Papatoetoe Intermediate School

CURRICULUM and PEDAGOGY HANDBOOK 2025

STAR SCHOOL
SAFETY ★ TRUST ★ ATTITUDE ★ RESPECT

Last Updated 16/12/2024

Papatoetoe Intermediate School Curriculum Handbook
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Papatoetoe Intermediate School Pepeha

Ko te Puke O Tara, te Maunga kohatu
Te Puke O Tara is our Stone Mountain

Ko Tamaki, te Awa
Tamaki is our River

Ko Tara Te Irirangi te Tohunga
Tara Te Irirangi is our Paramount Chief

Ko Ngati Otara te iwi nei
Our people are Ngati Otara

Ko Ngati Otara, te marae
Ngati Otara is our Marae

Ko Te Rongonui O Naki, te wharenui
Te Rongonui O Naki is our Hal

Ko Tamaki Makaurau te hapori
Auckland is our community

Whanui mai nga hau e wha
Spread by the four winds

Papatoetoe Intermediate School - Our Journey

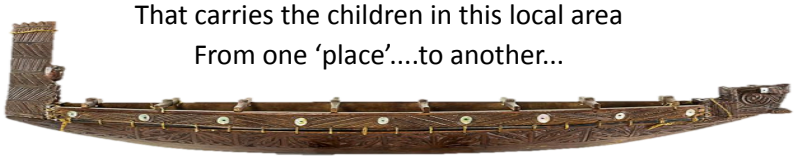
Our children are on a journey
From childhood to adolescence,
From dependence to independence.
A journey from primary school,
To secondary school.
From the known and the comfortable,
To the unknown and the new.

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.

School Vision:

CREATING AND PURSUING OPPORTUNITIES	
EMPOWERING STUDENTS	**CAPABLE STAFF**

Our Curriculum is based on:

Tūrangawaewae Understanding where I stand	**Kaiāwhina** Caring for people and place	**Whakapuāwai** Flourishing ever forward
Where we stand, we listen	**The breath of life**	**Future horizons**
Discovering ourselves by understanding who and what have gone before.	Recognising our relationship with the whenua and how it sustains us.	Understanding the role of innovation in a sustainable, urban-based world.
E kore au e ngaro, he kākano ahau i ruia mai i Rangiātea. *I will never be lost, for I am a seed sown in Rangiātea.*	Mā te taiao, kia whakapakari tōu oranga. *Let nature in, strengthen your wellbeing.*	Kei a tatou anō te ara tika. *The answers are within us.*

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.* ***Te Maitaiaho principle: Hold High Expectations***	● 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 Maitaiaho principle:* Give effect to Te Tiriti o Waitangi**	● Te reo me ōna tikanga Māori is integrated within the classroom programmes, especially within the Social Science specialist area ● 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.* ***Te Maitaiaho principle:* Give effect to Te Tiriti o Waitangi** ***Te Maitaiaho principle: Hold High Expectations***	● 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. ● Cultural Electives and language weeks are an integral part of the school
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.* ***Te Maitaiaho principle:* Give effect to Te Tiriti o Waitangi** ***Te Maitaiaho principle:* Hold a broad view of akonga success**	● 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.* ***Te Maitaiaho principle:* Hold a broad view of akonga success** ***Te Maitaiaho principle:* Give effect to Te Tiriti o Waitangi**	● 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.* ***Te Maitaiaho principle:* Give effect to Te Tiriti o Waitangi** ***Te Maitaiaho principle: Hold High Expectations***	● 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	● There is meaningful integration within learning areas and contexts for study; authenticity of experiences is encouraged.

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. ***Te Maitaiaho principle:* Hold a broad view of akonga success** ***Te Maitaiaho principle: Hold High Expectations*** ***Te Maitaiaho principle:* Give effect to Te Tiriti o Waitangi**	● 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.* ***Te Maitaiaho principle: Hold High Expectations*** ***Te Maitaiaho principle:* Hold a broad view of akonga success** ***Te Maitaiaho principle:* Give effect to Te Tiriti o Waitangi**	● 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

These competencies are what 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.

There are five identified key competencies in the New Zealand Curriculum.
● 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

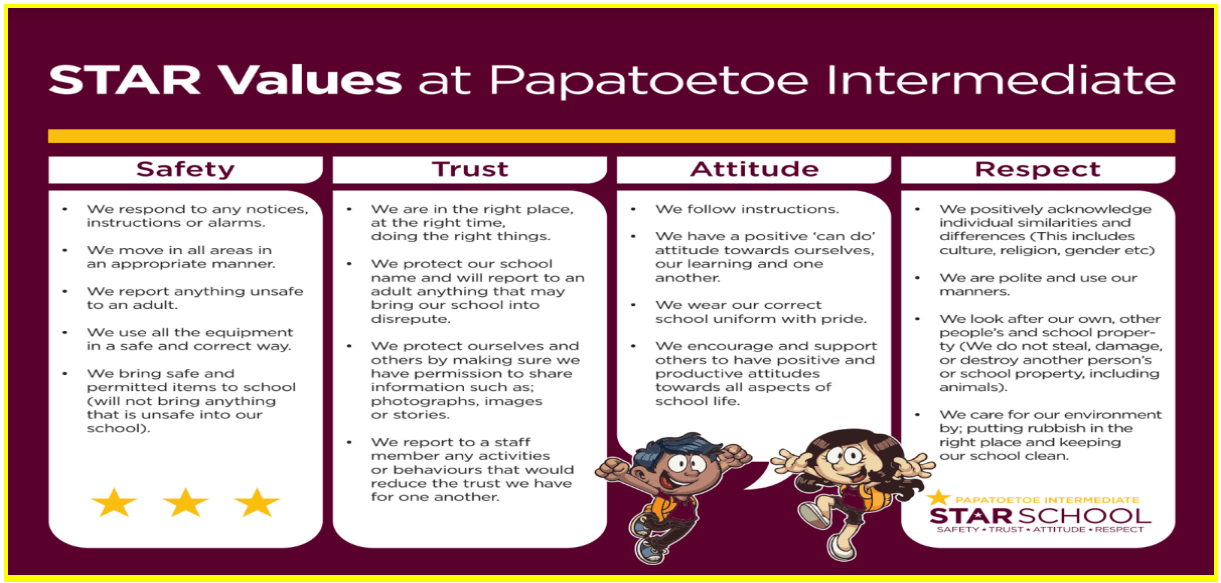
Values are expressed in the way our students think and act, for themselves and towards others within our school and when out in the community. The values are evident within all aspects of school life; demonstrated by all members of the school. The core value is that of respect; for self, for others and 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 <u>We also highly value:</u> Cooperation Tolerance Responsibility Perseverance Honesty Reliability Self-discipline



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:

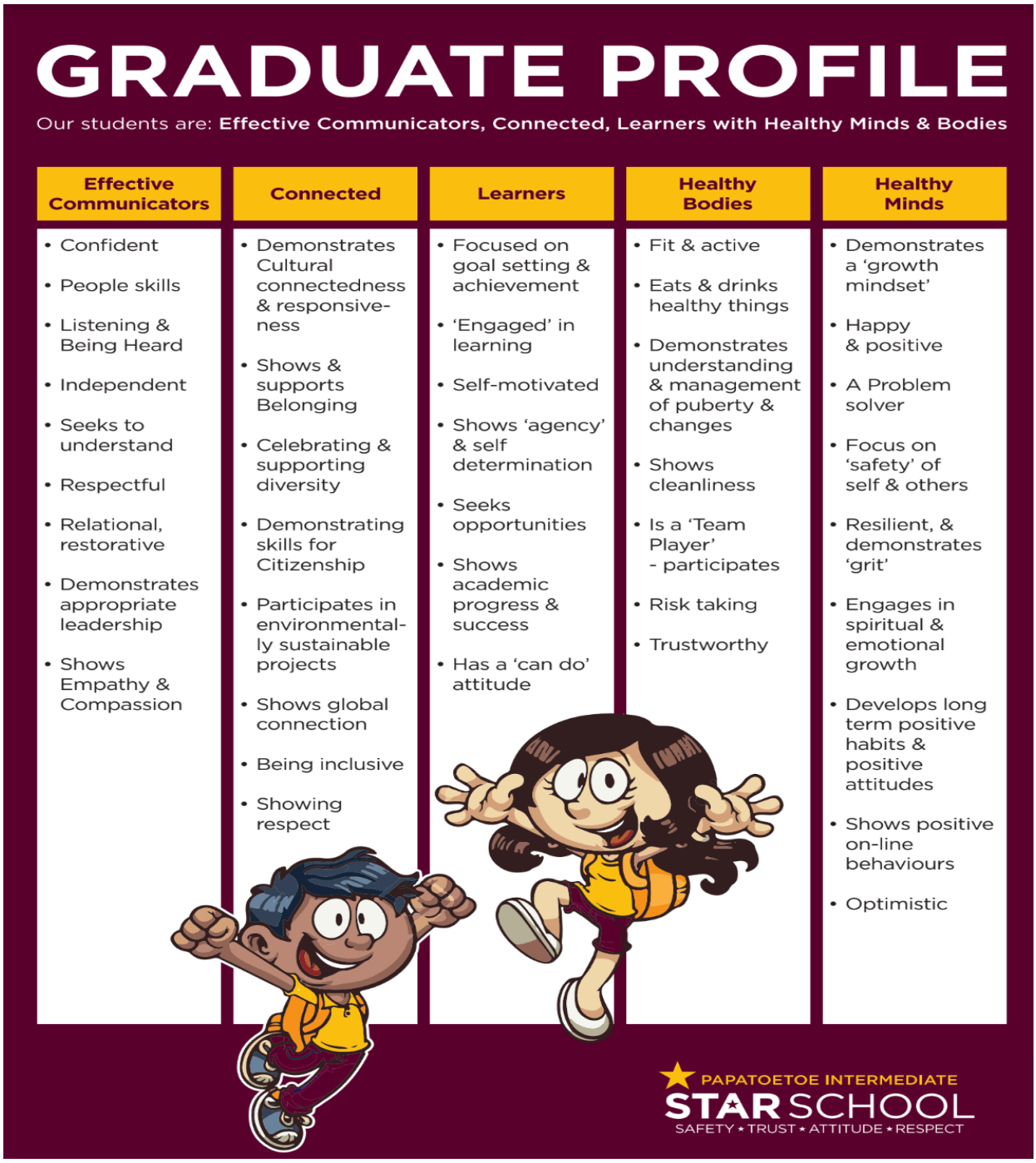
- Increased positive reinforcement strategies for all students
- A whole community approach to working with our young people
- A strengthened school vision of raising academic performance
- Teachers are able to define specific inappropriate behaviours, analyse, then specify and support replacement behaviour.
- 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; Restorative practices 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.



Ensuring Consistent School-wide Pedagogy at Papatoetoe Intermediate School

Our continual focus: CAPABLE STAFF who EMPOWER students

"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".

