1	7
2	8

Time allowances for PAT tests

Task	Time to allow
Distribution of test materials (booklets + answer sheets) Filling in name, etc Explanation of procedure and practice examples Test time Collection of test materials	1 min 3 min 5 min 45 min 1 min
Total time	**55 min**

Science Overview - 2023

"CITIZENSHIP"	
SEMESTER 1 - BELONGING	**SEMESTER 2 - JOURNEYS**
TERM 1 - OVERVIEW Week 1 - No Science Week 2 - No Science Week 3 - No Science Week 4 - Laboratory Rules *Science Pre Test - Year 7 Only Week 5 - Plant Kingdom & Classification Week 6 - Parts of the Plants Week 7 - Monocots & Dicots Week 8 - Leaf & Flower structures Week 9 - NZ Native Plants Week 10 - Seed Germination	**TERM 3 - OVERVIEW** Week 1 - Animal Kingdom & Classification Week 2 - NZ Native Birds Week 3 - Animal Extinction Week 4 - Fossil (Moa) Week 5 - Solar System Introduction Week 6 - Planet Position away from the Sun Week 7 - Composition of each Planet (gas, moons, etc) Week 8 - Milky Way & Constellation Week 9 - Matariki Cluster (7 Stars) Week 10 - The Sun
TERM 2 - OVERVIEW Week 1 - Introduction to Matter Week 2 - Solid Week 3 - Liquid Week 4 - Gas Week 5 - SOLO TAX (Matter) Week 6 - Electricity (AD & DC) Week 7 - Electrical Circuit Week 8 - Heat (temperature) Week 9 - Insulators & Conductors Week 10 - Magnetism	**TERM 4 - OVERVIEW** Week 1 - Exam Revision Week 2 - Exam Revision Week 3 - Science Test - Year 8 Only/ Data Entry/ tracking Sheets Week 4 - Moon Phases & Tides Week 5 - Earth Revolution & Rotation (Day & Night, Seasons) Week 6 - Gravity Week 7 - Famous Astronauts Week 8 - Lab Closed/No Science Week 9 - Lab Closed/ No Science Week 10 - Lab Closed/No Science

Pap Int Science Teaching Model

> **UNDERSTAND / KNOW / DO**
> 1.Motivation / Engagement activity ⟶ 2. Understand - Exemplar / video ⟶ 3. Practice / Do (Shows understanding)
> *"I hear and I forget, I see and I remember, I do and I understand"*
>
> **How to teach a Science lesson?**
> **1.   MOTIVATION (Engagement Activity)**
> ★   Introduction of the topic or Science concept for the week (how? - up to the teacher)
> ★   Prior knowledge checking - using Kagan's Tally Robin / Round Robin about the topic
> ⟱
>
> **2.   UNDERSTAND (Modelling - Exemplar / video)**
> ★   Frontloading and teaching Science concept - using models, apparatuses, Google Slides and videos
> ★   Teacher's Modelling
> ★   Think, Pair and Share
> ⟱
>
> **3.   PRACTICE (Do - Shows understanding)**
> ★   Doing practicals / experiments / investigations / testings
> ★   Evaluation - using quizzes (Kahoot it!), ARBS Resources

Future Focused Education

For the purposes of our school, we have placed the following curriculum areas under the umbrella of Future focused Education:

Social Sciences (this includes the new Aotearoa Histories curriculum),
Education for Sustainability and **Digital Technologies.**

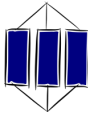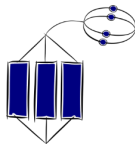**Social Sciences**

Our philosophy statement

Students become empowered with skills and beliefs to explore how societies work. How they themselves can participate positively and take action as critical, active, informed and responsible citizens/members of society; locally and globally. This learning is student-led, about the past, present and future and informs attitudes and positive action.

This curriculum area is covered in our school through…
- Integrated 'inquiry' topics in classrooms generally facilitated by the classroom teacher.
- 'Social Action' projects, including those linked to Education for Sustainability outcomes
- 'Careers' and leadership development
- Tikanga Maori; as well as understanding and respect for cultural diversity
- *Planning should ensure that learning is real, relevant and engaging.

Provision in this area for assessment and reporting
- Formative and on-going assessment is designed collaboratively and is based on 'conceptual understandings' contained in school-wide unit plans.
- Summative assessments occur at the end of each semester and include a teacher evaluation and student reflection.
- Reporting to whanau is made through Educa and is levelled and anecdotal.
- SOLO is an integral part of the assessment in this area.

Solo Assessment Rubric				
Prestructural *<L2*	*Unistructural* *Level 2*	*Multistructural* *Level 3*	*Relational* *Level 4*	*Extended Abstract* *Level 5*

Two Year Overview

Our two year overview is governed by a set of Enduring Understandings that we feel are important for our Papatoetoe Intermediate School learners. They are covered across the course of two years. These have also been mapped against the future focused principle with emphasis on developing knowledge and understanding of sustainability, citizenship, enterprise and globalisation. The Social Science Progress Outcomes are taught through the Enduring Understandings are as follows:

EVEN YEAR		ODD YEAR	
Sustainability	**Enterprise**	**Citizenship**	**Globalisation**

Semester One

UNDERSTAND
Maori history is the foundation and continuous history of Aotearoa New Zealand.
People participate in communities by acting on their beliefs and through the roles they hold.

KNOW
Tūrangawaewae me te kaitiakitanga | Place and environment

THROUGH
KIA MAHI TAHI (WORKING AS ONE)

- Unique qualities exist within a group
- Agreements are reached in different ways
- Unity is strength
- Working together makes a group stronger
- There is a special bond that comes from working as a group
- Together we work as one

Semester Two

UNDERSTAND
Relationships and connections between people, across boundaries, and with the environment shape societies.
Access to power and its use and misuse shape life experiences.

KNOW
Kōwhiringa ohaoha me te whai oranga | Economic activity

THROUGH
COMPETITION

- You have to be in to win
- Toughest opponent is yourself
- Competition is the default state of matter (Life is a competition)
- There are different reactions to competition

Semester One

UNDERSTAND
Colonisation and settlement have been central to Aotearoa New Zealand's history for the past 200 years.
People see the world differently depending on their values, traditions, and experiences.

KNOW
Whakapapa me te whanaungatanga |Culture and identity

THROUGH
BELONGING

- When part of a group; members participate and contribute cooperatively
- We have pride in who we are as individuals and as a group (identity, diversity, history)
- People and systems are interdependent – they depend on each other for survival
- Everyone has the right to a place and to belong

Semester Two

UNDERSTAND
Colonisation and settlement have been central to Aotearoa New Zealand's history for the past 200 years.
Access to power and its use and misuse shape life experiences.

