

CURRICULUM DEVELOPMENT

The Vision our School and Community has for our students is that they will:

- Be independent, critical and creative thinkers; be self-motivated lifelong learners who aim high and persevere to achieve their personal best.
- Attain foundation skills (physical, social, mental and emotional, spiritual and academic) to enable them to lead well balanced lives as valued members of society.
- Develop understanding and respect for their own languages and cultures and for the cultures of others. They will also develop in-depth knowledge and understandings of Biculturalism in New Zealand.
- Have the opportunity to gain competency in Te Reo Maori, Samoan or Tongan if parents request this option and all ethnicities will be encouraged to foster their first language.
- Gain knowledge and understanding of moral values in order to make positive decisions and choices in everyday life.
- Have the confidence, skills and resilience to meet challenges and adapt to change.
- Be digitally able

Through our School's Vision we will ensure that our students are:

- Confident
- Connected
- Actively involved
- Lifelong Learners

(NZC Pg 8)

PRINCIPLES

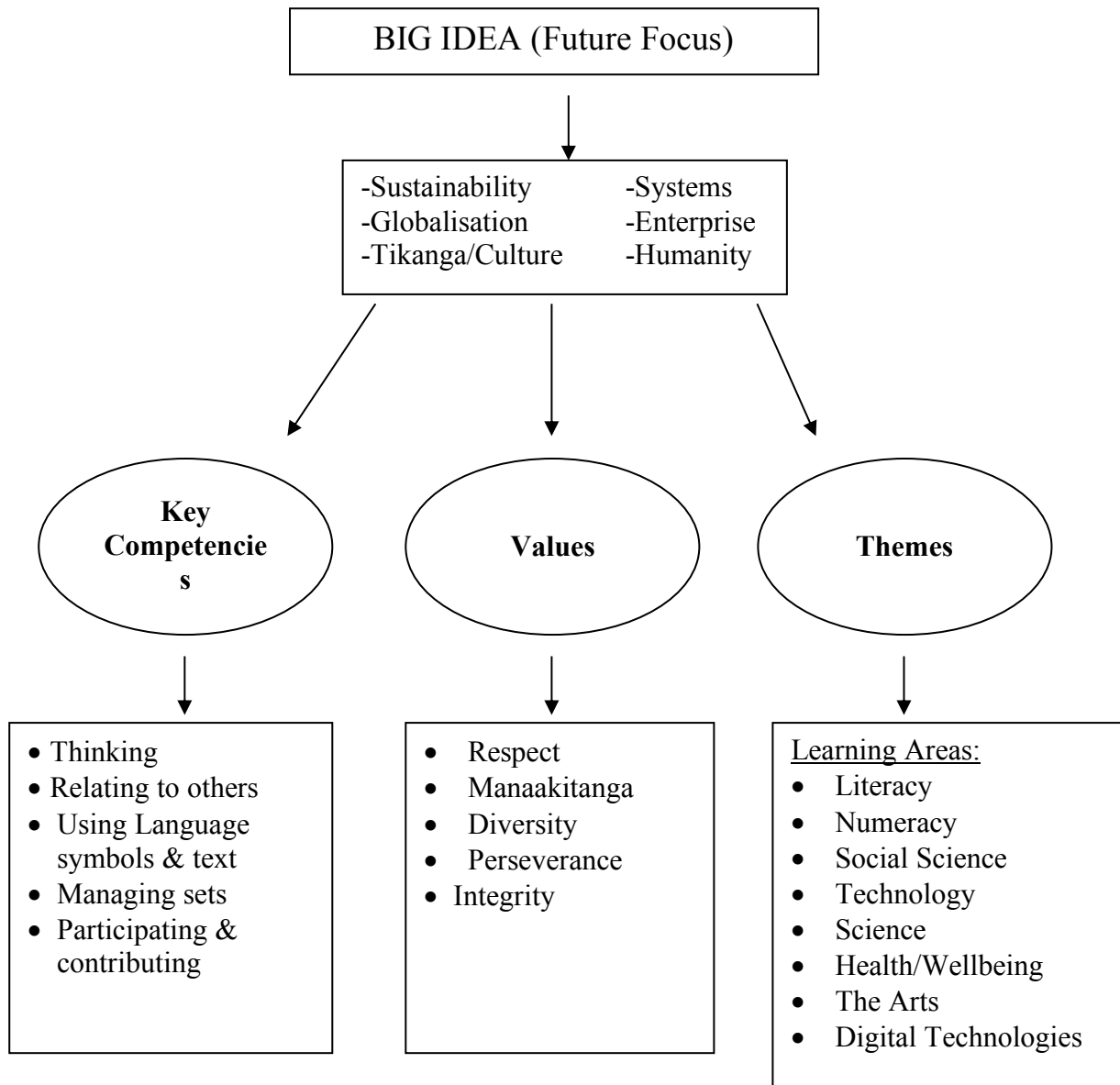
Our Curriculum will be consistent with the following principles:

- High Expectations
- Treaty of Waitangi
- Learning to Learn
- Coherence
- Cultural Diversity
- Inclusion
- Community Engagement
- Future Focus

(NZC Pg 9)

CURRICULUM DELIVERY

Through intensive consultation with staff, Board of Trustees, students and community, the following diagram represents the pathway of learning for students at Finlayson Park School.



N.B: KEY COMPETENCY – Thinking skills; VALUE – Respect permeate through every topic studied within the chosen Big Idea.

OFFICIAL LANGUAGES OF NZ

Te Reo Maori, NZ Sign Language along with English are the official languages of New Zealand. All three may be studied as first or additional languages. They may also be the medium of instruction across all learning areas.

BILINGUALISM

Our philosophy is that a student's first language must be valued and nurtured and that a strong literacy base in their first language sets an excellent foundation for developing the second language. With knowledgeable and informed teaching, students can transfer the base literacy skills in Language 1 to Language 2 very easily.

The prior knowledge of first language and culture, of each student, will be respected and incorporated into programmes within our school. Specialised English Second Oral Language group work with students from Non English Speaking Background are catered for within classroom programmes as well as in specialised programmes.

Finlayson Park School has a strong commitment to Community requests for learning through first or heritage languages. A stronger more effective learning environment has been created for these students through these mediums. We have established diverse language learning Units within our school to cater for students whose parents wish them to be taught bilingually or within total immersion Maori.

COMMUNITY ENGAGEMENT

Finlayson Park School recognises that whanau support improves childrens' learning and that learning takes place in different environments, not just at school. Opportunities will be taken to enhance whanau involvement with their child's learning. Home school partnership practices create greater understanding, more involvement and benefit learning in both home and school. Regular and planned community interaction will take place in many different ways, some examples are listed below.

- Whole school partnership meetings
- Whanau Learners programmes
- Whanau / Fanau Hui/Fono
- 3 Way Conferencing
- School and Team newsletters
- Surveys
- Reading Together Programme (or similar)

EFFECTIVE PEDAGOGY

Effective Pedagogy is the action we take as teachers which effectively promote and ensure student learning in all contexts.

At Finlayson Park School we believe that students learn best when teachers are reflective in their teaching practice, and use a variety of teaching approaches and strategies to enhance student outcomes.

To enhance student learning Teachers will:

- create a supportive learning environment that is culturally sensitive.
- encourage reflective thought and action to promote deeper understanding and apply knowledge.

- enhance the relevance of new learning to encourage ownership.
- facilitate shared learning to optimise challenge, support and feedback for their own learning.
- make connections to prior learning and experiences to integrate new learning in many different contexts.
- provide sufficient opportunities to learn. Innovative approaches, enhancing student voice and encompassing the Key Competencies.
- Make opportunities for individualised learning.

THE TEACHER AS AN INQUIRER

Effective Pedagogy requires that teachers inquire into the impact of their teaching on their students. This enables us to see what is working for our students, the things we may need to change in our teaching and where to next for our students learning.

Teachers will:

- update their knowledge of new development and be aware of different practices and programmes.
 - be reflective in their own practices and through ongoing assessment recognise the implications for future teaching
 - actively participate in the role of “Teacher as an Inquirer”
- (NZC Pg 35)

ASSESSMENT

Teachers will use a variety of assessment tools to measure student achievement. These will include standardised tests, observations, pre/post tests, dialogue, learning intentions / success criteria e.g.

- Individual and class /team assessment tasks will be planned
- For Key Competencies / Values we will encourage all students to develop strategies for self monitoring. This will extend to collaborative evaluation of their performance and then further goal setting.
- Immersion and Bilingual Units assessment equivalent to those listed over.
- Immersion fluency tests “Iti ReaRea”
- Word Recognition lists in 2nd Language.

The Board of Trustees, through the Principal and the staff will develop and implement the Curriculum as outlined in this document in accordance with the National Education Goals and National Administration Guidelines.