CAPABLE STAFF	
What do we do as a school to support teachers? (Some specific examples)	**Resources /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. ● Whanau 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 / Curriculum Specialist group discussions are held regarding "what an effective lesson should look like / sound like" etc.(Pap Int Way) ● Regular observations and PAC (Practice Analysis Conversations) between teachers and leaders - 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. ● School wide classroom routines - including a school wide approach to 'gaining attention'	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 - SOLO posters available for all classrooms. ● Planning checks and observations focused on the use of strategies that enhance critical thinking and student engagement. i.e ○ Mathematics: Rapid Routines; Open tasks ○ Reading / Writing - Think alouds; divergent questions; exemplars ○ Kagan cooperative strategies and activities	SOLO Handbooks by Pam Hook. TKI - Rapid Routines; Just in time activities etc Kagan Classroom activities and approaches

The Learning Areas

Our paddles…. that move us from one curriculum level to another

Curriculum Area	Allocation in timetable per week	Comment re teacher allocation
English	7 specific periods	This includes library session
Mathematics and Statistics	6 specific periods	This includes financial literacy
Science	2	Will also include structured literacy aspects; Ed4 Sus
NZ Histories and Social Science	2	Linked with Te Reo
Health and Physical Wellbeing	2	Homeroom on a Friday as well as across the week; during PE sessions
The Arts; Music, Visual Art, Performing Arts	2	Split into year level groups
Technology	2	Split into year level groups
Digital Technologies	1	

We also include within our curriculum:

Curriculum Area	Allocation in timetable	Comment re teacher allocation
Te Reo and Learning Languages	1	Linked with Social Science
Education for Sustainability	1	
Careers	Across the year / curriculum areas	Specific careers day allocated in Term 4
Financial Literacy	1 (Included in the Mathematics allocated time)	

Staff are placed into curriculum specialist teams to assist with: Data analysis, planning, resourcing etc

Mathematics	Reading	Writing
Science teachers attached	*Social Science / Science teachers attached*	

Curriculum Refresh - English / Mathematics: Source: Tahurangi 2024

DIRECTLY FROM CURRICULUM REFRESH DOCUMENT - Source: Tahurangi 2024

The New Zealand Curriculum – knowledge-rich, informed by the science of learning, and framed within the whakapapa of Te Mātaiaho

Mātai aho tāhūnui, *Mātai aho tāhūroa,* *Hei takapau wānanga* *E hora nei.*	*Lay the kaupapa down* *And sustain it,* *The learning here* *Laid out before us.*

The New Zealand curriculum is knowledge-rich. It prioritises and explicitly describes what must be taught each year and is deliberately sequenced to enable students to build knowledge, skills, and competencies systematically over time. It supports teachers to design teaching programmes that bring learning to life in the classroom, using local, national, and global contexts.The science of learning informs curriculum sequencing and teaching practice. The curriculum builds on scientific understanding to identify five characteristics of how we learn:

We learn best when we experience a sense of belonging in the learning environment and feel valued and supported.
Students bring with them different cultural identities, knowledge, belief systems, and experiences. They need to see that these are valued and reflected in a school environment characterised by strong relationships and mutual respect. Students' sense of belonging is enhanced by sensitivity to their individual needs, emotions, cultures, and beliefs.
A new idea or concept is always interpreted through, and learned in association with, existing knowledge.*The amount of existing knowledge students have, and the degree to which that knowledge is interconnected in long-term memory, influence both the quality and ease with which they can build on that knowledge. Recognising and drawing on students' prior knowledge therefore improves their learning.*

Establishing knowledge in a well-organised way in long-term memory reduces students' cognitive load when building on that knowledge. It also enables them to apply and transfer the knowledge.*Establishing new knowledge and skill in long-term memory requires active engagement and multiple opportunities to engage with them, practise them, and connect them to existing knowledge structures. When knowledge is well organised in long-term memory, students are more likely to be able to build on it and apply it in novel ways. If knowledge is not well established in long-term memory, students' working memory is likely to be overloaded when they attempt to build on or apply it. This cognitive overload can cause confusion, anxiety, and disengagement.*

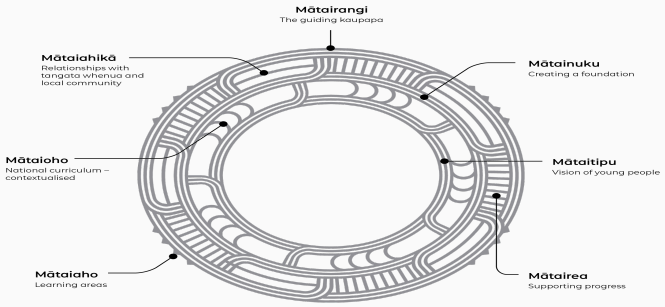
Our social and emotional wellbeing directly impacts on our ability to learn new knowledge.*Social and emotional wellbeing reduces anxiety, which frees cognitive capacity to learn new knowledge and skills, leading to deeper, more durable learning. Conversely, anxiety and negative emotions inhibit students' ability to learn. The factors that impact positively or negatively on social and emotional wellbeing vary between students. The influence of these factors is dynamic – it fluctuates over time, even during the course of a single day.*

Motivation is critical for wellbeing and engagement in learning.*Motivation develops when students feel that three basic needs are met: autonomy – developing increasing self-direction in learning; competence – experiencing success in learning and seeing oneself as a successful learner; social connection –*

belonging and contributing to a group from which one learns. Success in learning helps to build motivation.

The whakapapa of Te Mātaiaho

The design of this framework encompasses seven curriculum components. Te Mātaiaho as a whole weaves together these components, all of which begin with the word 'mātai', meaning to observe, examine, and deliberately consider.



Mātairangi | The guiding kaupapa

The overarching kaupapa guiding the curriculum, based on the science of learning and ensuring excellent and equitable outcomes for students.
Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora. | Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.
The outer rings represent our guiding kaupapa.

Mātainuku | Creating a foundation

The curriculum principles (e.g., holding high expectations, and enabling all students to access the full scope of the curriculum).
Mātai ki te whenua, ka tiritiria, ka poupoua. | Ground and nurture the learning.
The centre rings represent the foundation and calls to action.

Mātaitipu | Vision of young people

The educational vision of young people, as conceived by young people.
Mātaitipu hei papa whenuakura. | Grow and nourish a thriving community.
The inner rings and circular space represent the vision and students at the centre.

Mātairea | Supporting progress

The whole schooling pathway and the overarching focus for year-by-year learning and progress.
Mātai ka rea, ka pihi hei māhuri. | Build and support progress.
Niho kurī lines represent building and supporting the development of students.

Mātaiahikā | Relationships with tangata whenua and local community

Learning through relationships with tangata whenua and local communities.
Mātai kōrero ahiahi. | Keep the hearth occupied, maintain the stories by firelight.
Poutama curves represent relationships with tangata whenua and the community.

Mātaioho | National curriculum – contextualised

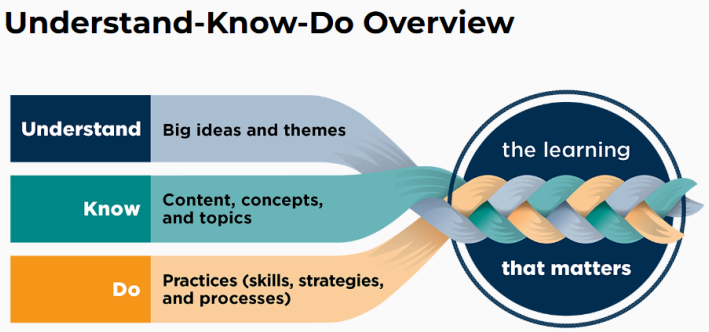
The process by which schools bring the national curriculum to life through local, national, and global contexts.

Mātai oho, mātai ara, whītiki, whakatika. | Awaken, arise, and prepare for action.
Unaunahi scales represent wealth of knowledge, purpose, and know-how.

Mātaiaho | Learning areas
The eight learning areas, which each include a purpose, big ideas, knowledge, and practices, year-by-year.
Mātai rangaranga te aho tū, te aho pae. | Weave the learning strands together.
Taratara-a-kae niho notches represent diversity, resilience, and mana.

The curriculum has eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. Together they provide the basis for a broad, general education for the first four phases of learning (years 0–10) and collectively lay a foundation for specialisation in phase 5 (years 11–13). Each learning area is knowledge-rich. This knowledge has been carefully chosen to support all students in their schooling pathway and is framed using Understand, Know, and Do:

- *Understand – the deep and enduring big ideas and themes that students develop understanding of over the phases*
- *Know – the meaningful and important content, concepts, and topics at each phase that enrich students' understanding of the big ideas and themes and that students study using the practices*
- *Do – the practices (skills, strategies, and processes) that bring rigour to learning and support the development of the key competencies.*



A progression model provides the structure that sequences the knowledge. It supports all students to develop greater:

- *breadth and depth of knowledge and understanding, through engaging with increasingly complex and ambiguous contexts*
- *refinement and sophistication in their use of competencies, practices, strategies, processes, and skills*
- *ability to connect, transfer, and apply new learning in meaningful contexts*
- *knowledge and awareness of themselves as learners*
- *effectiveness when working with others.*

Source: Tahurangi 2024

English and other languages

Ko te reo te tuakiri, ko te reo tōku ahurei, ko te reo te ora

Language is my identity; language is my uniqueness; language is life. *Source: Te Mātaiaho (2023)*

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' and weaving through the curriculum' in a variety of contexts – technology, assemblies, the arts, cultural groups etc.

Provision in this curriculum area for assessment, 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 7 hours of 'dedicated 'Literacy Learning' across a week, delivered by Literacy specialist teachers. An additional 3 hours integrated within Science and Social Science specialist teacher time.
- Planning by specialist Literacy Teachers for individual student learning pathways is based on a variety of relevant assessment data (diagnostic, formative and summative).
- 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 direct teaching instruction time (either whole class or needs based grouping) is used for robust discussions around text / written pieces.
- Shared use of 'modelling books' to record student learning.
- See Assessment Schedule - *PIS Assessment/Reporting and PD Schedule 2025*
- Regular feedback provided to students - orally and within student's workbooks

Students are building knowledge about language and texts and drawing on the practices of English. Through this students are deepening their understanding that: (Source: Te Mātaiaho (2023)

UNDERSTAND - The Big Ideas *Te arao atu ki te ao whanui me to kokiri kaupapa hei hapi tahi i etahi atau* *Seeing ourselves in the wider world and advocating with and for others*
Phase 3 Understandings - Language and literature gives us insights into ourselves and others - The stories of Aotearoa New Zealand are unique taonga tuku iho - Stories are a source of joy and nourishment - Communication depends on shared codes and conventions - Literature, language and texts embody power relationships.

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 expected progress over a period of time, who are identified by Teachers/Syndicate Leaders/Assistant Principals and/or the Learning Support Leader.
- ICS / ORRS / ELLs (English Language Learners or ESOL) funded students.

Assessment Tools to be used depending on student ability and need:

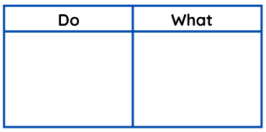
	PAT Reading Comp	PM Benchmark	PROBE	Running Record (seen text)	e-asTTle Reading	e-asTTLe Writing	Pact	The Code Word Check	Oral Reading Fluency	MAZE
L 1+	-	Y	-	-	-	Y (Less time)	Y	Y	Y	Y
L 2 +	Y	-	-	Y	Y	Y	Y	Y	Y	Y
L 3 +	Y	-	Y	-	Y	Y	Y	Y	Y	Y
After assessments BOY / EOY										
PAT Stanine 1-2		-	-	Y	-	-	-	-		

Tracking Target Students in Reading

Students who are assessed as one year below their cohort expectations (i.e Year 7 BOY Level E3; Year 8 BOY L3). Syndicates will track their progress throughout the year.