KNOW
Tino rangatiratanga me te kāwanatanga | Government and organisation

THROUGH
JOURNEYS

- Journeys can be determined by the past, present and future
- Every journey has/is a story
- Journeys require preparation, planning choices and decision making
- We are all on a journey - journeys take different forms
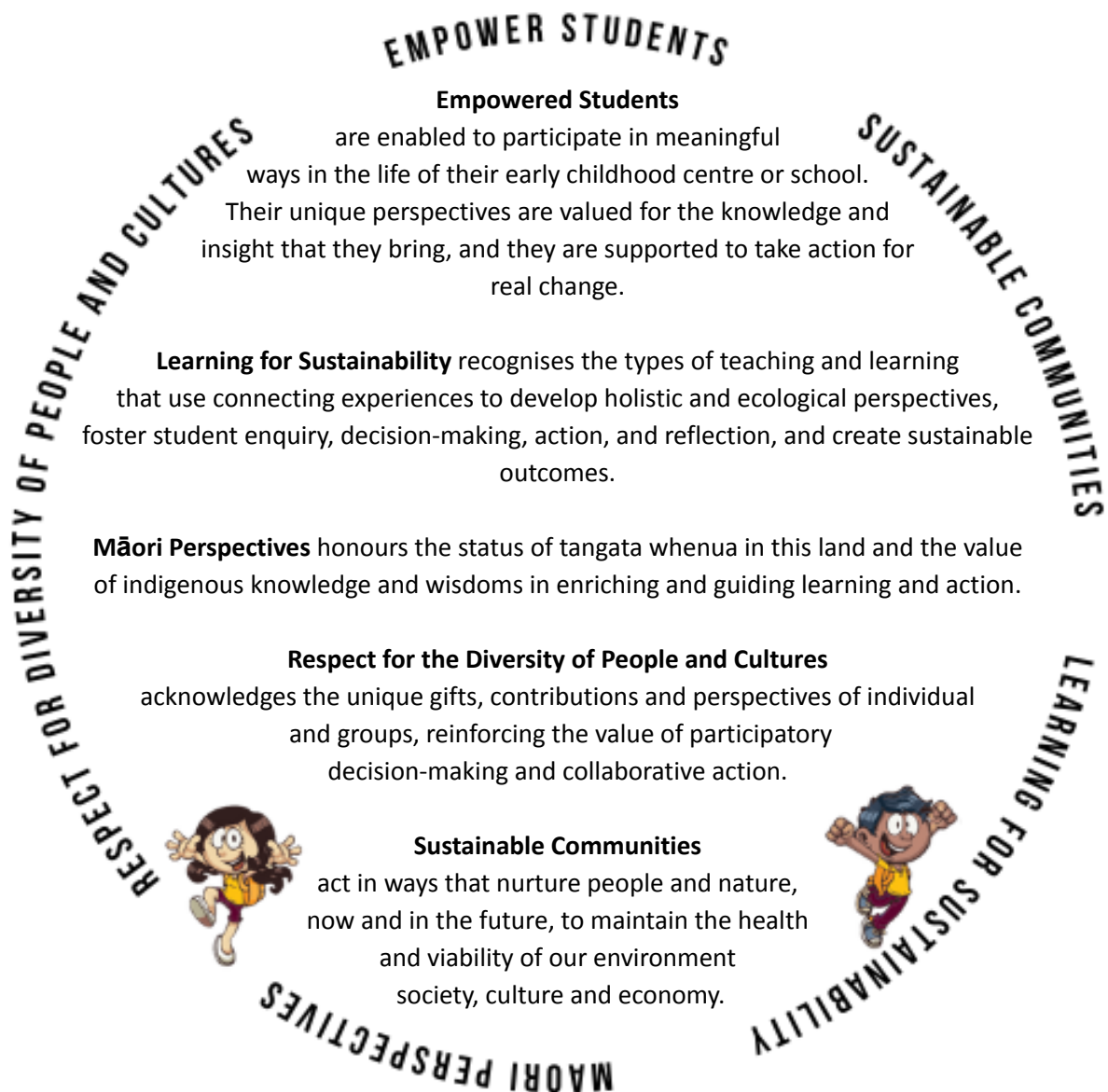
Education for Sustainability

Education for Sustainability fosters **innovative approaches** to curriculum design and review, and provides many opportunities for students to become confident, connected, actively involved, life-long learners.

There are 4 aspects of sustainability:
- Economic Sustainability
- Environmental Sustainability
- Social Sustainability
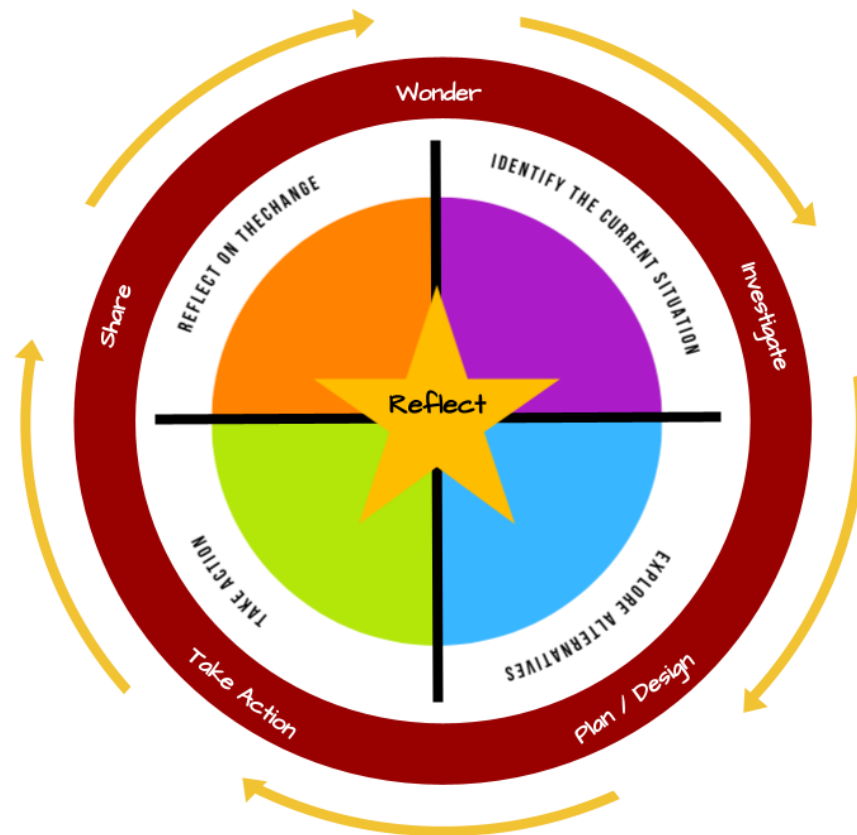- Cultural Sustainability, which includes political sustainability

.

