GISBORNE INTERMEDIATE SCHOOL

CURRICULUM IMPLEMENTATION

GISBORNE INTERMEDIATE SCHOOL
CONTENTS

GISBORNE INTERMEDIATE SCHOOL'S CURRICULUM IMPLEMENTATION GUIDE
- Emerging Adolescent and their needs
- Mission Statement / Vision / Values / Teaching Beliefs
- Key Competencies / Values / Principles / Achievement Objectives
- Culturally Responsive Teaching Practices / Deliberate Acts of Teaching / Feedback
- Teaching As Inquiry

BY THE END OF YEAR 8 STUDENTS WILL…

ASSESSMENT PROCEDURES
- Guidelines & Best Practice
- School-wide Assessment
- Reporting to the Board, Reporting to Parents, Priority Learners

OTJ MODERATION GUIDELINES
- Assessment Cycle
- English & Maths Moderation

INTERPRETING THE CURRICULUM LEVELS
- Reading, Writing, Maths

CURRICULUM AREAS
Format for each Curriculum Area Includes:
- Planning – Action – Outcome
- Achievement Objectives for Curriculum Levels 2, 3, 4, and 5
- What this looks like at Gisborne Intermediate School
- Key Competencies – how these relate to each learning area in our local curriculum

LEARNING AREAS COVERED:

- ✓ English – Listening, Reading, Viewing

- ✓ English – Speaking, Writing, Presenting

- ✓ Mathematics

- ✓ Social Sciences

- ✓ Science

- ✓ Health and P/E

- ✓ Te Reo Māori

- ✓ Languages

- ✓ Technology

- ✓ The Arts

- ✓ Careers Education

GISBORNE INTERMEDIATE SCHOOL
CURRICULUM IMPLEMENTATION

The Gisborne Intermediate Curriculum is centred on the NZC learning areas. This encompasses the vision, principles, and values of the New Zealand Curriculum. The Key Competencies are integral to all learning experiences. This provides the basis for teaching and learning within Gisborne Intermediate School.

Planned programmes are influenced by student learning needs and can be influenced by our local context e.g. Māori history, legends, language and environment. The expectations/aspirations from our whanau/parents/community are recognised and considered. Programmes are geared by a middle school philosophy to cater for the Emerging Adolescent.

Our curriculum centres on the Mission Statement which underpins all we do and our specific curriculum focus:

- A collaboratively developed integrated curriculum is implemented across the middle years.

- A cohesive continuum across Year 7-8 has a strong foundation in learning skills for knowledge acquisition and academic success.

- Learning is intellectually challenging and demands rigorous analysis and involves deep understanding of ideas.

- Learning and assessment tasks are open ended, providing student choice and decision making, and integrate knowledge and skills.

- High expectations for student learning and behaviour consistently underpin all school practices.

- Collaboratively planned units of work incorporating shared assessment strategies can be developed in syndicates.

- Middle year's teachers share professional expertise across the learning community.

- All teachers use student assessment data to improve planning and programming. Teachers also reflect on their practice (teacher inquiry).

THE EMERGING ADOLESCENT

The GisInt curriculum is also guided by the unique needs of this age-group, the emerging adolescent. Teachers are familiar with researched evidence on the Emerging Adolescent and take this evidence into consideration when planning programmes appropriate to their students.

THE EMERGING ADOLESCENT:

- Children aged 10-15 years
- The second most important phase in the growth of children after early childhood
- Experience rapid, irregular physical
- Have varying maturity rates with girls tending to mature 1-2 years earlier than boys
- May exhibit immature behaviours because their social skills often lag behind their mental and physical maturity
- Desire recognition for their efforts and achievement
- Strong need to belong to a group
- Peer approval very important
- Model behaviour on older students or non-parent adults
- Are dependent on parental beliefs and values but seek to make their own decisions
- School initiated family and community partnerships
- Take on and are passionate about causes
- Need guidance to become self-directed learners

EFFECTIVE TEACHERS:

- Understand the importance of the peer group
- Be a strong role model of social skills
- Form close, trusting and caring relationships with students – they want to be close to their teacher but not be their friend
- Have intellectually focused and inquiry orientated approach to their class
- Make the content of their teaching relevant to the needs and interests of their students
- Understand their students
- Have the ability to engender self confidence in students
- Confidently teach across the curriculum and integrate the curriculum
- Are able to group students and teach to their needs
- Praise and award efforts and achievement
- Have high standards and expectations
- Never embarrass or belittle students in front of their peers
- Are able to nurture a love of learning, trust and respect.
- Have a passion to really get to know their students - interests goals etc.
- Deliver multiple learning and teaching approaches that respond to students diversity
- Assessment and evaluation programmes that promote quality learning
- Speak to children with respect
- Are culturally responsive to all students

EFFECTIVE LEARNING HUBS:

- Furniture set out in a range of spaces to seat students in groups and to encourage group work, collaborative thinking and discussion
- A communal space where the learners can be brought to the teacher for dialogue, reading and motivational discussions
- Learning hub walls reflect the students current learning showing examples of students work and exemplars
- The learning hub reflects a positive culture and is their safe place to be
- Have digital devices available to students and are regularly used as learning tools
- Easy access of resources for students
- Tidy and orderly which reflects learning
- Have RISE values prominently displayed
- Reflect the treaty and biculturalism
- Students and teachers engaged in active learning
- Foster health, wellness and safety
- Rich assessment tasks, rubrics to identify next learning steps
- Visually reflects the different cultures students bring to the classrooms.