LITERACY- MAKING MEANING: ***Students will read, respond and think critically about texts***
LITERACY-Creating Meaning: Students will think, talk, record and communicate.
STUDENTS identifying themselves <u>AS READERS/WRITERS / AUTHORS</u>

Planning for Teaching: Explanation of tumble
Lesson Sequence for Information Text Integrated Reading and Writing - 2 week rotation

	Session 1 & 2	**Session 3 & 4**	**Session 5 & 6**	**Library Session 7**
30 mins	The Code Year 7 & 8 Include the list number	**P1: Introduce the GIST** 1.Teacher and students fill in the GIST scaffold. *2.* Read aloud either the same text from the previous lesson or another about the same topic. 3. Whole class discussion and add to the GIST scaffold. 4. Watch either same video or another about the same topic 5. Whole class discussion and add to the GIST scaffold. 6. Students write a GIST statement using the information in the GIST scaffold.	**O - Organise the text** 1. Teacher introduces the TIDEL scaffold framework. 2. Teacher to model and scaffold the T (topic introduction of TIDEL) 3. Use the General statement, Specific Statement and Thesis statement (GST) framework for an introduction 4. Students complete their own introduction 5. Teacher working with a group	The Code Year 7 & 8 Include the list number:
30 mins	**Whole Class Focus:** 1.Teacher leads positive self-talk for writing. *2.* Pre-reading/ video 3. Whole class discussion 4. Students complete a pre assessment piece of writing to demonstrate their background knowledge about the topic. -Teacher looking for subject specific vocabulary - Looking for the students strengths in their writing.	**P2: Pull apart the prompt** 1. Teacher introduces the prompt 2. Students draw a T chart in their writing book.  P3: Pick Ideas - the main parts of the text that support your prompt	**Whole Class** Edit and review a teacher Topic Introduction paragraph. Students independently edit and review their introductions.	Library session
30 mins	**Small group targeted** instruction Tier 2 & 3 learners Linked to the whole class focus. Rest of the class - pre-assessment writing about what they know about the topic	**Small group targeted** instruction Tier 2 & 3 learners Linked to the whole class focus. Rest of the class - complete the P1-P3 tasks. Continue reading given texts around the topic.	**Whole Class** **Organise the body paragraphs** 1. Teacher introduces the I + D paragraph strips 2. Teacher guides students to select three ideas that will become their topic sentences.	

Week 2	**Session 8 & 9**	**Session 10 & 11**	**Session 12 & 13**	**Library Session 14**
30 mins	The Code Year 7 & 8 Include the list number:	Key vocabulary & knowledge discussion - 10 minutes Reorientate with the previous lesson - 5 minutes	Reorientate with the previous lesson - 5 minutes E - Teacher to model Ending	The Code Year 7 & 8 Include the list number:
30 mins	Teacher guides students to select facts and supporting details to include for the outline. Teacher models how to use the TIDEL plan to write a draft.	Complete the TIDEL outline Students begin to write referring to their outline	Students to complete their Ending	Library session
30 mins	Students complete the TIDEL outline.	Students to continue their writing Teacher to work with a group	Scoring and Writing Reflection Highlight in their text: Green - Topic sentence Orange - detail Yellow - ideas Pink - key vocabulary Set goals and give feedback to peers.	

To support **your reading programme your classroom environment will:**

- Be rich with literature. For example, such as Pick 'n Mix boxes that can include non-fiction, multicultural texts, picture books, sophisticated picture books, novels, and articles.
- Have living walls that reflect the vocabulary learned during a unit for students to refer back to for their writing.
- Include students and teachers examples of current work (can be blown up to A3 size) that is neatly displayed on the walls. This will clearly demonstrate the learning AFTER it has been unpacked with students. It is effective if students have also annotated the displayed work. This provides opportunities for students to Self and Peer assess against the exemplars and - check each other's work against the RTs.
- Have appropriate space for the groups to be able to work; easy access for groups to obtain resources required such as the modelling books.
- Display explanations of: reading strategies/activities written by students on the walls or the posters

To support your writing programme your classroom environment will have:

- 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. For example, some teachers provide their ESOL, ELL, ICS or ORRs students with their very own boxes. These can contain the students' headphones for audio work, and their reading and writing materials

Resources

- 'The Code' by Liz Kane
- 'Explaining Reading' by Gerald G. Duffy
- NZC and Te Mātaiaho
- 'Teaching Reading Comprehension Strategies and practical classroom guide' by Sheena Cameron.
- Sheena Cameron and Louise Dempsey resources

In your planning:

- Needs Based Groups are arranged based on learning needs. (Using data from: STAR, asTTle/PAT, group observations.)
- Use WALTs, R.Ts for all group activities. lessons
- Teacher Conference with individual students - at least one with each group per week
- ESOL students who are withdrawn are recorded with the focus they are working on. If they are taken out during your reading time, it is important to consider alternating reading and writing in your planning, so that you have an opportunity to work with these students.
- ESOL students who are not withdrawn need to have carefully considered learning included in your planning - see Learning Support and ELLPs to assist with planning
- Students are aware of the **PURPOSE** and the **AUDIENCE** prior to writing any piece

Structured Literacy - 'The Code'

Strengthening explicit teaching in literacy and communication
"Explicit teaching encompasses knowledge about words, language, strategies and processes, texts, and the world. It is based on knowledge of what ākonga already know and what they need to learn next."

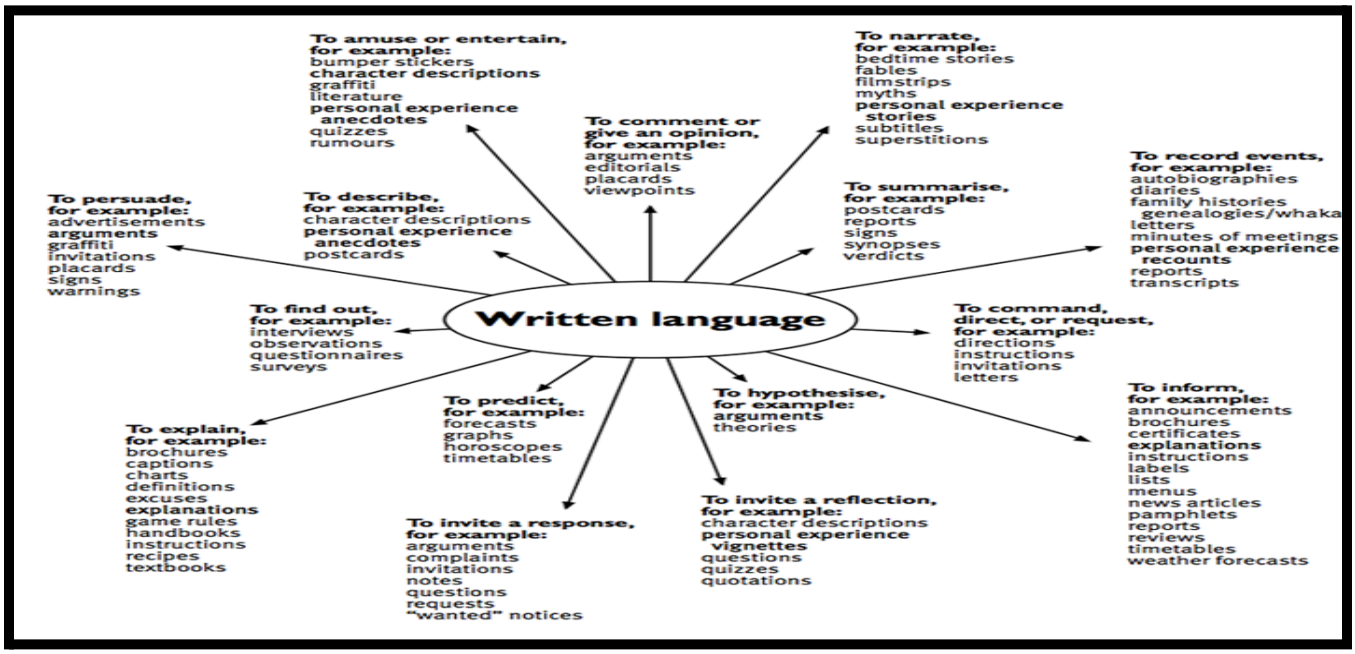
"Explicit teaching typically includes incremental steps that incorporate effective modelling, verbalising thinking, and guided practice with prompt corrective, responsive and constructive feedback. Through explicit teaching, kaiako ensures that ākonga develop a clear understanding of the 'what, why and how' of the learning.
Akonga
• are clear about what they are learning
• have a reduced cognitive load
• experience high levels of success, which enhances ākonga motivation and engagement.

(Common Practice Model P22)

Instructional Model - Structured Literacy

I DO (Teacher teaches WHOLE CLASS) **UNDERSTAND**	*WE DO (Teacher and Learner(s) WHOLE CLASS/SMALL GROUP* **KNOW**	*YOU DO (Learner)* **DO**
Purpose: To explicitly teach a concept from the RRS Scope and Sequence/Syntax or Vocabulary. ● Teach/review learning and concepts. ● Knowledge is taught in a succinct and explicit way. ● Learners experience immediate success due to the explicit and direct teaching. ● Teacher modelling is essential. ● Teaching is specific, targeted and focused.	***Purpose:*** **Revise and apply key teaching points as a whole class or in a small group with Teacher support.** ● Provide deliberate practise opportunities for students working with teacher guidance and/or in small groups/pairs. ● Teachers guide and support learning. ● Teachers provide positive feedback and guide corrections. Note: Small group work may include Guided Reading/Writing.	**Purpose: For learners to apply/practise what they have been explicitly taught.** ● Revise key teaching points in order to develop accuracy and confidence. ● Learners will construct and modify their learning where appropriate with teacher support if needed. Learners share their learning with a partner/group/or class Teachers provide feedforward and next steps for learning (where needed).

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'



Year overview – Literacy 2025 (Guide)

	TERM 1	TERM 2	TERM 3	TERM 4
Reading: Panui **Writing: Tuhi**	The Code Y7 & 8 Lists - 2 sessions per week ● The history of theTreaty of Waitangi and how it has shaped relationships between Maori and Pakeha- 2 weeks ● The Secrets of Aotearoa's Forests: Exploring Biodiversity, conservation, and Cultural Significance- 2 weeks ● EOTC (W5-6) ● Exploring New Zealand's Native Insects: Tiny Creatures, Big Impact - 2 weeks ● Spoken Word - 2 weeks Library	The Code Y7 & 8 Lists - 2 sessions per week ● Hero's journey myths (Maui) - 2 weeks ● Hero's journey myths (other cultures i.e. pacific navigators, King Arthur, Rama, Thor, Odysseus) - 2 weeks ● Research on the history, significance, and myths related to Matariki and Puanga- 2 weeks ● Shaping Opinions in the Digital World: How to Spot and Persuade with Truth - 2 weeks ● Rap - 2 weeks Library	The Code Y7 & 8 Lists - 2 sessions per week ● Research a global fair trade issue and identify the impact Fairtrade is having on this specific issue - 2 weeks ● Why Every School Should Adopt a Sustainability Program - 2 weeks ● Speeches and Flash Talk - 3 weeks Library	The Code Y7 & 8 Lists - 2 sessions per week ● The Power of Energy: Understanding Sources, Uses, and Sustainability- 2 weeks ● The Role of Leadership: What Makes a Great Leader? - 2 weeks ● TBC Library

School Library - Library Expectations 2025

- Library sessions should have a WALT in teachers weekly planning and is included in the week tumble
- Students have to be engaged in reading activities during library sessions
- One period of 'library' is assigned to a class (Currently weekly - with mobile library in place)
- Teachers to book in librarian if they want the mobile library to their room

If in a library specific space:

- 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.