Papatoetoe Intermediate School - A Bronze Enviroschool

There are five guiding principles for Enviroschools which encompass a whole school approach where students learn through the Action Learning Cycle to change and improve their environment. These guiding principles are shown below.

Empowered Students
are enabled to participate in meaningful ways in the life of their early childhood centre or school. Their unique perspectives are valued for the knowledge and insight that they bring, and they are supported to take action for real change.

Learning for Sustainability recognises the types of teaching and learning that use connecting experiences to develop holistic and ecological perspectives, foster student enquiry, decision-making, action, and reflection, and create sustainable outcomes.

Māori Perspectives honours the status of tangata whenua in this land and the value of indigenous knowledge and wisdoms in enriching and guiding learning and action.

Respect for the Diversity of People and Cultures
acknowledges the unique gifts, contributions and perspectives of individual and groups, reinforcing the value of participatory decision-making and collaborative action.

Sustainable Communities
act in ways that nurture people and nature, now and in the future, to maintain the health and viability of our environment society, culture and economy.

The Action Learning Cycle and the Papint Inquiry Model

The Action Learning Cycle is the main Enviroschools' tool to help plan and carry out student-led projects. This, along with other models of Inquiry used across the school, has been incorporated into the Papint Inquiry Cycle which teachers are encouraged to use for the sake of consistency. The Sustainable Schools Action Learning Cycle has four quadrants that align to the Papint Inquiry model as follows:

Supporting students in inquiry learning (what teachers can do to support students)

Students need to be given multiple opportunities to **plan, implement and carry out actions** in response to what they know and understand about the causes of sustainability issues and possibilities for change.

- getting hands on – give students opportunities to learn in the environment; make learning interactive and fun
- scaffolding learning including developing focus questions, using thinking tools and strategies
- supporting students to find answers to questions by letting them arrange interviews and visits
- working with students to decide on genuine actions that extend learning and lead to a sustainable future
- Being bold! Let students in on the learning process and involve them in decisions about their learning

Planning: "Keeping it SIMPLE and FAMILIAR" (using the Inquiry Learning Process)

There are resources for each of the theme areas within each syndicate to support student learning. Digital copies are also available.

Our school has chosen to focus on four of the five theme areas of Education for Sustainability and has assigned these to each syndicate as follows:

- **Energy**   Waita   Lead Teacher: Lilien Skudder

- **Water of Life**   Waiti   Lead Teacher: Andrew Francis

- **Living Landscapes**   Tupu-a-rangi   Lead Teacher: Tracy Prout

- **Zero Waste**   Uru-rangi   Lead Teacher: Andrea Horman

The lead teacher in each syndicate is responsible for
- Working collaboratively with the syndicate to plan engaging and relevant lessons around their theme area.
- Supporting whole school projects related to their theme, including raising awareness and developing a greater sense of ownership across the syndicate and wider school.
- Liaising with external providers regarding trips and in-school events that support their theme area, including taking responsibility for the RAMs and associated paperwork.

Supporting students in school wide projects (what teachers can do to support students)

Students need to be given opportunities to engage in school wide sustainable actions and projects. For example, all students (and teachers) need to take responsibility for the rubbish/waste in the school. This means managing classroom bins, sorting and separating paper, plastics and food waste from landfill. It also means checking your assigned area and keeping it clean and clear of rubbish.

Each class is also responsible for a shared garden. Making time to take your students out to the garden to learn about and care for it is important. Students should also be encouraged to take the vegetables from the garden home to their families.

Each syndicate has two chickens. Encouraging some ownership of the chickens will help students to take responsibility for the space in which they live. Caring for an animal also helps learners to build empathy.

Digital Technologies

"The Technology learning area has been revised to strengthen the positioning of Digital Technologies in the New Zealand Curriculum. The goal of this change is to ensure that all learners have the opportunity to become digitally capable individuals. The change provides a greater focus on students building their skills so they can be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies. In 2020, the Ministry of Education expects that schools will be using the revised learning area to provide students with even broader opportunities to learn in and about technology, informed by the new content around computational thinking and designing and developing digital outcomes. It is also intended to prepare them for the modern workforce."

Ministry of Education, 2018

All progress outcomes begin with "In authentic contexts..." so it is expected they are taught in context not as isolated skills. **The progress outcomes for Level 4 learners are...**

Digital Outcomes

Progress Outcome 2: In authentic contexts and taking account of end-users, students make decisions about creating, manipulating, storing, retrieving, sharing and testing digital content for a specific purpose, given particular parameters, tools, and techniques. They understand that digital devices impact on humans and society and that both the devices and their impact change over time.

Students identify the specific role of components in a simple input-process-output system and how they work together, and they recognise the "control role" that humans have in the system. They can select from an increasing range of applications and file types to develop outcomes for particular purposes.

This progress outcome will be met through the following digital outcomes:

Term 1	Term 2	Term 3	Term 4
Digital Citizenship Students understand that digital devices impact on humans and society and that both devices and their impact change over time.			
Students develop the knowledge and skills to interact with a range of tools for learning, including Google Classroom.	Students capture their learning of robots and coding through video and share this with caregivers on their Educa portfolio.	Students begin to explore how to use digital tools in, or to enhance, non digital spaces through STEAM projects.	Students select the most suitable method for capturing their learning and sharing it with their caregivers through Educa.

Computational Thinking

Progress Outcome 3: In authentic contexts and taking account of end-users, students decompose problems into step-by-step instructions to create algorithms for computer programs. They use logical thinking to predict the behaviour of the programs, and they understand that there can be more than one algorithm for the same problem. They develop and debug simple programs that use inputs, outputs, sequence and iteration (repeating part of the algorithm with a loop). They understand that digital devices store data using just two states represented by binary digits (bits).

This will be met through working with code, in authentic contexts, to create digital outcomes.