In accordance with our School Charter and Strategic Plan

Our Vision/Mission

Growing great people

by

creating personalized learning opportunities for our tamariki with connections to the world around them through powerful partnerships between students, teachers and whanau.

Our focus is always on pedagogy, methodology and best practice for the emerging adolescent.

Our Values

Excellence in teaching and learning which promotes;

- High levels of achievement for all

- Individual strengths and potential

- Commitment to a partnership between school and community

- Staff as our most valuable resource

- A safe, healthy, secure and inclusive learning environment for all staff and students

Our Teaching Beliefs

- Every child is an individual

- Children will work at their own level of learning

- A child's strengths and interests will be identified and nurtured

- Children will work in a stimulating caring environment

- Children will be provided with robust appropriate teaching programmes

- Each child will be encouraged to reach their potential

- Pedagogy and methodology suited for the emerging adolescent

Our curriculum approach is nurtured by considering these 3 areas:

WHO

- Students

- Whanau/family

- Teachers

- Guest Speakers
  o Local & Global
  o Expert areas

- Te Runanga o Turanganui a Kiwa

- Turanga Health

- Local Agencies

- RTLB, SE

- Support services, STAND, Strengthening Families, CYFS, etc

HOW

- Te Wiki o Te Reo Māori
- Local significant historical sites - Turanganui a Kiwa Heritage Trails
- Tairawhiti Museum Lessons
- Legends
- Culture / Tikanga
- Karakia
- Marae stay
- Kapa haka – from this area
- Powhiri
- Hauora – who we are and where we come from
- Ka Hikitia
- Culturally responsive teaching – Tataiako
- E-Learning – Mind Lab
- Matariki
- Kaimoana / Hunting
- Te Reo Māori
- Clear Māori component to the physical aspect of the school environment
- Waiata - local

WHY

- Whanaungatanga – Relating to each other, kinship, family connections

- Manaakitanga – how we treat each other

- Kaitiakitanga – showing care and respect for all things around us

- Poutama – steps to excellence

- Greater student engagement

- Celebrate the unique culture of the area

- 50% of students are of Māori descent

- Empowering the students by having successful Māori role models

- Students can make a connection between their local community and the wider worlds

- Sense of belonging/achievement

KEY COMPETENCIES

- set and monitor personal goals, manage time frames, arrange activities, and reflect on and respond to ideas they encounter (**managing self**)

- interact, share ideas, and negotiate with a range of people (**relating to others**)

- call on a range of communities for information and use that information as a basis for action (**participating and contributing**)

- analyse and consider a variety of possible approaches to the issue at hand (**thinking**)

- create texts to record and communicate ideas, using language and symbols appropriate to the relevant learning area(s) (**using language, symbols, and texts**).

The New Zealand Curriculum Values, which are encouraged and modelled, support the Mission Statement. The School Mission Statement is the basis for all learning and behaviour.

VALUES

- **excellence** - by setting goals and knowing next learning steps and being able to articulate these.

- **innovation, inquiry, and curiosity** - is encouraged for all students and learning opportunities such as e-learning, local history, matariki, reflect this.

- **diversity** - is celebrated across the school for all cultures.

- **equity** - students will have opportunities to understand what it means to be an effective, valued member of society.

- **community and participation** - students will have opportunities to engage with the community for events such as Young Achievers Awards.

- **ecological sustainability** - students will learn in-depth about care for the environment through environmental science and supporting classroom programmes.

- **integrity** - students will develop a sense of their own mana.

- **respect** - for the whole of the learning community, teachers, students, whanau

Gisborne Intermediate School embraces that:

"A responsive curriculum will recognise that students in these years are undergoing rapid physical development, becoming increasingly socially aware, and encountering increasingly complex curriculum contexts. Particularly important are positive relationships with adults, opportunities for students to be involved in the community, and authentic learning experiences."

(New Zealand Curriculum)

The New Zealand Curriculum Values, which are encouraged and modelled, support the Mission Statement. The School Mission Statement is the basis for all learning and behaviour.

Gisborne Intermediate School has the NZC **PRINCIPLES** at the centre of teaching and learning. These are encouraged, modelled and explored in day to day programmes.

1. **High Expectations –** Students are empowered to achieve personal excellence, regardless of their individual circumstances

2. **Treaty of Waitangi –** Our school is consistently around 50% Māori, located in Māori heartland, so all students have the opportunity to acquire knowledge of Te Reo Māori me ona Tikanga. A focus on Māori achieving education success as Māori.

3. **Cultural Diversity –** GIS embraces all ethnicities and values the culture, language and heritage each child brings

4. **Inclusion –** Inclusiveness is practiced daily and all diverse needs are recognized affirmed and addressed

5. **Learning to learn –** staff and students are actively encouraged to be lifelong learners

6. **Community Engagement –** an open door policy allows for open communication with families/whanau, and the community

7. **Coherence –** students co-construct learning across curriculum areas

8. **Future Focus –** Programmes at GIS explore sustainability, citizenship, enterprise and globalization

ACHIEVEMENT OBJECTIVES

Achievement Objectives in each of the learning areas are chosen to fit the learning needs of the students.