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 specifically taught by the Social Science and Te Reo specialist teachers, once a week as outlined in the timetable
- All staff will have regular PD on Te Reo / Te Ao Maori, and will be strongly encouraged integrate the use Te Reo during classroom sessions
- 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

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. The use of PAT is also used
- 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

- Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki: Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1-13
- 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
- Education Perfect
- Niho Taniwha- Improving Teaching and Learning for Ākomanga Māori

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

Te Reo and Te Ao Māori - Unit Plan 2025

(Plan sent to teachers prior to new year)

1 year overview

Te Whakatōtanga Levels 1 and 2:

Beginning to use te reo Māori Te tohu tauākī

By the end of level 2, students can understand Te Reo Māori that contains well rehearsed sentence patterns and familiar vocabulary and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Students are developing an awareness of the processes involved in learning te reo Māori

	Term 1	Term 2	Term 3	Term 4
2025 Level 1 (Page 42) Level 2 (Page 43) Focus according to the objectives	**FOCUS** 1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgments 1.2 introduce themselves and others and respond to introductions; 1.3 communicate about number, using days of the week, months, and dates; 1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or home town and place of family origin; 1.5 communicate about location;	**FOCUS** 1.6 understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people); 1.7 use and respond to simple classroom language (including asking for the word to express something in te reo Māori). Other Lessons- Powhiri,	**FOCUS** 2.1 communicate about relationships between people 2.2 communicate about possessions 2.3 communicate about likes and dislikes, giving reasons where appropriate Revision	**FOCUS** 2.4 communicate about time, weather, and seasons 2.5 communicate about physical characteristics, personality, and feelings. Revision

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

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 tuatahii 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 whakawhetai ana mātou ki a koutou ngā tupuna;
mo tō mahi i whakairohia i tēnei ao
e noho ana mātou i tēnei rā!
Homai ki a mātou te kaha me te matauranga
Ki te mau I tō koutou akoranga
Haumi e, hui e, Taiki e

We are thanking you, the ancestors who have carved out this world we live in today.
Give us the strength and knowledge to hold fast to your teachings.
Bind together!
Gather together!
Unite together!

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)

Te Whakaeatanga e
Te Whakaeatanga e
Tēnei te kaupapa kaea
Tēnei te wānaga kaea
Te Mauri o te kaupapa ka whakamoea
Te Mauri o te wānanga ka whakamoea
Koa ki runga, koa ki raro
Haumi e, hui e, taiki e

It is completed, it is done, we have achieved our purpose, and completed our forum,
let the purpose of our gathering rest for now,
let the vitality of our discussions replenish, we depart with fulfilled
hearts & minds, bonded in our common goal & unity.

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

Ano me he whare pungawerewere

Behold, it is like the web of a spider - *Source: Te Mātaiaho (2023)*

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…

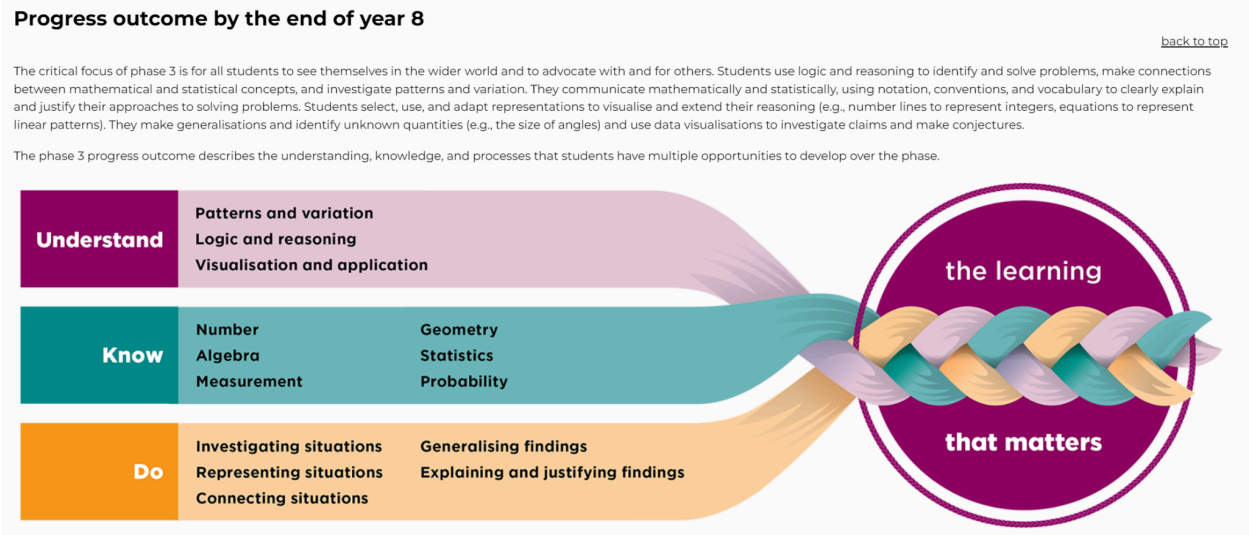
- Classroom based lessons and other structured opportunities
- In-class support
- Working and weaving 'across the curriculum' in a variety of contexts – Technology and the 'specialist subjects' with direct links to Mathematics made explicitly by Teachers
- Extension classes
- MathWhizz online programme to support self-directed learning
- Digital websites such as Arb's and Education Perfect for follow up tasks
- PRIME resources integrated with the planning

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 an hour of 'dedicated' 'Mathematics Learning' every day.
- Group teaching based on student's learning needs and groupings are flexible/mixed ability..
- Level 4 should receive ideally 70:30 Strand: Number teaching. Algebra is an important part of Mathematics and needs to be explicitly taught. During 2025, we will begin referring to 'Phase 3 Understandings' etc based on Te Mātaiaho (2024) - Curriculum Refresh document
- Planning by classroom teachers for individual student learning pathways is based on a variety of relevant assessment data including PAT, E-Asttle, 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.
- Students will experience all mathematical strands within a year based on the needs of the students.
- See Assessment Schedule within 'Assessment and Reporting Handbook'.

Students are building knowledge about number, algebra and measurement, geometry, statistics and probability and drawing on the practices of mathematics and statistics. Through this students are deepening their understanding that: (Source: Te Mātaiaho (2023)

Source: Tahurangi 2024



UNDERSTAND - The Big Ideas

Te arao atu ki te ao whanui me to kokiri kaupapa hei hapi tahi i etahi atau
Seeing ourselves in the wider world and advocating with and for others

Phase 3 Understandings-
As students build knowledge through their use of the mathematical and statistical processes, they expand their understanding of the following.

Patterns and variation | Ngā ia auau me ngā rerekētanga
The world is full of patterns and is defined by a multitude of relationships in which change and variation occur. Mathematics and statistics provide structures that are useful for noticing, exploring, and describing different types of patterns and relationships, enabling us to generate insights or make conjectures.

Logic and reasoning | Te whakaaro arorau me te whakaaroaro
By engaging with mathematical concepts, we develop logical reasoning and critical thinking skills that enable us to evaluate information, question assumptions, and present arguments with clarity. Statistical reasoning from observation and theory allows us to differentiate what is probable from what is possible and to draw reliable conclusions about what is reasonable.

Visualisation and application | Te whakakite me te whakatinana
The visualisation of mathematical and statistical ideas profoundly influences how we perceive, understand, and interact with abstract concepts. Application in mathematics and statistics involves creating structures and processes that help us understand complex situations, enabling better decision making and communication of ideas.

The context names within Mathematics are changing and these will begin to be used during 2025:

	Number and Algebra			Geometry and Measurement				Statistics		
NZC	Number Strategies and Knowledge	Equations and Expressions	Patterns and Relationships	Measurement	Shape	Position and orientation	Transformation	Statistical Investigation	Statistical Literacy	Probability
Curriculum Refresh	Number Algebra			Measurement Space				Statistics Probability		

Teaching Expectations at Papatoetoe
Teachers follow the whole school yearly Mathematics plan and from this, develop their class plan with a term overview and weekly plans.

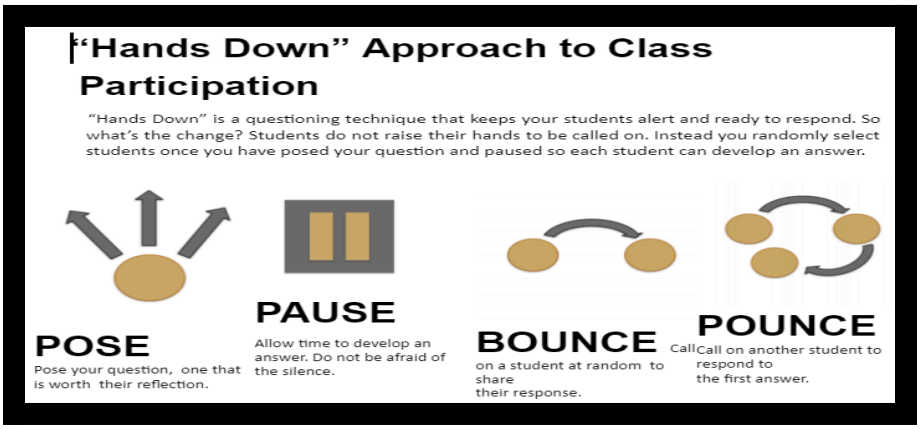
The six domains are **Number** (Number Structure, Operations, Rational Numbers & Financial Literacy), **Algebra** (Generalising Number Properties, Equations & Relationships, Algorithmic Thinking), **Measurement** (Measuring, Perimeter/ Area/ Volume, Time), **Geometry** (Shapes, Spatial Reasoning & Pathways), **Statistics** (Problem, Plan, Data, Analysis, Conclusion, & Statistical Literacy) and **Probability** (Probability Investigations & Critical Thinking in Probability). These are supported through the use of 'rapid routines' and 'open tasks'.

Teachers Planning should reflect the following model; (also refer to Pap Int way - Mathematics)

- 6 Mathematics lessons per week
- Whole week of integrated number teaching with specific strand teaching (based on year overview)
- One of the days per week, preferably the Monday, will be whole class (then possibly half a class) 'Open task'
- Tumbles will include 'must do' and **'can do'** activities.
    - Maths Whiz to be part of a tumble for groups.
- 2 groups / workshops seen per day - might be new concept or check in for understanding
- Please refer to and follow weekly plan example

Time	**Content**	**Dedicated Mathematics and Statistics Lessons**
10 minutes	Warm Up: Rapid Routines/Motivational Task/Revision/Basic Facts/Knowledge Development	Working Getting started
15-20 minutes	Teacher Session 1 - based on student learning needs **Pose a question** - this should be in word problem form. **Pause** - give the students thinking time to solve the problem.	Getting started Working Connecting and reflecting

	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?	
15-20 minutes	Teacher Session 2 - check in with a group or new context	
2 minutes	Plenary/Reflection/Co-construction of where to next	Connecting and reflecting



Some additional resources to support learners at various levels:

Rapid Routines	Copy of Useful Links- Rapid Routines/ Open Task 2024 **moveNprove year levels** Number and algebra mNp.pptx Measurement and Geometry mNp.pptx Statistics moveNprove.pptx **Open Middle Virtual Activities**	
Open task	Open Tasks Term 1 2024 https://www.youcubed.org/resource/classic-wim-week-1-grades-5-9/	
E-resources	Prime Hub Basic Facts Cards Maths-Whizz Card Games Knowledge Box Xtramath https://www.commoncoresheets.com/ Knowledge Box	Arb's Education Perfect Problem Solving E-ako Math Is Fun Mathematics Shed Common Core Sheets Strand Maintenance
Resources	Prime Course Book Prime Student Book NZCM Books	

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; nothing on the table except for teaching materials
- Word wall in each class that displays the key vocab for that learning area