Term 1	Term 2	Term 3	Term 4
Ozobots - Students retell one of the historical events covered in Social Science/Aotearoa Histories		**Micro:Bits** - Students create a prototype of a sustainable product that could be marketed and sold to a particular audience	

Resources

Each syndicate has access to one class set of Ozobots and one class set of Micro:Bits. Teachers within each syndicate should ensure equitable sharing of the resources and exercise care when using them. It is recommended that a booking system is created and that one person takes responsibility for their oversight, including ensuring they are checked after each use and charged for the next class.

Digital Citizenship

Papatoetoe Intermediate is aware that students require specific skills and understanding to interact in online spaces, in safe ways. Therefore, all teachers will cover digital citizenship throughout the course of the year, with a specific focus on setting students up for success in Term 1. This includes unpacking digital citizenship expectations through our STAR values and students will be asked to sign a digital citizenship agreement (or treaty). This agreement is placed on their file and a copy of it is also displayed on the wall (in the form of a poster) for students and teachers to refer back to throughout the year.

Health and Physical Wellbeing

Our philosophy statements are:
Health:
All akonga grow their awareness and ability to understand their own wellbeing needs in a holistic way, a focus on Haoura where their mental, social, spiritual and physical wellbeing needs are met to enable our akonga to reach their personal potential.

P.E:
All akonga are empowered to learn and engage in meaningful activities that support positive relationships, attitudes and values. A holistic understanding of how to enhance their wellbeing through participation in a range of contexts largely based on movement.

- Health – Delivered by the classroom teachers in a holistic and integrated way, focusing on the present and future social, emotional, and physical wellbeing of our students.
- PE – Students develop skills, self-esteem and participation that enhances personal wellbeing and physical development.

This curriculum area is covered in our school through…
- Health lessons; Values/PB4L, Health and Social/Emotional Development including Skodel, Positive Mindsets etc in classrooms. These are facilitated by the classroom teacher.
- Outside providers e.g. Life Education, Regional and Community Sports Agencies and Clubs etc.
- Gareth Fletcher will meet the specialist P.E. teachers to collaboratively plan and prepare for consistently delivered lessons.
- Health is planned and delivered by all teachers with the support of a Health team from within the P.E. and Health curriculum team.
- Formal P.E. lessons are delivered and timetabled with gym provision twice weekly.
- Students have access to 'Sports' through school competition, house competitions and inter school competitions and in Term 1 / Term 4 sport will be included in the timetable each Wednesday.
- The P.E. provision is overseen by Gareth Fletcher, the Health provision is led by Maddy Cooke, and overseen by Gareth Fletcher.

Provision in this area for assessment and reporting, planning and classroom delivery of this curriculum area is…
- PE and Health assessment matrices facilitate assessment and planning based on SOLO.
- Physical Education report comments are completed by specialist P.E. teachers.
- Health comments will be completed by the classroom teacher.

A typical PE period should include the following:

Content
Warm-up - content/context specific, WALT and RT's for the lesson
Skill teaching (Modelling of this using students to assist)
Practise the skill - assess the skill throughout the session
Apply the skill (sometimes just drills or a game) - assess the skill throughout the session
Plenary/reflection/co-construction of where to next

Wet days where field / gym is unavailable for the class / classes:
- PE specialist teacher will be focusing on the skills through the use of video clips etc. This time may also be used to focus on the purpose of: fitness; regular exercise; healthy eating etc.

Physical Education Overview 2023:

2023	TERM 1	TERM 2	TERM 3	TERM 4
Physical Education	**Week 1 -5 - Team Building:** ABL/Cooperative Games Week 6 - 8 then 10 **Maori Focus Games - Te Whare Tapa Wha** Week 9 - EOTC Week	Skill Acquisition: **Hitting and Striking**	**Invasion Games** - Spatial Awareness - Passing and Moving - Developing Communication and Problem Solving	**Cooperative / Cultural Games** - Celebrating ourselves and our successes Athletics - Run/Jump/Throw (Preparation for Athletics T4)
Zone Sports	Softball Wk 6&7, Tag Wk 9, Swimming Wk10, Orienteering Wk10	Football Wk 4&5, Rugby Wk6 TBC,	Hockey Wk 1, Netball Wk 4, League Wk 6, Cross Country Wk 7, Basketball Wk7 & 8	Volleyball Wk 1, Touch Wk 4, Athletics Wk 6
Other events	Whole School Swimming lessons Swimming Sports EOTC Week		Hunua YMCA Sports Camp** September 4 - 8**	House Fun Day
Other	**Other opportunities and activations:** Badminton, Ki-O-Rahi, Lacrosse, Bowls, Cycling, Mountain Biking, Mt Richmond School friendly , Warriors Foundation, CLM - Healthy Active Schools			

To implement 2023:
Sport coaching - sporting 'academies' to be established in term 1 - teachers to commit to coaching a sport for the year and begin a long term approach to developing high achieving and functioning players and teams over time - Final teams to be selected 4 weeks prior to the actual zone event but in the lead up all participants are included.
Purpose: to be consistently in the top 4 at EVERY ZONE event we attend in all codes

Health Curriculum Overview:

Even Year	KIA MAHI TAHI (Working as One) Term 1 -2			COMPETITION Term 3 - 4		
	SUSTAINABILITY - How can we sustain positive health and well-being? Weaved throughout the units - connection to Hauora, Socio Economic Perspective, Attitudes and Values, Health Promotion					
	Models of Well-Being	**Mental Health and Well-Being (Oho)**	**Friendships and Relationships**	**Body Care and Physical Safety**	**Keeping Ourselves Safe**	**Mental Health - Resilence and Growth (Ata)**
	Hauroa Exploring Self - the strength within Wheel of wellbeing	Personal Identity Self Worth Resilience Anxiety Strategies for positive change Managing Emotions	**Dealing with change** Bully Free Week (May) Positive communication and interpersonal skills	Drug Education/Awareness (Outside Provider)	Conflict Decision Making Making safe choices	Mindfulness Goal Setting Identifying strengths Strategies for positive change
Outside Providers			**Life Education** **Term 2 - focus TBC**	**Everyday Theatre** **TBC**		
EVENTS	**Bully Free Week** **Pink Shirt Day**			**Mental Health Awareness Week** **Pride**		
Whole Year	Skodel/Class Meetings/STAR/PB4L/ Cool Schools Beginning of each term: Revisit Cool Schools					
	CITIZENSHIP Weaved throughout the units - connection to Hauora, Socio Economic Perspective, Attitudes and Values, Health Promotion					
Odd Year	BELONGING Term 1 - Term 2			JOURNEYS Term 3 - Term 4		
	Models of Well-Being Cool Schools	**Mental Health and Well-Being - (Oho)**	**Sexuality Education**	**Keeping Ourselves Safe** **Police Unit**	**Food and Nutrition**	**Mental Health - Resilence and Growth (Ata)**
	Hauora Exploring Self - the strength within Wheel of wellbeing	**Identity** *Who am I and What do I stand for?* Rangatiratanga Racism Stereotypes Conflict Gender identity	**Changing Me - Puberty** *Life Education*	Conflict Decision Making Making safe choices	Digestive system Healthy food choices Water **Health Promotion: Water Only School**	Mindfulness Goal Setting Identifying strengths Strategies for positive change
Outside Providers			**Life Education** **Wk 4 - 9 Term 2 - Puberty Focus**	**Police TBC -Whole School Session?**		
EVENTS	**Bully Free Week** **Pink Shirt Day - 19th May 2023**			**Mental Health Awareness Week** **Pride TBC**		
Whole year	**Skodel/Class Meetings/STAR/PB4L/ Cool Schools** Beginning of each term: Revisit Cool Schools					