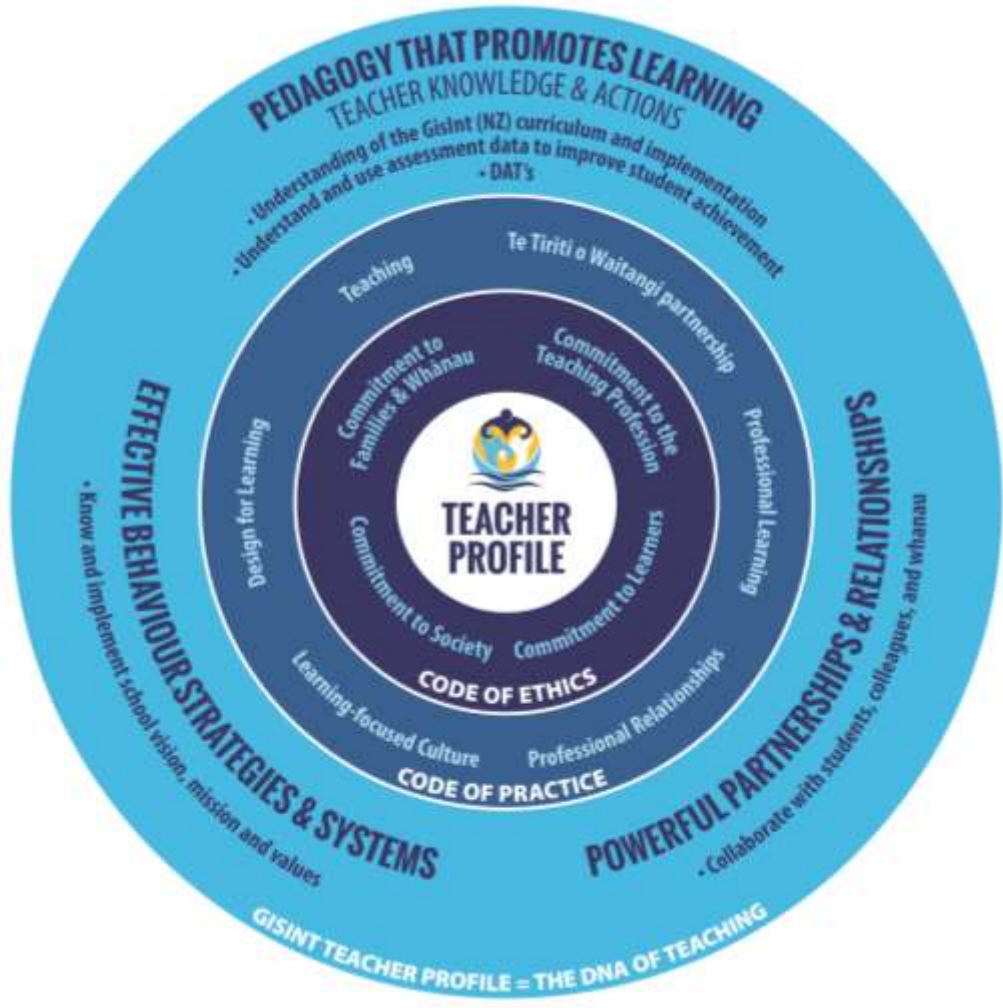The Achievement Objectives in each curriculum area are constructed to show:

- What is required for students to learn

- How students can be helped to build on existing levels and take it higher

- How Maori students will have quality learning experiences relevant to their needs

- How students with special needs have quality learning experiences that enable them to achieve

- How students with special abilities and talents have opportunities to work beyond formally described objectives

This localized, concept-based curriculum provides opportunities for students to make connections with what they learn and helps them engage in lessons.
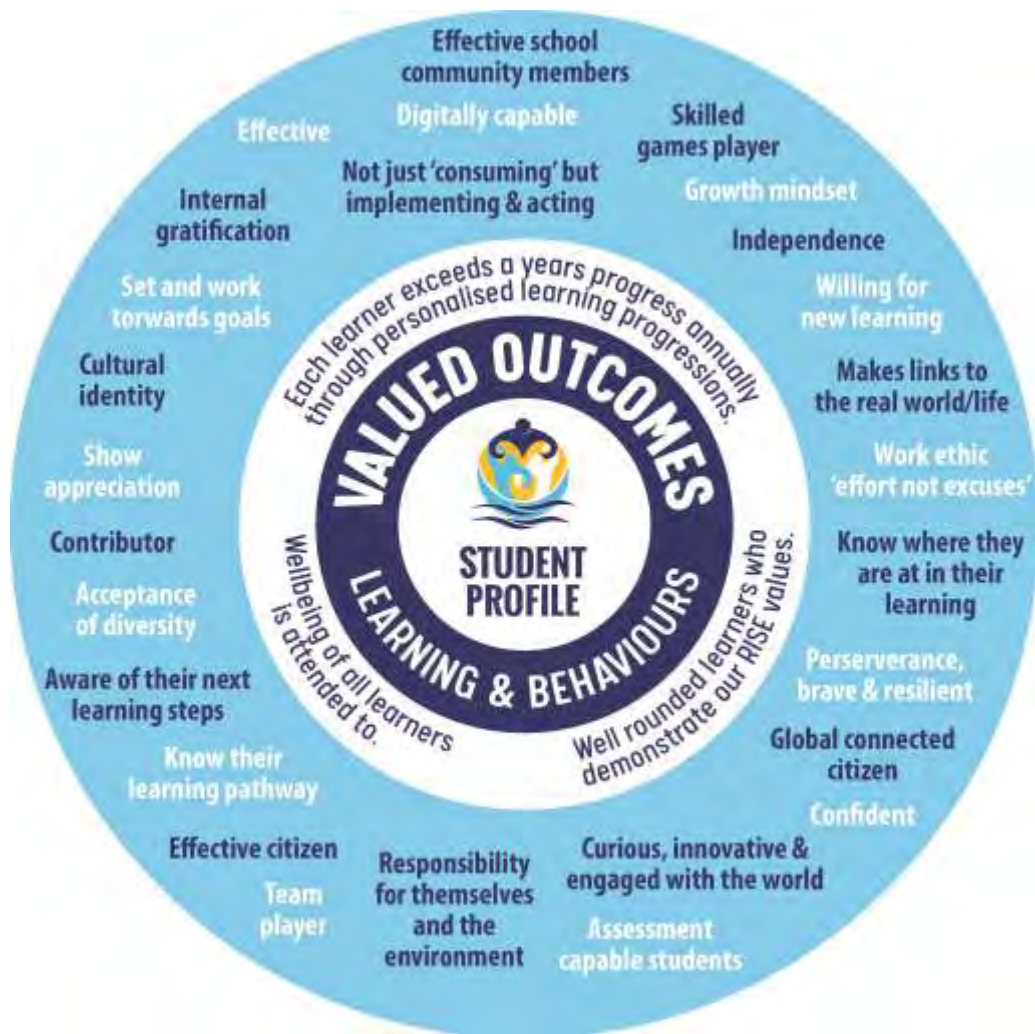
This document (and the supporting curriculum areas) forms the basis and guides the teaching and learning at Gisborne Intermediate.