The language of mathematics and statistics: Phase 3	**Year 7** *Students will know the following words:*	**Year 8** *Students will know the following words:*
Number	● discount ● divisibility rule ● exponent ● highest common factor (HCF) ● integer ● lowest (least) common multiple (LCM) ● simplify ● square root	● benchmark fraction ● budget ● composite number ● cube number ● financial plan ● percentage increase or decrease ● powers of 10 ● prime number
Algebra	● coefficient ● coordinate ● expression ● like term ● line graph ● reciprocal ● X axis, horizontal axis ● XY plane ● Y axis, vertical axis	● expand ● linear relationship ● rate of change ● substitute
Measurement	● composite shape ● digital ● duration ● formula ● rate ● speed	● millisecond ● square unit
Geometry	● complementary or supplementary angle ● scale factor	● cross section ● diagonal ● exterior angle ● grid reference ● invariant property
Statistics	● continuous data ● critique ● interpret ● measure of centre (mean, median, mode)	● distribution ● long-term trend ● multivariate data set ● time series
Probability	● dependent, independent ● event ● experiment ● experimental or theoretical probability ● trial	● distribution ● misconception ● model ● random

Mathematics Planning Template/s example :

Papatoetoe Intermediate School Weekly Maths Planning Term_____ Week_____

<table>
<tr><th></th><th>Monday/
First session</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td rowspan="2">Group 1

Phase groups for students as well as mixed groups

Students' names recorded here</td><td rowspan="5">Whole class
OPEN TASK</td><td>Must Dos
Prime Workbook

Can Dos
Maths-Whizz
Strand Maintenance Activity
Problem Solving
Basic Facts Cards
Think Tank Cards
Card Games
Knowledge Box
Banger
E-ako
Xtramath</td><td>Teacher - Number / Strand ficusFocus
LI: Clear and specific
RT: steps to achieve the intended learning
Word Problem Question:
Ref- Prime Teacher guide
Material: Ref- Prime Teacher guide/ Student course book</td><td rowspan="2">Must Dos
Prime Workbook

Can Dos
Maths-Whizz
Strand Maintenance Activity
Problem Solving
Basic Facts Cards
Think Tank Cards
Card Games
Knowledge Box
Banger
E-ako
Xtramath</td><td>Teacher - Number / Strand ficusFocus
LI: Clear and specific
RT: steps to achieve the intended learning
Word Problem Question:
Ref- Prime Teacher guide
Material: Ref- Prime Teacher guide/ Student course book</td></tr>
<tr><td>Follow Up:
- Using modelling book
- Prime course book/ Prime workbook</td><td>Follow Up:
- Using modelling book
- Prime course book/ Prime workbook</td></tr>
<tr><td>Group 2</td><td>Follow Up:
Using modelling book/ Prime Work book</td><td>Must Dos
Prime Workbook</td><td rowspan="2">Follow Up:

Can Dos</td><td>Must Dos
Prime Workbook</td></tr>
<tr><td></td><td>Must Dos

Can Dos</td><td>Teacher - Number Focus
LI:
RT:
Word Problem Question:</td><td>Teacher - Number Focus
LI:
RT:
Word Problem Question:</td></tr>
<tr><td>Group 3</td><td>Teacher - Number Focus
LI:
RT:
Word Problem Question:</td><td rowspan="2">Must Dos

Can Dos</td><td>Teacher - Number Focus
LI:
RT:
Word Problem Question:</td><td>Must Dos

Can Dos</td></tr>
<tr><td></td><td>Follow Up:</td><td>Follow Up:</td><td></td></tr>
<tr><td>Group 4</td><td>Must Dos</td><td>Must Dos</td><td>Must Dos</td><td>Must Dos</td></tr>
<tr><td></td><td>Teacher
LI:
RT:
Word Problem Question:</td><td>Can Dos</td><td>Teacher
LI:
RT:
Word Problem Question:</td><td>Can Dos</td></tr>
</table>

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.

Rapid Routines:
Rapid Routines are short, focused warm-up activities promoting mathematical fluency and directly connecting to the day's main lesson. These 8-10 minute routines are done before group teaching and encourage students to think mathematically without pressure while engaging in meaningful discussions.

A typical Rapid Routine involves displaying a problem on the screen, allowing students 2-3 minutes to think and work independently (using pen and paper if needed). Students then share their answers and discuss, defend, and justify their reasoning, which fosters collaboration and clears misconceptions.

Some excellent resources for rapid routines include Esti-Mysteries, Number Talks, Dot Talks, Picture Talks, and Which One Doesn't Belong.

Open tasks:
Open Tasks are whole-class mathematical activities designed to engage students in deep thinking, collaboration, and problem-solving.

Conducted weekly, typically on Monday, Open Tasks last for 45 minutes and align with the week's learning objectives. Students work in groups of three (High, Medium, Low), sharing one pen and paper per group while following clear norms to foster teamwork and respect.

The problem is displayed on the screen, and students collaborate to develop strategies, share their reasoning, and discuss alternative approaches. The teacher facilitates discussions, records strategies, and concludes with the solution.

Teacher session:
Teacher presents a word problem for students to try and work out (materials are available to the students). Students discuss and share what the question is asking; how they will write the equation. Teacher to question 'How do you know', relating to the specific vocabulary in the word problem. E.g. difference is subtract (-).
Students are questioned (Pose / pause / bounce etc). Teacher then unlocks the questions and gets a 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 maths 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 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.

Pap Int way - Mathematics: Mathematics 2024 PAP INT WAY *(Subject to change)*

Steps for Rapid Routines in Class:

- **Plan and Prepare**: Include the task in the weekly plan, ensuring it aligns with the topic.
- **Set Time:** Allocate 10 minutes before starting group teaching.
- **Present the Problem:** Display the problem on the screen.
- **Think Independently:** Give students 2-3 minutes to work independently using pen and paper.
- **Share Answers:** Students raise their hands to share their answers or strategies.
- **Discuss and Clarify:** Facilitate a 3-5 minute discussion to justify reasoning, clear misconceptions, and ask questions.
- **Explain the Solution:** Wrap up by explaining and writing the solution on the screen or whiteboard.

Steps for Conducting Open Tasks in Class:

Before the Lesson:

- **Plan and Prepare:** Note the weekly task in the plan (Monday preferred), ensuring it aligns with the week's learning.
- **Set Up Groups:** Allocate 45 minutes, arrange students in Kagan groups of three (High, Medium, Low), with one pen and paper per group.
- **Establish Norms:** Define group rules—no outside talking, help without giving answers, respect group roles, and ensure everyone finishes together.

During the Lesson:

- Display the Problem: Show the task on the screen.
- Thinking Time: Allow time for students to develop strategies independently.
- Share and Discuss: Groups share strategies and alternative approaches, guided by teacher questions.
- Conclude: Record student strategies and call for the solution to wrap up.

After the Lesson:

- Reflect: Assess the task's effectiveness and student engagement for future improvement

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 from the data analysis
- 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

Formative Assessment

Observation of the Process:

Teachers will observe the mathematics teaching during:

- Warm-ups/ Rapid Routines
- Open Task
- 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
- EDUCA post

Summative Assessment:

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.
Moderation will be done within individual syndicate Term 2 and Term 4
EAsttle - to measure both mathematics knowledge and the students' ability to apply their knowledge in problem-solving situations.

Mathematics Overall Teacher Judgement Guideline

Curriculum Levels	WELL BELOW	BELOW	AT	ABOVE
Year 7	E3 or less	3	E4	4+
Year 8	3 or less	E4	4	E5+

PAT Stanines	1-2	3-4	4-6	7+

GLoSS (STAGES)	WELL BELOW	BELOW	AT	ABOVE
Year 7	<E6	6	E7	7
Year 8	<6	E7	7	E8+

Learning Conversations:

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 (set positive classroom norms for maths) ● 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 ● know / understand different cultures learning style ● 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

Science

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.*

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."

Science sparks curiosity and deepens our understanding of the world around us. Through hands-on exploration and interactive learning, students dive into the thrill of discovery. Every lesson is guided by the core principles of the 'Nature of Science,' seamlessly woven into our planning to inspire critical thinking, creativity, and a genuine connection to the natural world.

This curriculum area is covered in our school through…

- The Science Leader who meets with the Science specialist teachers 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 fortnight
- 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). NMSSA (ARB/NZCER) end of term assessment.
- 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.

Science Achievement Objectives - Focus 2025
LIVING WORLD Evolution - *Students will:* ● Begin to group plants, animals, and other living things into science-based classifications. ● Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world. Ecology - *Students will:* ● Explain how living things are suited to their particular habitat and how they respond to environmental

changes, both natural and human-induced.
PLANET EARTH and BEYOND Earth Systems - *Students will:* ● Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources. Interacting Systems - *Students will:* ● Investigate the water cycle and its effect on climate, landforms, and life.
PHYSICAL WORLD Physical inquiry and Physics concepts - *Students will:* ● Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations
MATERIAL WORLD Properties and changes of matter - *Students will:* ● Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials.

Key Resources

- **Science Online NZ** Link - Science Online helps teachers unpack the requirements of The New Zealand Curriculum.
- **Science Learning Hub (NZ)** Link - The Science Learning Hub | Pokapū Akoranga Pūtaiao is an extensive and growing set of science education resources. The Hub's intention is to link New Zealand scientists with school students, teachers, and community audiences.
- **Assessment Resource Banks**(ARBs) - The Assessment Resource Banks (ARBs) developed by NZCER offer formative assessment resources for students working at levels 1–5 of The New Zealand Curriculum in science, mathematics, and English.
- **Education Perfec**t (EP) Link - EP is a toolkit of **learning**, **assessment** and **analytics** features designed to help teachers engage students, track growth and differentiate their teaching. A complete teaching, learning and assessment Science solution that provides unparalleled data and the opportunity for continuous feedback, buying back time for more hands-on, inquiry based experiences in the classroom
- 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

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

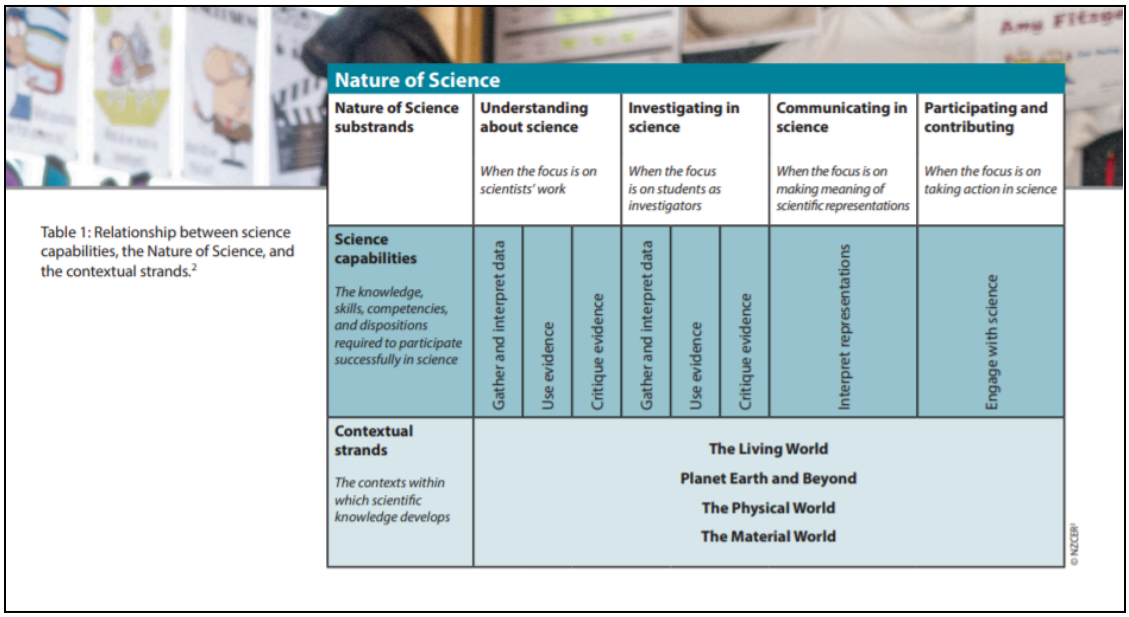


Table 1: Relationship between science capabilities, the Nature of Science, and the contextual strands.[2]

Nature of Science								
Nature of Science substrands	**Understanding about science** *When the focus is on scientists' work*			**Investigating in science** *When the focus is on students as investigators*			**Communicating in science** *When the focus is on making meaning of scientific representations*	**Participating and contributing** *When the focus is on taking action in science*
Science capabilities *The knowledge, skills, competencies, and dispositions required to participate successfully in science*	Gather and interpret data	Use evidence	Critique evidence	Gather and interpret data	Use evidence	Critique evidence	Interpret representations	Engage with science
Contextual strands *The contexts within which scientific knowledge develops*	**The Living World** **Planet Earth and Beyond** **The Physical World** **The Material World**							

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IMPORTANT DATES:

Who /When	Science Pre-Test (Tuesday, Week 4, Term 1) Year 7s only	Science Post-test (Tuesday, Week 4, Term 4) Year 8s only
What	Test Booklet: 1 (Year 7)	Test Booklet 2: Year 8

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.