Last updated 12/12/2022

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Health will be delivered by all classroom teachers with guidance and support from the P.E. Health team (3 in each syndicate) who will plan the lessons and create the resources as required.

Key Resources
- MoveWell - Supporting children's learning and enjoyment of movement: [Movewell](#)
- Sporting equipment and facilities
- Mental Health Education and Hauora: Teaching interpersonal skills, resilience and wellbeing
- Life Education website: https://www.lifeeducation.org.nz/in-schools/resources?page=1&search=

Technology and Arts
The Arts : Music, Visual Art and Performing Arts

Philosophy Statement

We believe that our students should be given all opportunities to learn to express their feelings, emotions and creativity through all art forms. To help them to use their imaginations to create and share their ideas.
In doing so they develop confidence and skills to become lifelong learners.
We expect that our students will have their mental wellbeing supported through the opportunity to express themselves creatively.
Develop a sense of personal achievement and fulfilment from the creative experience.
Help develop key competencies and be better informed and engaged with career opportunities and pathways in the arts and creative industries.

 This curriculum area is covered in our school through…
- Specialist teachers; Visual Arts, Performing Arts and Music.
- Cultural groups and academies, assemblies, Tironui Trust, performance nights, exhibitions, talent quest and Showcase.
- Key Competencies are woven within all the tech.arts learning areas to develop holistic life-long learners.
- Enrichment classes are provided to enhance and provide a variety of learning experiences for the students.

Provision in this curriculum area for assessment and reporting, planning and classroom delivery is…
- SOLO is used as the basis for self and peer assessment and for teacher reporting.
- Individual e portfolios are created by the students over the two years
- Art Exhibition and Talent Quest and Art Showcase will be organised this year

Technology : Soft materials; Food Technology; Hard Materials

Philosophy statement

We want to awaken students' natural curiosity, awareness of their own capability, and quest for knowledge by providing opportunities to the students to explore, and develop their creative, and problem-solving skills, in a collaborative and innovative environment. We will try our best to relate what we are learning to real world examples and experiences rather than doing something just to meet the standard. We want our learners to be innovative developers of products, systems and discerning consumers who will make a difference in the world.

This curriculum area is covered in our school through…
- Specialist teachers in 'Soft Materials', 'Hard Materials', 'Foods Technology'.
- Teachers planning individually and collaboratively in order to deliver cohesive programmes.
- Enrichment/Extension classes are provided to enhance and provide a variety of learning experiences for the students.
- STEAM exhibition.

Provision in this curriculum area for assessment and reporting, planning and classroom delivery is…

- Teach/Arts teachers will work collaboratively to introduce Project based Learning to year 8 students
- As with the rest of the school these teachers will be following an inquiry model: gathering of prior learning, 'front loading' and safety learning, then posing questions that provoke learning, establishing an investigation and finally working on design and an outcome.
- Students will be creating Learning stories on Educa
- This is an area for review and development.
- SOLO, in combination with the indicators of progression in Technology, as the basis for self and peer assessment and for teacher reporting.
- Key Competencies are woven within all the tech/arts learning areas to develop holistic life-long learners.

Technology/Arts Exhibition of Learning 2023

Vision : Having a whole-school exhibition with community members, celebrating students' work and learning by making it visible*.*
Purpose :

1. **High Quality Work for Authentic Audiences-** When students know they will share their work with an audience beyond the classroom, they are motivated to make it high quality. Exhibitions are a great way to share student artwork, performances, projects, mock trials, or videos with the community
2. **Community Pride & Transparency-** Exhibitions put students center stage as they describe the process and products of their learning. It brings families and community members together to celebrate the collective work of tamariki as well as the community taking pride in students' academic learning.
3. **Equity-** Exhibitions set the expectation that all students, not just a select group, are capable of producing high-quality work and will share that work with people beyond their classroom. They motivate all students to do their best, so they can stand proudly beside their work.

Organisation
    Exhibition dates:

	Exhibition 1	Exhibition 2	Exhibition 3	Exhibition 4	Exhibition 5
Exhibition Dates	24/03	26/05	21/07	8/09	3/11

Time : From 2pm-2.50pm. Students will be called from classes anytime within this timeframe depending when the families and caregivers arrive. Students come down to the tech/arts block with their bags. Students will leave with their families or caregivers.

Venue : Technology Arts Block. Families and caregivers directly go to the technology arts block.

Tech/Arts Staff : Well organised display of students' work. Greeting families, directing and showing people around.

Admin Staff : Based in the Tech/Arts block from 2pm, calling students from classes and signing

students out.

Talent Quest 2023

The Talent Quest is an exciting time for students to share their unique talents with the school and compete for a place in the grand final. Any student, pair or group of students can enter the competition, with entries closing week 4, term 2. Students that have entered compete in live heats in week 8 and 9 on Thursday and Friday lunch breaks. Teachers are invited to guest-judge the heats, with the top two scoring acts from each going through to the grand final on the last day of term three. Grand finalists compete in front of the whole school for awesome prizes and the chance to 'wow' the school.

Variety is welcome! Anything goes in the Talent Quest: singing, dancing, acting, comedy, gaming, poetry - we've even had eating before! If you know one of your students has a unique talent you think they can share - please encourage them to sign up.