At the beginning of each year this document is shared and reviewed at the teacher only day and any changes implemented.

GISINT PROFILES

Teacher Profile diagram:

PEDAGOGY THAT PROMOTES LEARNING — TEACHER KNOWLEDGE & ACTIONS
- Understanding of the Gisint (NZ) curriculum and implementation
- Understand and use assessment data to improve student achievement
- DAT's

POWERFUL PARTNERSHIPS & RELATIONSHIPS
- Collaborate with students, colleagues, and whānau

EFFECTIVE BEHAVIOUR STRATEGIES & SYSTEMS
- Know and implement school vision, mission and values

Inner ring: Teaching · Te Tiriti o Waitangi partnership · Professional Learning · Professional Relationships · Learning-Focused Culture · Design for Learning

Middle ring: Commitment to Families & Whānau · Commitment to the Teaching Profession · Commitment to Learners · Commitment to Society

CODE OF ETHICS
CODE OF PRACTICE

Centre: TEACHER PROFILE

GISINT TEACHER PROFILE = THE DNA OF TEACHING

Leadership Profile diagram:

POWERFUL PARTNERSHIPS & RELATIONSHIPS
Collaborate with a wide range of stakeholders.

STRATEGIC PLAN
Instrumental role to ensure the Strategic Plan is implemented and prioritised with colleagues.
Crucial link between colleagues & leadership team.

SYSTEMS & PROCESSES
Implementation of the Gisint curriculum.
Following the Gisint behaviour process.
Evaluating impact of actions.

COACHING & MENTORING
Having important learning conversations to improve colleagues & student learning using the coaching framework.

Centre: LEADERSHIP PROFILE

VALUED OUTCOMES

LEARNING & BEHAVIOURS

STUDENT PROFILE

Each learner exceeds a years progress annually through personalised learning progressions.

Wellbeing of all learners is attended to.

Well rounded learners who demonstrate our RISE values.

- Effective school community members
- Digitally capable
- Effective
- Skilled games player
- Not just 'consuming' but implementing & acting
- Growth mindset
- Internal gratification
- Independence
- Set and work torwards goals
- Willing for new learning
- Cultural identity
- Makes links to the real world/life
- Show appreciation
- Work ethic 'effort not excuses'
- Contributor
- Know where they are at in their learning
- Acceptance of diversity
- Perserverance, brave & resilient
- Aware of their next learning steps
- Global connected citizen
- Know their learning pathway
- Confident
- Effective citizen
- Responsibility for themselves and the environment
- Curious, innovative & engaged with the world
- Team player
- Assessment capable students

WHANAU/PARENT EXPECTATIONS

- Providing for their child's basic necessities - meals, sleep & routines
- Proactive vs reactive
- New school - new learning environment, systems & protocols
- Asking their child about their day
- Trust & respect the professional knowledge of staff
- Expectations - just right for their child
- Know & support school RISE values & vision
- Celebrate success & progress
- Committed to your child's learning
- Communicate
- Committed to the triangular relationship of student/teacher/parent
- Contribute to school community events

CULTURALLY RESPONSIVE TEACHING PRACTICES

<u>Competencies that guide culturally responsive teaching at GisInt</u>   (refer to Tataiako Cultural Competencies)

Wananga - participating with learners and communities in robust dialogue for the benefit of Maori learners achievement

Whanaungatanga - actively engaging in respectful working relationships with Maori learners, parents and whanau, hapu, iwi and the Maori Community.

Manakitanga - showing integrity, sincerity and respect towards Maori beliefs, language and culture.

Tangata Whenuatanga - affirming Maori learners as Maori. Providing contexts for learning where the language, identity and culture of Maori learners and their whanau is affirmed.

Ako - taking responsibility for their own learning and that of Maori learners.

Teachers:
- Are fully aware of the strengths, needs of their Maori learners; they generate contexts for learning that reflect and affirm identity, language and culture of every Maori learner; value and seek out expertise and resources as needed.
- Value and engage with meaningful relationships with whanau, hapu and iwi.
- Engage the Maori learners in becoming directly involved in and take responsibility for leading their own learning.
- Are effective in achieving high levels of performance with Maori learners, have high expectations for Maori and clearly believe that every Maori learner can learn and enjoy success as Maori with effective teaching.
- Use pedagogies that are known to be highly effective for their Maori learners.
- Provide opportunities for Maori learners to bring what they know to their learning and to express themselves as Maori through contexts of learning that are culturally responsive.
- Incorporate Te Reo and tikanga Maori in their daily lessons.
- Participate in kapa haka and powhiri promoting Maori values as fundamental to everyday school life.