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**

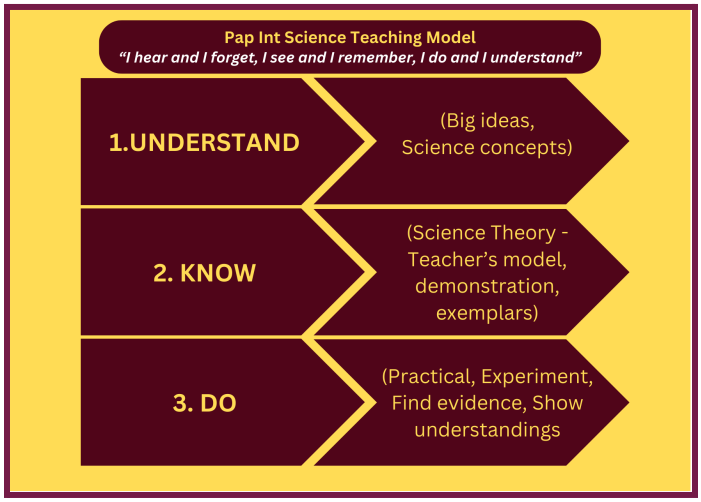
NMSSA Science - Assessment Toolkits (TBC) Link (end of term assessment)

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 Overview - 2025

Understand **Know** **Do**	**TERM 1 - OVERVIEW** Week 2 - - Laboratory Rules & Lab Equipment ***LIVING WORLD** Week 3 - Plant Kingdom Week 4 - Parts of a plant Week 5 - Bird evolution Week 6 - New Zealand extinctions Week 7 -Classification Week 8 - Protists Week 9 - Viruses Week 10 - Seeds Week 11 - End of term assessment	**TERM 2 - OVERVIEW** ***PLANET EARTH & BEYOND:** Week 1 -The Universe Week 2 -The planets Week 3 - Astronomical systems Week 4 -The Sun Week 5 -Tectonics Week 6 - Earthquakes Week 7 - Mountain building Week 8 - Climate Week 9 - Climate change Week 10 - End of term assessment	**TERM 3 - OVERVIEW** ***PHYSICAL WORLD** Week 1 - Motion Week 2 - Gravity WeeK 3 - Friction Week 4 - Falling Week 5 - Floating and Sinking Week 6 - Energy Week 7 - Renewable energy Week 8 - Heat Week 9 - Electromagnetism Week 10 - End of term assessment	**TERM 4 - OVERVIEW** Week 1 - Exam Revision Week 2 - Exam Revision Week 3 - Exam Revision Week 4 - Science Test - Year 7&8/ Data Entry/ tracking Sheets ***MATERIAL WORLD** Week 5 - Atoms Week 6 - Elements Week 7 - soap chemistry Week 8 - Pollution (1) Week 9 - Pollution (2)

Pap Int Science Teaching Model



Social Sciences and Aotearoa New Zealand Histories

Social Sciences and Aotearoa New Zealand Histories is expected to meet the needs of the local curriculum. For this reason, it is responsive and organic. As we learn and grow in our knowledge of local histories, it is expected that we will change and adapt units to ensure our students are learning relevant and timely content and skills.

Social Sciences and Aotearoa New Zealand Histories will impact on other areas of the curriculum, including English and Mathematics. Therefore we, as teachers, need to be prepared to learn new content and ways of doing things, refresh our thinking about pedagogy and our commitment to te Tiriti o Waitangi, and adapt our practice accordingly.

It is an expectation that literacy skills will be developed alongside the Inquiry practices, throughout the teaching of this curriculum area. Social Sciences and Aotearoa New Zealand Histories go hand in hand with literacy, here at Papatoetoe Intermediate School.

Understand Know Do (at a glance)

The refreshed curriculum consists of UDK's for each Phase of Learning. UDKs can be explained simply as:

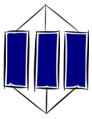
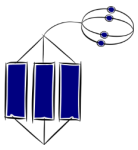
UNDERSTAND / MĀRAMA	KNOW / MĀTAU	DO / MAHI
Big ideas	**Contexts for Learning**	**Inquiry practices**

In our school, we will outwork these through

- Integrated 'inquiry' topics
- '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

Provision in this area for assessment and reporting

- At the end of each unit of work reflective data is gathered using Google forms. This includes:
    - a student reflection and self assessment
    - a teacher evaluation of student progress and a unit evaluation
- Summative assessments occur in Terms 2 and 4. This data is shared with the BoT.
- Reporting to whanau is made through Edge and follows the reporting timeline.
- Formative and on-going assessment is based on the 'conceptual understandings' contained in school-wide unit plans. SOLO is an integral part of the assessment in this area.

Solo Assessment Rubric				
				
Prestructural	***Unistructural***	***Multistructural***	***Relational***	***Extended Abstract***
PHASE 2 OR BELOW	***I KNOW***	***I KNOW***	***I UNDERSTAND***	***I UNDERSTAND***

Two Year Overview 2024-2025

Papatoetoe Intermediate School, in consultation with Evaluation Associates, has developed a two year overview that ensures full coverage of the Social Science UKD's at Phase 3. This was put into place in 2024 with 2025 being our second year of implementation. The overarching concepts for these are:

Tūrangawaewae Understanding where I stand	**Kaiāwhina** Caring for people and place	**Whakapuāwai** Flourishing ever forward
Where we stand, we listen	**The breath of life**	**Future horizons**
Discovering ourselves by understanding who and what have gone before.	Recognising our relationship with the whenua and how it sustains us.	Understanding the role of innovation in a sustainable, urban-based world.
E kore au e ngaro, he kākano ahau i ruia mai i Rangiātea. *I will never be lost, for I am a seed sown in Rangiātea.*	Mā te taiao, kia whakapakari tōu oranga. *Let nature in, strengthen your wellbeing.*	Kei a tatou anō te ara tika. *The answers are within us.*

The units of work for 2025 include:

Term 1	Term 2	Term 3	Term 4
The Treaty of Waitangi brought my ancestors here	**Diverse Horizons: Pacific and Indian Experiences in Aotearoa NZ**	**Toitū te taiao I am nature. Nature is me.**	**Unit to develop skills for Market Day 2025**
Sovereignty, Organisation and Government	**Culture and Collective Identity**	**Place and Environment**	**Economic Activity**
People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively.	People can experience inclusion or exclusion in different situations, which has consequences for them and for society.	People's connections to places, resources, and environments can generate cooperation or lead to disputes over rights and responsibilities, with differing consequences.	Individuals, communities and societies experience and manage scarcity in different ways to make trade offs with differing consequences.

Inquiry skills within Social Science - The 'Do'

In 2025, teachers will be growing their understanding of Inquiry so that it aligns with the specific skills required to effectively teach the Do part of this curriculum. For learners, throughout the units, students will be presented with inquiry opportunities to showcase their learning of that content.

Economic Activity - Market Day 2025

2025 will be the second year for Papatoetoe Intermediate students and staff to hold a Market Day. The purpose of this is to put tangible action to their learning about Economic Activity. Learners will prepare products/services and will market and sell them with the support of their teachers. We expect to face some challenges as this will be our first time but we are confident there will be rich learning outcomes for all of us.

Market day 2025 Timeline

Term 1 and 2	
	Initial discussion regarding Market day should start while planning for the STEAM project. Work on the projects that can be sold during the market day.
Term 3	
Week 10	Reflect on the projects completed during the STEAM. What was the total cost of the production? How to sell it for ? Does it meet the standard to be sold on the market day ? Will the class make a profit? Are you going to work on another project for market day ?
Term 4	
Week 1	**Market day Business plan to be handed in** (using the template provided) by Wednesday **4pm.** Syndicate Leaders to follow up with their syndicates
Week 2 and 3	Homeroom teachers work with their classes on the market day project.
Week 4	Monday and Tuesday : Cashiers get trained **Big Wednesday P3-6** Homeroom teachers get Periods 3- 6 to work on the market day projects Tech/Arts staff help set up the Gym **Thursday, 30th Oct from 2-5pm - Market day** **Students stay with the Homeroom teacher till 1pm** - work on the preparation for the market day. Tech/arts staff can have their extension classes to work on the projects. **1pm - All students released to go home**