Timeline for Talent Quest:

Term One	Entries open, students encouraged to practice.
Term 2 - Week 4	Entries close and heats are organised
Term 2 Week 8 & 9 Lunch Break	Heats 1,2,3 and 4 in the gym. Students are invited to come support and cheer for their peers as an audience for a gold coin donation. Money raised goes towards prizes for finalists.
Term 2 Week 10 9am - 11am	Grand final live in the gym. Guest judges score students and announce placings live at the end.

Arts Showcase/Rising Stars Evening

Wednesday, Week 4 Term Four
5:30 - 6:30pm (TBC)

The arts are alive and well at Papatoetoe Intermediate. The 'Rising Stars' evening will be a chance to showcase all of the amazing artistic talent students have shown in 2023. An hour long event, outstanding students in music, performing arts and visual arts will combine their talents to perform various items to peers, whanau and the local community. It's going to be a fun, celebratory event where we see our rising stars shine. It would be greatly appreciated if staff can volunteer their efforts to ensure it be a successful, annual event.

STEAM 2023

STEAM: Science, Technology, Education for Sustainability, Arts and Mathematics.

Philosophy statement
Our aim is to provide motivating, engaging and real-world contexts in which students can acquire and apply meaningful skills and understanding. Teaching methods continue to be enquiry-based and student-centred, with teamwork and communication a major focus. STEAM programme will develop innovative mindsets and the ability to problem-solve, ensuring that our students become creators of technology, not just passive consumers.

STEAM Objective
- Is covered by all the classroom and specialist teachers.
- To create student centred learning programme that raises engagement by making learning fun and interesting
- To provide students with real world skills, acquired through drawing connections between different learning areas..
- students can address real problems in their social and environmental context, they will be able to make the connections between STEAM knowledge and their impacts on everyday life.

Strategies for achieving Objectives
- Build teachers understanding and confidence of STEAM
- Increase Leaders understanding and expertise to support the team with the programme.
- Ongoing assessment and reflection
- More collaboration and sharing during team meetings.

STEAM is covered in our school through
- Posing a real- world challenge or a problem that allows students to draw on the connection between different learning areas to find solutions.
- Authentic and relevant students led projects that they could connect to.
- The use of Pap Int Enquiry Model

Measurable Outcomes :
- Increased student engagement
- Improved students achievement
- Increased collaboration and teamwork.
- Increased communication with whanau that would lead to increased whanau attendance during the exhibition.

Student Achievement : Students who participate in STEAM learning:

- think outside the box
- feel safe to express innovative and creative ideas
- feel comfortable doing hands-on learning
- take ownership over their learning
- work collaboratively with others
- understand the ways that science, mathematics, the arts, and technology, education for sustainability work together
- become increasingly curious about the world around them and feel empowered to change it for the better.

STEAM at Papatoetoe Intermediate

STEAM is a curriculum based on the idea of educating students in five specific disciplines ; Science, Technology, Education for Sustainability, Arts and Mathematics — in an interdisciplinary and applied approach. STEAM is applied knowledge. It is using principles from multiple learning areas to solve real-world problems. To develop an authentic STEAM program, think deeply about how to integrate Mathematics, Science, Ed 4 Sus, Art, and Technology into hands-on learning activities. The STEAM principles should align perfectly with our curriculum. STEAM should not sit in isolation and should be a part of the ongoing development of our students' learning and broaden their horizons offering them another tool to aid their learning. Make it real! The more your STEAM lesson is geared towards a real world problem, the more students will appreciate the context of what they're trying to achieve. Even better – what if the students create the end objective themselves? The objective doesn't need to be a lofty goal (it could easily be a simple issue at school that the students could fix), as long as there is a real context that goes beyond assessment the students will be more motivated to make the solution happen. This means designing units of learning through hands-on activities that lead to STEAM learning.

All the classrooms will be expected to display the students' learning and project in **Term 3, week 10** during the STEAM Exhibition

Criteria for STEAM Display on the exhibition evenings
1. Display of Science, Technology, Education for Sustainability, Arts and Mathematics.
2. Design process shows the integration of Science, Ed for Sus, Arts, Mathematics and Technology.
3. Evidence students have used a variety of communication approaches to describe their challenge and justify their results.
4. Evidence that failure was regarded as a natural part of the design process, and an essential step toward creating an improved or successful solution.
5. Students focussed on solving engaging real-world problems, or challenges.
6. Teachers have facilitated inquiry-based, student-centered learning that has featured hands-on investigation.
7. Every child has a script of their own describing their input.
8. Script on an A3 paper displayed with the project or student work.

 All the students in class should get a chance to experience or work on the STEAM project/challenge.

STEAM Display Area
Will be in the Gym
Trestle Table and Science Board will be available for display.
Classes can use chrome books for display as well.
Prizes will be awarded for the top 3 displays.

Links to Resources
STEAM Overview - 📄 STEAM Overview 2023
SOLO Assessment Rubrics (Teacher and Students) - 📄 STEAM Assessment Rubrics
STEAM resources order sheet - 📄 STEM Resource2023
STEAM Reflection sheet - 📄 STEAM Reflection Sheet
Request for Trestle Table and table cloth - 📄 Trestle tables and table Cloth 2023

STEAM 2023 Timeline

Overview Term 1 2023:

Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Introduce the word STEAM to the class. What does it stand for ? Benefits of STEAM programme? How does it benefit the students? How can they make the learning Authentic? Brainstorm on real-world problems? Let students come up wit problems or issues they want to solve	**Wed: Nanogirl PD session 1 5/03** Students to collaborate and discuss the issues or problems they want to work on	Collect students' voices. (Send out a doc for everyone to put on their ideas) Unpack the problems and issues students have come up with.	**Wed : Nanogirl PD session 2 15/03** Finalize the issues or problems students want to work on by Friday .	Add STEAM ideas to the spreadsheet List the resources that the groups would require.	EOTC Week	Remind students to collect materials over the holidays if required. LIst of resources required to be added on a good doc- Due date Wednesday 📄 STEM Resource2023

Overview Term 2 2023:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Delivery of Resources to classrooms (from Diane)			Syndicate leaders to follow up on the STEAM ideas on Wed Collaboration during the Team meeting	**Wed : Nanogirl PD session3 24/5**			Syndicate Discussion on STEAM production.		