All teaching staff will have the competencies attested to as part of the yearly attestation/appraisal cycle.

DELIBERATE ACTS OF TEACHING (DATs) - INSTRUCTIONAL STRATEGIES

http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Pedagogy/Deliberate-acts-of-teaching

<u>Teachers at Gisborne Intermediate will do the following</u>:
- Provide direct instruction
- Provide goal-directed instruction
- Be deliberate
- Provide multiple opportunities to practice
- Provide a class culture and environment that facilitates learning
- Maintains student's motivation and enjoyment
- Use the same instructional strategies for teaching across the curriculum
- Be flexible and culturally responsive

See "Effective Practice Years 5-8" MoE p80-91   For Approaches to Reading & Writing see "Effective Literacy Practice Years 5-8" MoE p96-118

<u>Strategies for promoting further learning</u>
There are five fundamentally different strategies for promoting further learning. Which one to use depends on the context and the nature of the learning;

1. **Explanation** – is where either a new explanation of a phenomenon or concept is given, or additional information is provided

2. **Feedback** – is to directly focus attention on aspects or features of the learning context. These come in 3 types;
   Reminder prompt, Scaffolding prompt and *Example prompt*.

   "Clarity in the classroom" Absolum p122-125, "Enriching Feedback" Clarke p114-115.

3. **Learning conversation** – is between a teacher and a student, or between student and student, is where a learning-focused relationship exists and a concept is examined through extended discussion.

4. **Reinforcement of learning** - is something that occurs as a consequence of learning that rewards and consolidates that learning. It can be either intrinsic or extrinsic. The main thing to note about such things as praise, awards, stars, food, team points etc is that they do not constitute reinforcement unless they do improve learning and increase motivation for learning. It is critical that any extrinsic reward is given for learning, not for performance.

5. **Feed forward –** is where pointing to the next learning steps illustrates aspects of current performance.

BRAINSTORM OF IDEAS FROM GISBORNE INTERMEDIATE TEACHERS

Modelling	• Makes learning visible and explicit
	• Thinking out loud
	• Speaking my thinking
	• Pointing
	• Talking while you model
	• Clarifying thinking
	• Explaining: how to /why/when
	• Students being conscious of it
	• Demonstration of skills/ techniques/team work
	• Is important
	• Deliberate, goal directed modelling an essential teaching tool
	• The learner finds out what to do and how to do it
		• Knowing your learner
		• Learning from what I am doing
		• Find modelling shared example
		  ○ Seesaw.
		  ○ TKI writing example
		  ○ speeches/videos/you tube
		• Gives learners a strategy
		• Showing the process of how to do (structure) / report writing
		  ○ Report writing - giving an example and showing and doing
		• Becoming a resource / something to refer back to
			• Using materials in maths
			• Peers modelling - how to work as a group
			• Using drama - process of learning through creating movement
			• Kids modelling to kids
			• Group modelling - how to work as a group
			• Modelling PB4L values
			• Co constructing of modelling - increases engagement

Prompting	• Small suggestions • Draws out prior knowledge • Strategy to get back on task / redirection • Opens up to different answers • Articulate students thinking	• Getting students to use what they know and can do • The use of wait time, time to think and express own ideas. • Transferring the learning to new situations	• Extracting the answer without telling them • Encouraging the learner to use what they already know and can do • Make connections • Reminding • Questioning
Questioning	• Open and closed questions • Extract knowledge and skills • To gain an understanding of assessment (learnt) • To show student learning and understanding • Generates conversation	• Develop planned questions to extend thinking and understanding • Clarify misconceptions • Selecting types of questioning to provoke creative thought	• Reasoning • Exploration / Explanation • Rhetorical questioning • To gain prior knowledge • Make connections • Creates reflection • Facilitating where they are at
Giving Feedback	• Honest • Specific • Must be relevant • Acknowledging what the student can do well • Powerful conversations • Guiding student to know what their next steps are • To affirm and inform • Very powerful • Needs to be consistent and regular • Knowing your students - some students may prefer feedback privately • Personalised feedback • Teacher feedback to student • Student feedback to teacher • Feedback to whanau	• Explanation - how to / what to work on • Instructional - what to work on next • Descriptive - what has been achieved • Evaluative - what the learner has done • Directing next learning steps • Gives the opportunity to go forward successfully • One of the most important things we can do • Positive feedback • Being critical in a positive way • Guide future learning • Predominantly 80% verbal • Enabling students to reflect on their learning	• Doesn't have to be written - can be verbal. • Self and peer feedback • Ultimate aim is to allow students to monitor and regulate their own learning • Positive x 3 negative x1 - constructive to build next steps • Can validate what people are doing • Make people lift their level (Positives) • Strengthen relationships • Providing guidance • Motivates • Affirms • informs • Most effective when it relates to specific learning goals that students recognise and understand

FEEDBACK - PROMOTING STUDENT LEARNING

Principles of effective learning focused feedback

- Affirms the learner's ownership of the learning within culturally responsive contexts
- Focuses on the learning intentions and success criteria
- Is provided at the "right" time; not so soon that the student doesn't have time to process it actively, not so much later that it is no longer possible for the student to use it to attempt improvement
- Confirms what has been learnt and supports the next step
- Provides responsive, specific suggestions for improvement through techniques suitable to the nature of the learning
- Does not swamp the learner with excessive or ill-directed prompts, allows repeated opportunity for the learner to act on the feedback by improving a piece of work. *("Clarity in the classroom" Absolum p120-131)*