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

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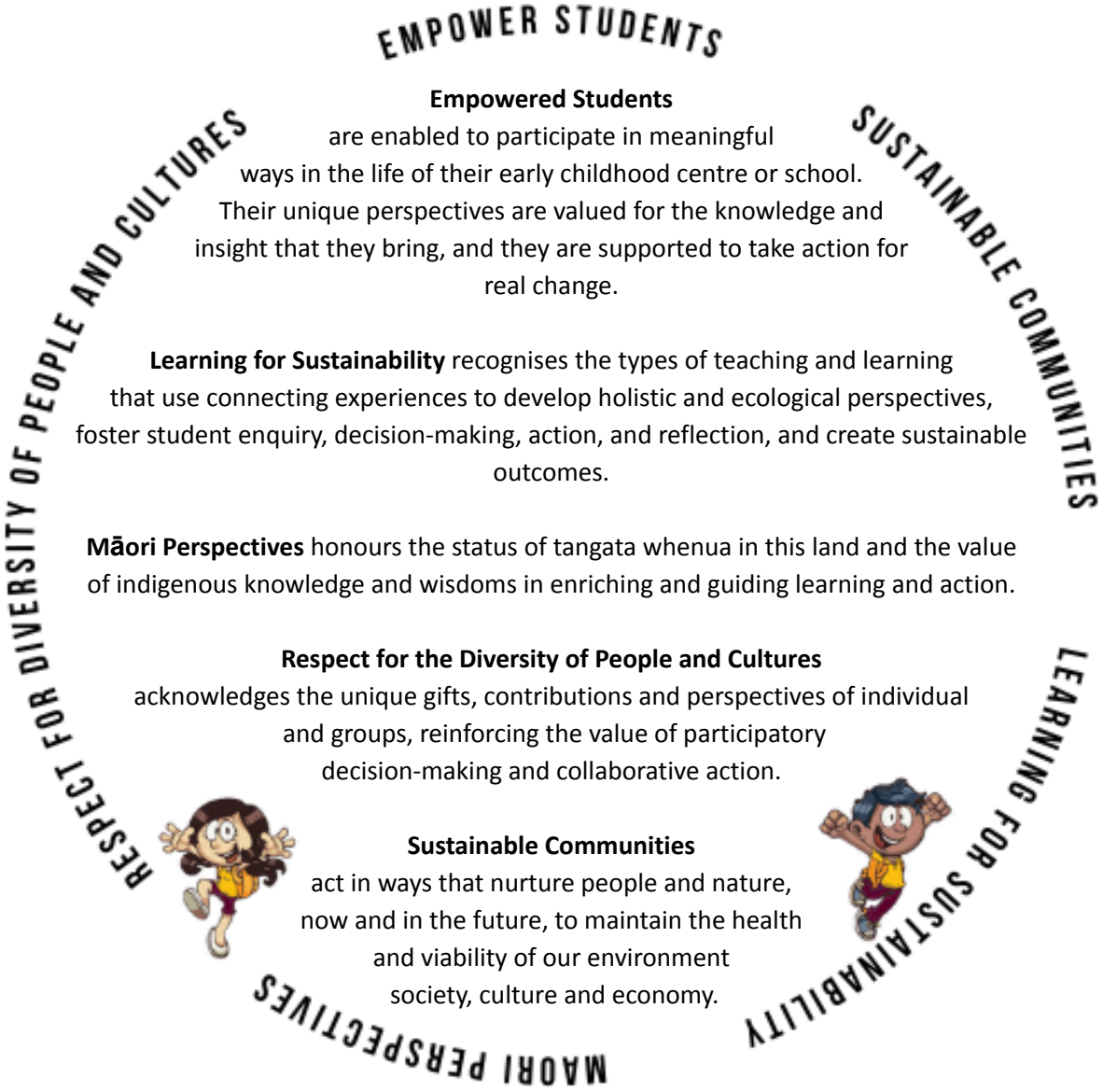
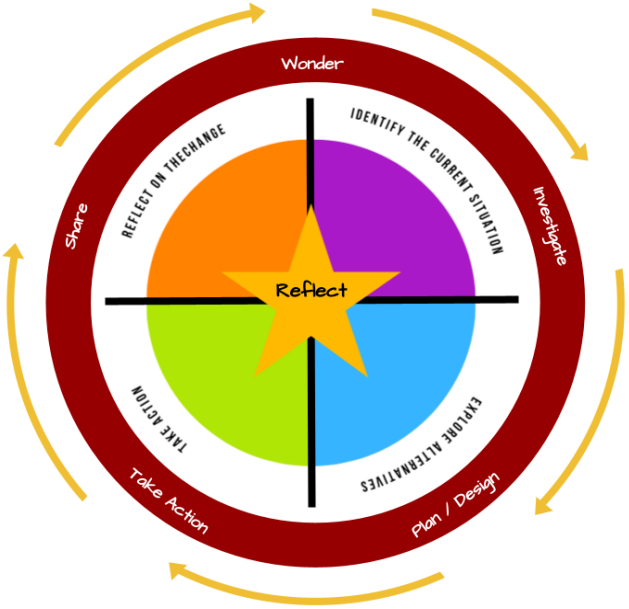
Papatoetoe Intermediate School is a Silver Enviroschool

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.



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

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.

STEAM Exhibition 2025

In 2025, students will be working towards our bi-annual STEAM Exhibition. In doing so, students are asked to integrate their knowledge of sustainability into tangible action projects that incorporate the aspects of STEAM - Science, Technology, Engineering, Art and Mathematics. It is also desirable that these projects would support the school's progress towards the Sustainable School's Gold Award.

Other In-school Opportunities for 2025

Papatoetoe Intermediate School is working towards establishing our own native bush walkway from the bike container to the bike track. Planting plans have been completed during 2024, and planting is due to take place in June, 2025.

In addition to this we are seeking support and funding to build our own Mara Haparu. This is to follow through on a project brought to life by the students from Room 10 at the 2023 STEAM exhibition.

External Opportunities for 2025

There are a number of external providers who offer free opportunities for groups of students to get involved with environmental action in the community, such as cleaning up our local waterways and planting trees.

Enviro Leaders and the Enviro Teacher Aide

Each class will continue to have two designated Year 8 Enviro Leaders. These classroom Enviro leaders should demonstrate a strong commitment and interest in promoting and leading sustainability across the school and beyond. Students selected for this role will need to be trusted to work in the outside environment safely and respectfully, and should have sufficient literacy skills to manage the extension lessons and requirements. There are a number of external field trips that these students may have access to throughout the year. These may include:

- Blake Explorers
- The Otara Climate Action Adventure Challenge
- Tiritiri Matangi Bird Sanctuary
- Trips to local Enviroschools

Term 1	Term 2	Term 3	Term 4
Living Landscapes	Energy	Water of Life	Zero Waste

Digital Technologies

"The Technology learning area 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. Schools are expected 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

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.

Computational Thinking

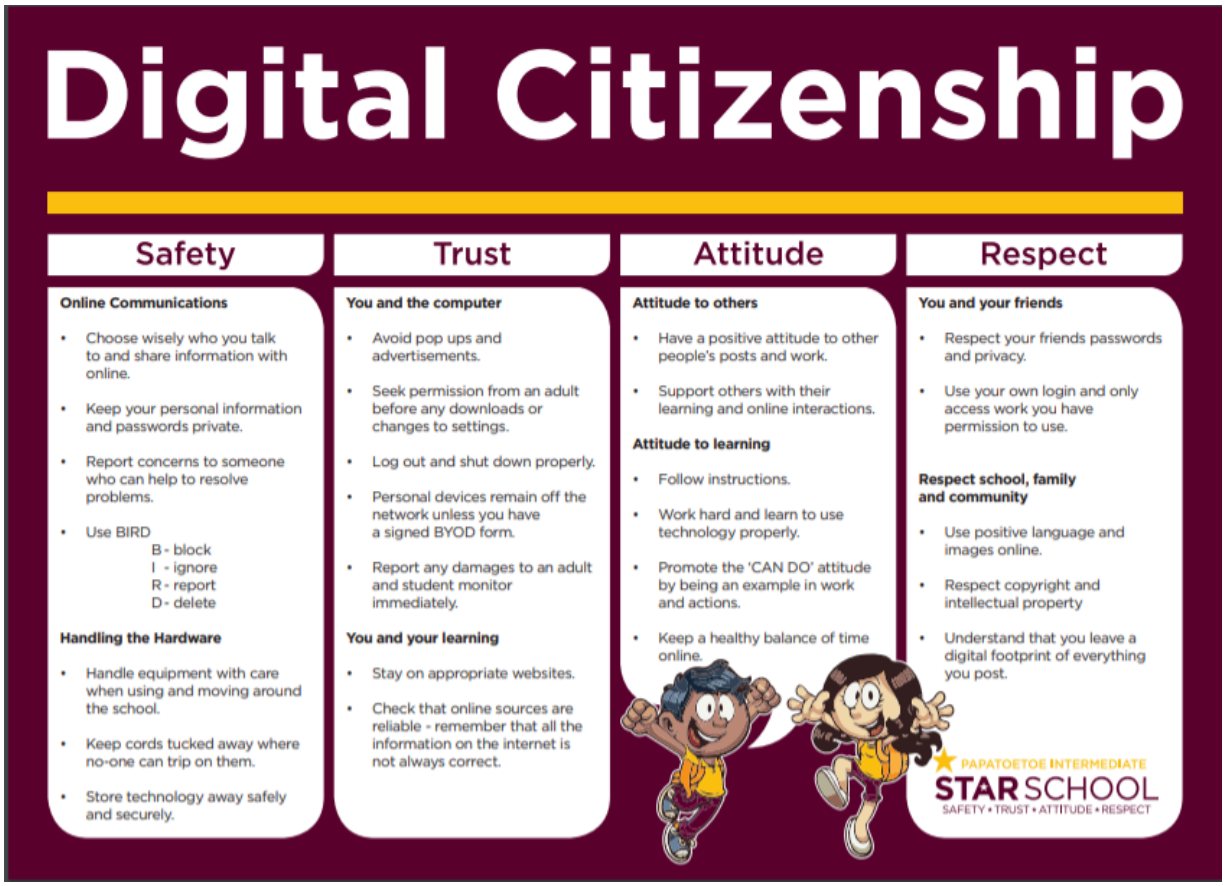
Progress Outcome 3: In authentic contexts and taking account of end-users, students decompose problems into step-by-step instructions to create algorithms for computer programs. They use logical thinking to predict the behaviour of the programs, and they understand that there can be more than one algorithm 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).

Both progress outcomes will be met through working with code, in authentic contexts, to create 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 the Google Apps for Education suite.	Students learn the basics of coding using online platforms before moving to Micro:Bits, Ozobots and Makey Makeys.	Students begin to explore how to use digital tools (such as 3D printing) to enhance non digital spaces through opportunities and contexts, such as Wearable Arts and Market Day projects.	Students explore and strengthen their video and presentation methods to create meaningful reflections of their learning throughout the year.

Digital Citizenship

Papatoetoe Intermediate is aware that students require specific skills and understanding to interact in online spaces, in safe ways. It is also aware that these spaces and interactions are changing rapidly and we need to adapt quickly, therefore the Digital Technologies team will be making it a priority to review our current Digital Citizenship agreement, with the learners, so that it is relevant and purposeful.



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 specialist teachers, and supported by homeroom 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 Linewize Pulse, Positive Mindsets etc in classrooms. These are facilitated by the specialist P.E. teachers and supported by homeroom teachers.
- Outside providers e.g. Life Education, Regional and Community Sports Agencies and Clubs etc.
- Health is planned and delivered by all teachers with the support of a Health team from within the P.E. and Health curriculum team.
- 2 PE lessons will be delivered weekly by the PE specialist to all classrooms.
- 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 TBC.
- The P.E. provision is overseen by Gareth Fletcher, the Health provision is led by Maddy Cooke, and overseen by Gareth Fletcher. All planning will be collaborative and done by the H&P.E team, and shared to the homeroom teachers as required.
- The delivery of the curriculum will be by Maddy Cooke, Mike Franke, Raymond Potgieter and Gareth Fletcher.

Health and Physical Wellbeing

- AOs for Level 4 from NZC

Personal health and physical development – A	**Movement concepts and motor skills – B**	**Relationships with other people – C**	**Healthy communities and environments – D**
A1 Personal growth and development Describe the characteristics of pubertal change and discuss positive adjustment strategies. Mentoring	B1 Movement skills Demonstrate consistency and control of movement in a range of situations.	C1 Relationships Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.	D1 Societal attitudes and values Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.
A2 Regular physical activity Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.	B2 Positive attitudes Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities. Mentoring	C2 Identity, sensitivity, and respect Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. Mentoring	D2 Community resources Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.
A3 Safety management Access and use information to make and action safe choices in a range of contexts.	B3 Science and technology Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.	C3 Interpersonal skills Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people. Mentoring	D3 Rights, responsibilities, and laws; D4 People and the environment Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.
A4 Personal identity Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth. Mentoring	B4 Challenges and social and cultural factors Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.		

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.
- Reporting for this curriculum will be via EDGE reflections and templates. P.E. and Health will be completed with specialist teachers
- Refer to the schools **Assessment / Reporting overview for EDGE posting times**

Physical Education and Health Overview 2025:
Weekly formal P.E. lessons are delivered and timetabled with a PE specialist. Some health lessons will also be delivered by PE specialist teachers.

Health will be delivered by specialist teachers, and there will be planning and PLD given to homeroom teachers to support the holistic approach across the school.