Overview Term 3 2023:

Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Syndicate discussion on the STEAM progress.	**Tuesday - Discussion with the whole staff. Sharing what students are doing.** **Discussion on display and overview.**		Signage /Banner - Nawinta		Newsletter Article given to Diane/Barb Flyer to parents/ community	Permission slips for student leaders	Monday - Checklist sent to the syndicate leaders - fill in the classes that are ready with the STEAM projects by Wednesday Tuesday - Finished with the STEAM project Students script finished and posted on EDUCA Thursday / Friday - All display ready for the show Promotion at Assembly- Hamish Fill in the table if you require table cloth or Trestle Table by Wednesday : 📄 Trestle tables and table… Trestle table- distributed by Craig on Friday Table Cloth - distributed by Diane on Monday	STEAM Exhibition Monday - All the work is displayed. Syndicate leaders work with the team to coordinate/or ganize the display. Blurb/photos about projects to Barb after the event STEAM PMIS- Nawinta

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Cultural Group Electives 2023

Purpose
This programme is designed to teach about different cultures and diversity. The Importance of celebrating different cultures and diversity will help students tremendously. Learning about diversity promotes creativity, high level thinking, and collaboration. Our school represents fourteen different backgrounds, cultures, ethnicity, language, religion, and physical ability. Being diverse is defined as all the ways we are alike and different.

Some reasons and expected outcomes behind the importance of celebrating different cultures in school
- It is important for students to be culturally aware. Learning about other cultures, languages, religions, and holidays aside from their own will help children learn that their classmates may be very different from them. Being culturally aware is a wonderful way to promote inclusion for all in our school.
- It is important for students to appreciate cultural differences. In addition to being aware of the fact that their peers may be different, it's also important for kids to learn about some of the unique and amazing things that come from other cultures and ways of life.
- It is important for students to overcome stereotypes. Celebrating different cultures will bring to light new thinking and understanding. Students need to understand there is never a right or wrong way- what is ok is that we are all different and we learn and grow together. This type of learning will encourage students to be creative thinkers.

Programme Design
Students are encouraged to participate in Cultural groups and electives that further develop their known strengths or to develop 'new' strengths.

The duration of Cultural group and electives programmes is a year long, weekly on a Thursday last period. Students will have to select a culture they would like to explore/ learn more. They will learn about language, culture, art, music, costumes, traditions, artefacts and prepare performances or some form of showcase for the International Cultural Festival in Term 4.

Planning
Each Cultural group should have a language component throughout their programme. The use of thinking taxonomies, particularly 'SOLO' verbs, is strongly encouraged when planning for a group session. Key Competencies of the NZC will need to be embedded in this programme.

Year 8 (and new Year 7) students have an opportunity to hear what options are available at the beginning of Term 1. A shared google excel sheet will be shared to each class for selecting cultural electives. Groups will be confirmed by the middle of Term 1 with some additional information.

Term plans are expected to be completed using the school-wide format. All plans are shared via google docs with the Cultural Elective coordinator prior to the First week of the programme beginning. Editing rights are also provided to the coordinator so that feedback and feedforward comments can be provided.

In 2023 we plan to have 2 teachers per performing Cultural groups, while others will have one staff member attached to that Cultural Learning group

Performing groups for 2023 will include:

- Kapahaka
- Samoan
- Tongan
- Fijian
- Bollywood
- Niuean
- Cook Island

Other cultural group options will be confirmed by Week 4 Term 1. This allows for staff to indicate their interests etc. During these sessions, the below are covered over the course of the year

- Cultural Electives will begin in Week 7 Term 1 and the last lesson will be in Week 7 Term 4.

Planning Timeline (Subject to change)

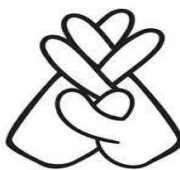| TERM 1 2023	
Week 2	Share 14 different ethnic groups to staff via google docs. Staff select an ethnic group they are interested in and begin to plan.
Week 3	Students google forms shared with 3 options.
Week 4	Student selection confirmed. Groups put together by Electives coordinator. Group lists shared with teachers and the office staff. Teachers rooms for Electives confirmed.
Week 5/ 6	Groups confirmed
Week 7- 10	Cultural Elective group and attendance google sheet are shared with staff (Monday) Electives begin. Staff are to mark Elective attendance within 10mins.
Term 2 2023	
Week 1- 10	Electives continue. Staff are to mark Elective attendance within 10mins.
Term 3 2023	
Week 1-10	Electives continue. . Staff are to mark Elective attendance within 10mins.
Term 4 2023	
Week 1-4	Electives continue. . Staff are to mark Elective attendance within 10mins.
Week 6	Cultural performance groups provided half day practice this week.
Week 7	International Cultural and Food Festival

Extension Classes

This programme is designed to offer students an opportunity to reveal their own potential through a strengths-based programme. Extension classes provide opportunities for students to extend their learning, move to the next level on a specific subject. During these sessions students will engage in activities based above their year group expectation. These will run from Term 1 to Term 4.

- Mathematics Extension - Wednesday
- Literacy Extension - Wednesday
- Tech / Arts Extension - Period 4 /5
- EPRO8 Enrichment - Period 4 / 5

SOLO TAXONOMY at Papatoetoe Intermediate
An Overview of 'Where we have Been' and 'Where we are Going'

The SOLO Taxonomy stands for the Structure of the Observed Learning Outcome (SOLO). SOLO structures achievement in learning along five consecutively more challenging levels:

LEVEL 1		**Prestructural** A student has a very limited understanding of the learning outcome. Any understanding at this level will appear random
LEVEL 2	Unistructural	**Unistructural** A students' understanding at this level may include some relevant information, but will lack in detail and amount of information to be useful
LEVEL 3	Multistructural	**Multistructural** A students' understanding at this level will include a lot of relevant and irrelevant information about the learning outcome. Students will lack an **integrated** understanding and may struggle **applying** understanding
LEVEL 4	Relational	**Relational** A students' understanding at this level will be organised, showing mastery of the learning outcome. The student will be able to apply the outcome successfully
LEVEL 5	Extended Abstract	**Extended Abstract** A students' understanding at this level will allow the student to interpret the information in a new way. The student will have effective control of the learning outcome, see its possibilities, restrictions and ways to improve it and so on.

The advantage of having a structure of learning like this in teaching and learning is very clear: Achievement of a learning intention is varied and different children will perform differently in relation to the learning intention. With any group of children, some children will show accelerated achievement and some will struggle to meet the learning intention at all. Accelerated achievement and no achievement of a learning intention clearly fit in the 5 levels of the SOLO spectrum.

Moreover, ability to achieve a learning intention is not fixed. The five levels of achievement are a fluid system of understanding. Each level of SOLO is built successively on the last level, which means that a teacher can scaffold a student to higher levels of achievement for a given learning intention.