Teacher Practices	Student Practices
• Learning Intentions and Success Criteria are developed for/with learners	• Written reflections by learners will reflect views about their achievement and their progress.
• Discussions are held with learners about the meaning of learning intentions and how they relate to the success criteria	• Learners will engage in self and peer assessment through both written and oral means.
• Teach skills for reflection and allow time (plan time) to do this. Ask "what could you do better?"	• Student will understand how to give specific feedback related to success criteria.
• Feedback to learners informs them of their next steps in learning.	• Students will be articulate about their learning using a language of learning.
• Next steps for learning can be negotiated with students.	• Students will interact with others during the process of learning including sharing opinions, strategies and information.
• Feedback is specific and related to the learning intention.	• Students will be risk takers. Students will ask questions about the purpose of learning intentions.
• Feedback is timely and can be written or oral.	
• Quality of feedback is more important than the quantity of feedback.	• Students will be self-regulated in their learning by showing understanding for their current level of achievement and their next goals.
• Feedback involves discussion between teachers and learners, or learners and learners.	• Students recognise when they have achieved a goal and will ask "where to next?"
• Teacher feedback should reflect the level of child's engagement in learning.	• Students will readily admit when they haven't achieved a goal and seek support when it is required.
• Teacher feedback should be predominantly oral.	
• Social feedback should be constructed positively, for example, "we walk in our classroom so that we do not disturb other learners."	• Students will engage in in-depth learning conversations with each other.
• Feedback can be non-verbal, for example, body position, facial expressions and gestures.	• Students will provide feedback to their peers both with oral and written feedback.
• Feedback should describe rather than judge learning outcomes.	• Students will use exemplars / models of learning outcomes to compare achievement with desired standards.
• Feedback should include questioning that develops skills in higher order thinking.	• Students will re-visit previous learning and reflect on it.
• Not all written work completed by learners will be responded to with written comments by the teacher.	

TEACHING as INQUIRY
@ GISINT

Teaching as Inquiry is one of the most powerful forms of teacher learning and is a vital strategy to improve student learning. It involves a continuous cycle of investigating student learning, identifying and focusing on one or two specific areas to improve and thinking critically about the link between teacher action and student learning, coming up with a hunch or 'theory' about what teacher action could best support that identified learning needs, learning more from research and colleagues, then trying out a new or modified practice and checking its effect, leading to framing a new inquiry.

Teaching as Inquiry is characterised by deep reflection and questioning of the links between your actions as a teacher and student learning, being honest in your self-reflection, openness to new ideas and colleagues input, and being prepared to learn from failures as well as successes. The key aim of Teaching as Inquiry is to **better meet the learning needs of students.**

In the New Zealand Curriculum, the teaching as Inquiry process is divided into three related investigations.

Focusing Inquiry - what is most important given where the students are at, their interests, and the local and national curriculum aspirations.

Teaching Inquiry - determining what strategies are most likely to help the students learn.

Learning Inquiry - when the teacher investigates what happened as a result of the teaching and what implications this has for future teaching.

Investigate
- Identify where the students are in their learning and where they should be placed alongside national and school level curricula.
- Look at student learning processes (what a student is saying or demonstrating about his/her thinking during a task) as well as outcomes.
- Note that informal assessment is just as important as formal assessment
- Invite student, whanau and community perspectives (e.g. questionnaires) especially for evidence about areas other than achievement. Discuss with students about what does and what doesn't work for them.
- Determine what the students have already learned and what they need to learn next.

Key Question: *Where should you concentrate your energies in order to change the experiences and outcomes of your learners?*
- Focus on areas of student learning that are most important and which you have the greatest ability to influence
- Ensure your area of inquiry **focuses on investigating teacher practice**
- Select one or two small and specific areas to focus on.
- Think about how to build on strengths and positives.
- Identify what changes you would like to see, so that in the checking phase you can assess whether your actions have made a difference.

Teaching Inquiry - Professional Learning
Key Question - how can I learn more about what actions to take?
- Plan how you can deepen your professional learning in order to bring about changes in student learning. Professional learning should draw on research evidence, as well as your own and other teachers experience.

Engage critically with ideas:
- Think beyond obvious solutions - draw on colleagues, reading, research, resources and experts to expand your thinking.
- Aim to understand new ways of doing things in a deeper way.

Plan
- Think about how you will communicate with whanau and students that you are trying something different. Find out what they think.
- Encourage students to be involved and to take responsibility for the goals identified with you