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.

Tūrangawaewae Understanding where I stand	**Kaiāwhina** Caring for people and place	**Whakapuāwai** Flourishing ever forward
Where we stand, we listen	**The breath of life**	**Future horizons**
Discovering ourselves by understanding who and what have gone before.	Recognising our relationship with the whenua and how it sustains us.	Understanding the role of innovation in a sustainable, urban-based world.
E kore au e ngaro, he kākano ahau i ruia mai i Rangiātea. *I will never be lost, for I am a seed sown in Rangiātea.*	Mā te taiao, kia whakapakari tōu oranga. *Let nature in, strengthen your wellbeing.*	Kei a tatou anō te ara tika. *The answers are within us.*

Odd Year Overview:

Health / PE	**Taha Whanau- Social well-being** Te Whare Tapa Wha - Hauora Exploring Self - Self Identify, Values and Rangitiratnga Community consultation survey	**Taha Hinengaro- Mental and Emotional well-being** Sexuality/Puberty 2025 Life Ed - Term 2 Week 4-8	**Keeping Ourselves Safe (Police Unit) (Term 3 - TBC)** Conflict Decision Making Safe Choices	**Mental Health - Resilience and Growth** Mindfulness Goal Setting Identifying stress Strategies for positive change
PE	**Sense of Belonging - Team Building: ABL/Cooperative Games**	**Hitting and Striking: Skill Acquisition:**	**Invasion Games Skill Acquisition: Moving into space, passing into space, anticipating,**	**Cooperative / Cultural Games**

Curriculum Area	Term 1	Term 2	Term 3	Term 4
Physical Education (Specialists) [Movewell | Sport New Zealand - Ihi Aotearoa]	**Wk 1* - 10 - ABL Team building**	**Hitting and Striking: Skill Acquisition**	**Invasion Games Skill Acquisition: Moving into space, passing into space, anticipating**	**Cooperative / Cultural Games**
Health (homeroom teachers/PE specialist teachers)	**Social Emotional WellBeing** *Introducing Te Whare Tapa Wha in Weeks 1 - 2 Aha and Oho Zones of Regulation	**Life Education - Sexuality/Puberty** Lessons supporting Life Education x 5	**Keeping Ourselves Safe (Police Unit) (Term 3)** Conflict Decision Making Safe Choices	**Resilience and Managing Self in a different setting** Resilience and Growth Mindset, overcoming challenges.
Outside providers & Events (All staff)	Swimming Carnival Friday March 7th Wk 5 EOTC Weeks Week 4 and 5* 27th/28th Feb - 3rd - 6th March	Life Education Week 1 - 5 - 3 sessions per class Colour Run Term 2 TBC Week Friday	Sports Camp - Dates TBC	Athletics Day House Fun Day
SPORT	Softball, Tag, Cricket, Orienteering*	Rugby Union, Football, Hockey,	Netball, League, Basketball, Cross Country, Flag Football	Volleyball, Touch, Athletics

Key Resources

- MoveWell - Supporting children's learning and enjoyment of movement: Movewell
- Health and Physical Education Curriculum Site: https://hpe.tki.org.nz/
- 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 (Dance, Drama) and Music.
- Cultural groups and academies, assemblies, Tironui Trust, performance nights, exhibitions, talent quest and Showcase.
- Key Competencies are woven within all the 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, Wearable Art Exhibition, Talent Quest and Arts 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 them to explore, and develop their creative, and problem-solving skills, in a collaborative and innovative environment as we progress through the technological process. 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.

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

- 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.
- Use of Kagan activities in class to engage the learners

Technology/Arts Exhibition of Learning 2025

Vision : Having an exhibition once a term to provide opportunities to the community members to see and take pride in their children's learning. Our aim is to keep the whanau connected and inclusive while making the learning visible to the community through a student led exhibition.

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 centre 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

Technology and Arts Exhibition dates: **2025**

	Exhibition 1	Exhibition 2	Exhibition 3	Exhibition 4
Exhibition Dates	Term 1, Week 9, Friday 28/03 , 2pm-2.50pm	Term 2, Week 4, Friday, 23/05 2pm-2.50pm	Term 3, Week 9, Thursday - STEAM	Term 4, Week 4, Thursday ,Market day

Time : From 2pm-2.50pm. Students will be called from classes anytime within this timeframe depending when the families and caregivers arrive. Caregivers sign in at the office as they arrive. Students come down to the tech/arts block with their bags. Students will leave with their families or caregivers. (Exceptional for exhibition 3 and 4 which is during STEAM and Market Day)

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

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 practise.
Term 2 - Week 4	Entries close and heats are organised.
Term 2 Week 8 & 9 Break 2, Thursday and Friday	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 Friday 9am - 11am	Grand final live in the gym. Guest judges score students and announce placings live at the end.

Rising Stars Evening

Wednesday, Week 3 Term Four: 22nd Oct 2025
5:30 - 6:30 pm

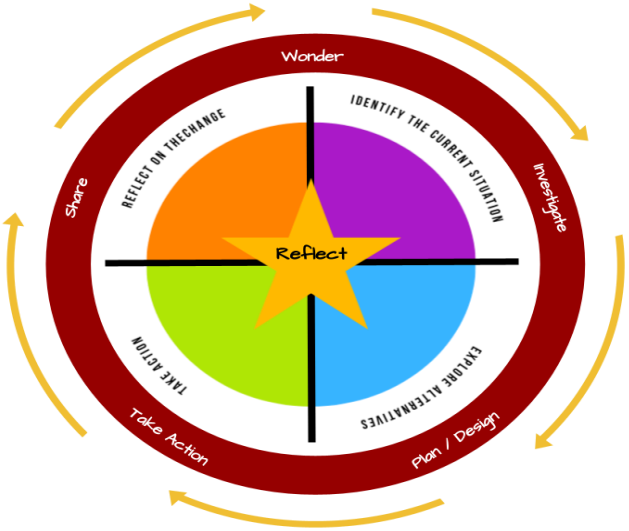
The arts are alive and well at Papatoetoe Intermediate. The 'Rising Stars' evening will be a chance to showcase all of the amazing artistic talent students have shown in 2025. An hour long event, outstanding students in music, performing arts and visual arts will combine their talents to perform various 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 2025: 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-centered, with teamwork and communication a major focus.

The PapInt enquiry model



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 Homeroom and Tech//Ars teachers.
- To create student centered 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.
- Projects can be linked to the market day

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

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.

STEAM Exhibition 2025 Timeline

Term 1	
Week 8	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 with the projects students want to work on Link the STEAM ideas to the Market Day plan **Big Idea : SUSTAINABILITY** Grow Me Gorgeous! - Design, develop and market a product that either uses or promotes sustainability according to the Living Landscapes theme Clarity, Coolness & Current! - Design, develop and market a product that either uses or promotes sustainability according to the Water of Life theme Waste Not, Want Not! - Design, develop and market a product that either uses or promotes sustainability according to the Zero Waste theme Energize Us! - Design, develop and market a product that either uses or promotes sustainability according to the Energy theme
Week 9	Students can collaborate and discuss the projects they want to work on. Projects that will help prepare items that can be sold during the market day.
Week 10	Collect students' voices. Unpack the projects students have come up with.
Term 2	
Week 1-3	By the end of week 3, all the resources should be ordered through Diane S. Diane will send out a doc. STEAM plan and ideas submitted to Nawinta (Template provided)
Week 4	Resources to be delivered by the end of week 4
Week 5	Syndicate Discussion on STEAM production.
Week 6- 10	Classes continue to work on their STEAM projects
Term 3	
Week 5	The Homeroom teachers get to work with their students on the STEAM projects from weeks 3-5 during the homeroom time

	Syndicate Leaders to discuss during the syndicate meeting and follow up with the homeroom teachers regarding their projects in classes
Week 6	Big Friday The Homeroom teachers get to work with their students on the STEAM projects from Periods 3-6 on a Friday
Week 7	Big Friday The Homeroom teachers get to work with their students on the STEAM projects from Periods 3-6 on a Friday
Week 8	The Homeroom teachers get to work with their students on the STEAM projects Flyer to parents/ community
Week 9	10th Sept - STEAM project to be displayed in the Gym. Gym set up The gym is closed from 10th - 12th Sept Thursday : STEAM exhibition . 11th September : 4pm -6pm

Cultural Group Electives 2025

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 many 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 Friday Period 2.

In Term 1 Week 3-5 students will select 4 different cultural groups that they would like to be part of. They will get put into 2 cultural groups. The first will run from Term 1 Week 7- Term 2 Week 9 and then the second cultural group Term 3 Week 1-Term 4 Week 7. Performance groups will run year long in preparation for International day in Term 4. Students will have to select a culture they would like to explore/ learn more. They will learn about language, culture, art, music, costumes, traditions or artefacts.

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 2025 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 2025 will include:

- Kapa Haka
- Samoan
- Tongan
- Fijian
- Bollywood
- Niuean
- Cook Island

Other cultural group options will be confirmed by Week 5 Term 1. This allows for staff to indicate their interests etc. During these sessions, the below are covered over the course of the year.

During language weeks, students of that cultural group perform at assembly and share short phrases and words of the week over the intercom every morning to celebrate the language focus. We are also looking at students performing at the local Hunters Plaza to build community engagement.

- 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): Cultural Groups 2025 TBC

TERM 1 2025	
Week 2	Confirm staff leading cultural groups
Week 3	Students google forms shared with 4 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 2025	
Week 1- 10	Electives continue. Staff are to mark Elective attendance within 10mins.
Term 3 2025	
Week 1-10	New Elective rotation.

	New class lists are shared with staff Performance electives remain the same
Term 4 2025	
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

These programmes are 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.

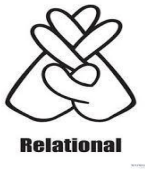
- Tech / Arts Extension - Period 5 on a Wednesday
- Mathematics Extension / Literacy Extension - TBC
- EPRO8 Enrichment - TBC

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		**<u>Prestructural</u>** A student has a very limited understanding of the learning outcome. Any understanding at this level will appear random
LEVEL 2		**<u>Unistructural</u>** 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		**<u>Multistructural</u>** 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		**<u>Relational</u>** 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		**<u>Extended Abstract</u>** 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 year 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 the topic.

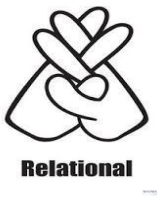
Accounting for Variable Subject Matter in Assessment –
The rubrics we have created look at the key processes behind a topic area. Technology, for example, follows a process. The school is able to track topic successfully, because SOLO tracks the structure of learning in any learning area.

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.

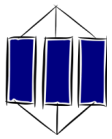
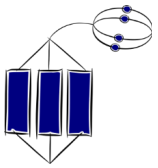
A model that the school is continuing to enhance:

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** 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** 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** 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 of 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***

2025 Overview and Key documentation

Overviews

- Year and Term: DRAFT Overview Term 1-4 2025

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**.
    - 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 can be found in **staff docs: Curriculum**
- First for weeks planning guide: **Draft 2025 BoY Plan**
- **The Papint Inquiry Model**

Enhancing Teaching - Supporting documentation

The Pap Int Way

- Every Teacher a specialist
- **Mathematics / English - PAP INT WAY**

English Language progressions

- The ELLP resource books are available as downloadable PDFs
- ESOL Assessment Guide Sheet

Curriculum supporting documents

- Duffy 'Cheat Sheet'
- Colour Wheelp and NZ Curriculum Levels Reference Chart
- THE CODE - Spelling Progressions Years 5-8
- Divergent Questioning Strategies