The concept of levelled achievement in teaching and learning is fundamentally important, because placing a ceiling on capable learners will turn them into passive learners and placing the bar too high for struggling learners will turn them off learning. Making learning a structured process from simple to sophisticated demonstrations of achievement allows the prospect of growing in learning to become a real possibility for all children.

The second advantage of SOLO is that the levels of understanding in SOLO are generalizable. They are specifically Generalizable in two ways:

> 1) The structure of SOLO can be applied for any learning outcome, including knowledge, skills, habits and behaviours
> 2) The SOLO taxonomy is a transferable skill that can be developed in one learning area and applied to another

The structure of SOLO can be applied to any learning outcome/intention, because the process of thinking/understanding/acquisition of skill is transferable. In any learning area across the curriculum and beyond the structure can help frame the path of learning to help students of a wide range of abilities and skills be successful. Because of this, SOLO is a transferable skill. The more children are scaffolded to higher levels of understanding along the structure, the more they will naturally exhibit higher level thinking, even if the learning intention was not presented along the levels of SOLO.

WHAT SOLO HELPS US DO

Consistency in Planning –
We are at the point where syndicates are able to share planning and see the relationships in the structure and progression of the plan. Teachers are becoming more confident with using SOLO rubrics and maps.

Standardisation of Assessment –
As a way to become more consistent in assessment across the school a series of rubrics can be created for three of four topic areas - social studies, science and technology. These rubrics can be based on the NZC and use the levels of SOLO to show the increasing sophistication of the achievement objectives from level one to level three.

All teachers can then use these rubrics, which means that the data collected can be used to compare achievement in a given at the different year levels and achievement can be tracked for a given cohort from year to year. This will allow us to answer questions about how we are impacting achievement in topic.

Accounting for Variable Subject Matter in Assessment –
The rubrics we have created look at the key processes behind a topic area. Technology, for example, follows a process. The school is able to track topic successfully, because SOLO tracks the structure of learning in any learning area.
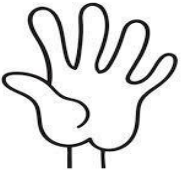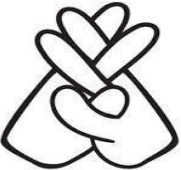
Where to Next –
With SOLO, because of its flexibility as a tool for teaching and learning, there are many ways that it can be used to develop teaching and learning at Papatoetoe Intermediate. Looking at what we have done with SOLO so far, we will continue to focus on over the course of the next year:

1) Continue to develop SOLO as a tool for formative assessment across curriculum areas. For instance: Social Science, Science etc.
2) Continuing to Find effective ways to track evidence for learning in SOLO
3) Use of SOLO thinking maps'

As a tool for formative assessment, SOLO is valuable because it allows us to measure the depth of understanding and provides feedback on that level. So far we have developed SOLO as a summative assessment tool and as a planning format within the Technology and Arts Curriculum and Social Sciences.
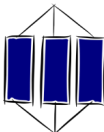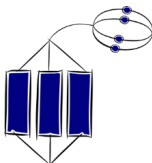
A model that the school is continuing to enhance:

SOLO LEVEL	Current understanding of an outcome	Type of feedback to improve learning
	Prestructural A student has a very limited understanding of the learning outcome. Any understanding at this level will appear random	● Practise ● Repetition ● Immersion in information ● Explicit modelling and scaffolding
Unistructural	**Unistructural** A students' understanding at this level may include some relevant information, but will lack in detail and amount of information to be useful	● Practise ● Repetition - Immersion in information - Explicit modelling and scaffolding
Multistructural	**Multistructural** A students' understanding at this level will include a lot of relevant and irrelevant information about the learning outcome. Students will lack an **integrated** understanding and may struggle **applying** understanding	- Practise making links by organising information (sequencing, classifying, comparing…) - Practise applying in a range of context - Modelling of application and making links with information
Relational	**Relational** A students' understanding at this level will be organised, showing mastery of the learning outcome. The student will be able to apply the outcome successfully	- Practise responding to the information effectively - Modelling things like generalising, evaluating, predicting, reflecting…

	Extended Abstract A students' understanding this level will allow the student to interpret the information in a new way. The student will have effective control of the learning outcome, see its possibilities, restrictions and ways to improve it and so on.	- Independent success in affective response - Independently revising, evaluating, reflecting... of learning outcomes

A framework such as this for formative assessment will be a powerful tool for teaching and learning. It will allow teachers to plan for varied achievement and give feedback to children to help higher levels of achievement in the learning process. It will motivate students and teachers to attain deeper conceptual understanding about what they are learning.

Our second aim for SOLO is to consider what evidence for learning is with SOLO. The formative assessment framework above alludes to evidence for learning. As teachers scaffold students to higher levels of thinking, there should be evidence for improved thinking and understanding about a learning outcome. A teacher should be able to track a student's movement from multistructural (many ideas, no relating) to relational (integrated understanding). If teachers are giving feedback in this way, then evidence for learning for SOLO will be apparent. We are currently enhancing ways to track and record evidence for learning, so that we can closely measure the impact of SOLO as a tool for teaching and learning at Papatoetoe.

Solo Assessment Rubric				
Prestructural *<L2*	*Unistructural* *Level 2*	*Multistructural* *Level 3*	*Relational* *Level 4*	*Extended Abstract* *Level 5*

Overviews
- Year and Term (Drafts): 📄 **Draft Overviews Term 1-4 2023**
- **Pap Int Curriculum Overview ODD / EVEN Years**

Master timetables
- 📄 **Draft Master Timetables 2023**

Planning Templates / Term 1 Weeks 1-5 Planning

Planning
- Planning is to be shared with your Syndicate Leader PRIOR to the week starting. This is normally within a Syndicate Shared Drive.
  - Weekly Planning Template 2022
  - All sessions should include
    - WALT
    - RTs
    - Task/s
    - Resources
- Each class is also to have their own 'google classroom'. This is also shared with the syndicate / syndicate leader
- Planning templates - 📄 Semester 1 - Belonging 2023
- First for weeks planning guide: 📄 **Draft 2023 Weeks 1-5 Planning Term 1**
- 🟨 **The Papint Inquiry Model**

Enhancing Teaching - Supporting documentation

The Pap Int Way
- **Mathematics / English - PAP INT WAY**

English Language progressions
- The ELLP resource books are available as downloadable PDFs

Curriculum supporting documents
- supporting documentation 2023 Curriculum Handbook.pdf
  - Duffy 'cheat sheet'; Divergent Questioning Strategies; Writing LI / SC for writing; Fraction progressions