Trial new actions
- Try out your informed strategies and actions
- Expect dips and plateaus. Clarify and refocus your efforts with the intended outcomes
- Take risks, make mistakes and try again.
- Support your colleagues with their inquiries
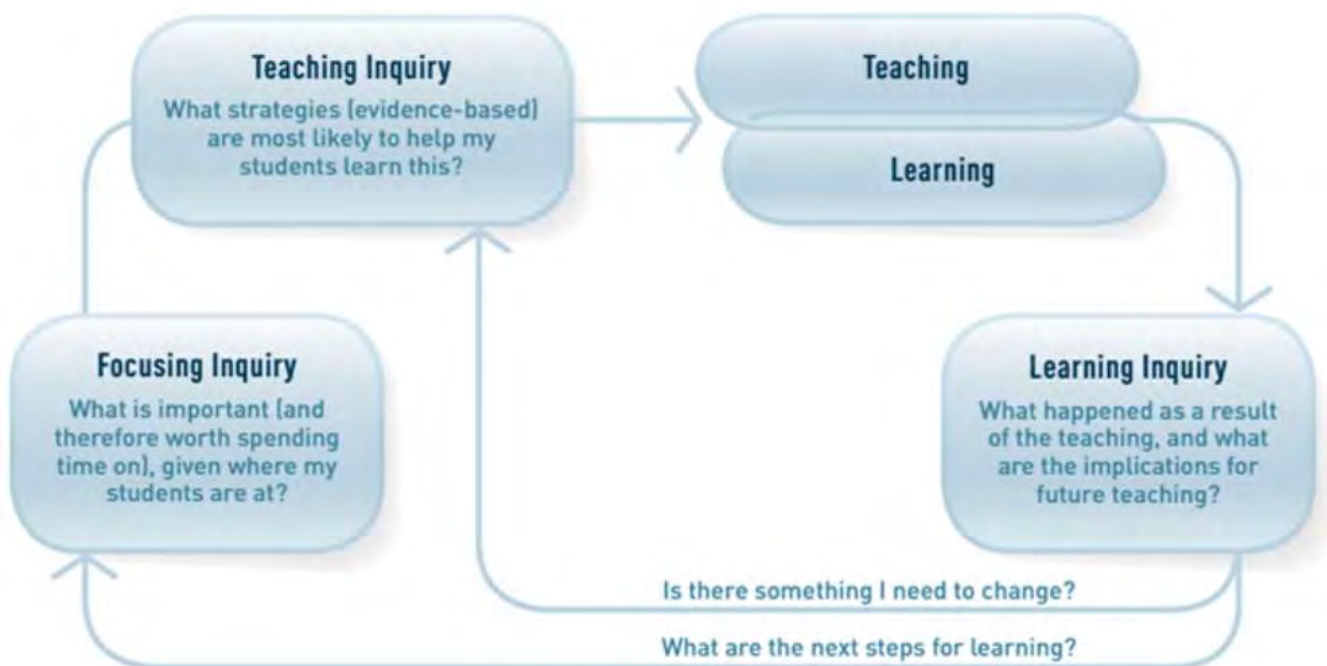- Celebrate successes and expect some failures

Learning Inquiry
- What is the data telling you?
- Ask students to review their work, and/or observe them to see if they are responding differently
- Work alongside colleagues and discuss ideas and review the use of the new strategy you have been trialling
- Evaluate actual outcomes - ask yourself
  - "How do I know?"
  - What evidence do I have?"
- Do you need to modify the strategy or action
- Show persistence as you inquire again and again

General checking questions to reflect upon
- What learning happened as a result of the teaching?
- What did you learn about your students?
- Did the changes made achieve the outcomes? If not - why? If so, how will you sustain the effective practices?
- Did the change have an impact on all students?
- What was it about your teaching that was successful?
- What are the implications for future teaching?
- What will you do next time to ensure that your students continue to achieve?

Teaching as Inquiry

Teaching Inquiry
What strategies (evidence-based) are most likely to help my students learn this?

Teaching

Learning

Focusing Inquiry
What is important (and therefore worth spending time on), given where my students are at?

Learning Inquiry
What happened as a result of the teaching, and what are the implications for future teaching?

Is there something I need to change?

What are the next steps for learning?

By the end of Year 8 students will;

- Be empowered with knowledge and skills to confidently articulate their own learning needs to maximise achievement

- Understand local history and its importance and relevance to their lives

- Develop a confidence to be innovative and curious when using e-Learning tools and knowledge gained from tech/arts/science to guide new experiences

- Understand that a community is made up of many unique and diverse cultures

- Continue to strive for high expectations in their learning and behaviour

- Continue to be environmentally aware and share the awareness with others

- Speak confidently in a range of situations giving reasoned opinions

- Be culturally aware of themselves and others

- Be able to apply maths and literacy learning to a range of real life situations

- Understand how to make sensible lifestyle choices for health and well being

- Be an effective member of communities

- Continue to live the GisInt RISE Values of Respect, Integrity, Self-Management & Excellence

- Have a sense of pride of who they are and the direction they want to take as lifelong learners

- Be aware of the skills and learning needed to develop pathways for future success

GISBORNE INTERMEDIATE SCHOOL
Assessment Procedure

> **The school mission statement:**
>
> Creating personalized learning opportunities for our tamariki with connections to the world around them through powerful partnerships between students, teachers and whanau.

The primary purpose of assessment is to improve students' learning and teachers' teaching as both the student and teacher respond to the information that it provides.

> "Assessment is integral to the teaching inquiry process because it is the basis for both the focussing inquiry and the learning inquiry."
>
> "Assessment is the focussed and timely gathering, analysis, and use of information that can provide evidence of student progress."

(NZ Curriculum)

"The different groups of people involved in supporting students' learning and the purposes for which they need assessment and information."

(New Zealand Curriculum)

Assessment is seen to have three functions:

1. Obtaining feedback that is used for informing teaching and learning through what can be called pedagogical, teacher, or formative assessment;

2. Compiling accounts of student achievement to provide a basis for individual, summative reports;

3. Obtaining data that will be used to analyse and report the achievement of groups of students, particularly in relation to regulatory requirements for target setting.

Teachers will use a variety of assessment – diagnostic, formative and summative. Teachers are expected to have an understanding of effective, purposeful assessment.

WHY do we assess?

WHAT are we assessing?

WHO is involved in the assessments?

HOW do we assess?

Effective assessment:
- Benefits students – Clarifies for them what they know and can do and what they still need to learn.
- Involves students – They discuss, clarify, and reflect on their goals, strategies, and progress.
- Supports teaching and learning goals – Students understand the desired outcomes and the criteria for success.
- Is planned and communicated – Outcomes, teaching strategies, and assessment criteria are carefully matched. Students know in advance how and why they are to be assessed.
- Is suited to the purpose – Evidence is obtained through a range of informal and formal assessment approaches.
- Is valid and fair – Teachers obtain and interpret information from a range of sources and then base decisions on this evidence, using their professional judgment.
- Involves formative assessment being based on clear learning intentions, success criteria (teacher constructed, or co-constructed), feedback (relating to success criteria) and feed forward. When conferencing for writing the conversation will be acknowledged in the students book with a date and bulleted points.

ASSESSMENT GUIDELINES

Assessment is the process of gathering evidence and making valid judgements about students' achievements, needs and progress.

Evaluation is the analysis of this information to make judgements about the effectiveness of teaching programmes, and to determine continuing teaching and learning.

Assessment tasks should:-
- be designed to foster student improvement
- wherever possible, be an integral part of the normal teaching and learning process
- relate assessments to planning
- be authentic and planned for at the beginning of a unit of work
- recognise the learning styles of students and difference in gender, culture and background
- be varied and include diagnostic, formative and summative assessment

BEST PRACTICE

For best practice and authentic assessment, we will endeavour to provide the best possible programmes for students. Consistency in approach throughout the school is a key aspect in ensuring this happens.

- Reading, Writing and Oral Language will be daily requirements with specific purposes for teaching outlined in planning. Every student should have specific purposes for reading and writing daily. Reading and writing should cover all genre in the overview.

- Maths will be a daily requirement with specific purposes for teaching outlined in planning. Every student should have specific purposes for maths with all strands covered from the overview.

- Mathematics and English still form the major time component.

- Classrooms should allow for a variety of learning styles.

- Whole class teaching will be kept to a minimum and time on the mat monitored so that it is not too demanding for students. Teaching will lean towards working with small groups or individuals wherever possible. Effective teachers roam and mark making formative assessment judgements as they go and giving constructive feedback. This is also an effective way of monitoring bookwork rather than marking at home.

- Students should be working independently on activities for part of every day. This allows staff to work alongside a group or individual for specific planned purpose.

- All activities should be meaningful, purposeful (students should be clear as to what they are doing and why) and manageable (teachers shouldn't be planning for hours that which takes 10 minutes to deliver). Every session with students should have the purpose clearly set before the beginning with explicit deliberate acts of teaching evident in planning.

- Effective learning occurs when what students are about to learn is shared at the start of a session or a unit – the new skills they'll learn, the old skills they'll practice, the knowledge and attitudes targeted.

- Teachers need to take time out regularly, step back, and reflect on the dynamics of the class.

- The development of the knowledge, understanding, skills and attitudes required for learning will be fostered to empower students to take increased responsibility for their own learning.

- Students' previous learning experiences will be built on to prepare them for future learning.

- High expectations of students in all areas of school life will be consistently demonstrated.

Gisborne Intermediate School Assessment Schedule 2020

Refer to the Assessment Tools handbook for the administration guidelines.

Week	Term 1	Term 2	Term 3	Term 4
1	Long Term Plan due to LEAD 24th Jan	Long Term Plan due to LEAD 27th April TECH Reports Due on MUSAC for Cycle 1 & 2	Long Term Plan due to LEAD 20th July TECH Reports Due on MUSAC for Cycle 3 & 4	Long Term Plan due to LEAD 12th October TECH Reports Due on MUSAC for Cycle 5 & 6
2	PR1ME Placement Assessment (Year 7s) IKAN Test 1 (optional) to be administered. Loaded into MUSAC for your tracking	IKAN Test 2 (optional) to be administered. Loaded into MUSAC for your tracking PROBE (One year or more below - start administering)	IKAN Test 3(optional) to be administered. Loaded into MUSAC for your tracking PROBE (One year or more below - start administering)	IKAN Test 4(optional) to be administered. Loaded into MUSAC for your tracking
3	WRITING SAMPLE administered Weeks 3-5 Genre = Explanation	WRITING SAMPLE administered (teacher choice of genre)		WRITING SAMPLE administered Weeks 3-5 Genre = Explanation
4	PROBE (One year or more below - start administering)			PROBE (One year or more below - start administering)
5	PAT - READING / PAT MATH (Administered in Weeks 5-6-7)			GLOSS Interview 2 ASSESSMENT to be administered for all students
6				PAT - READING / PAT MATH (Administered Weeks 5-6-7) GLOSS Data due on MUSAC Friday 27th Nov
7		WRITING Data due on Musac 15th June		WRITING data entered E-asttle 27th Nov GLOSS Data due on MUSAC Friday 27th Nov PAT Reading + Maths Data loaded onto NZCER 27 Nov Term 4 Achievement Wall Data due 27th Nov PROBE Data due 27th Nov
8	PAT Maths and Reading Data loaded onto NZCER by 23rd March WRITING data due on E-asttle by 23rd March			TECH Reports Due on MUSAC for Cycle 7 (Start of Week 8) EOY Reports to lead teacher (End of week 8)
9	PROBE Data due 23rd March. Loaded into MUSAC GLOSS (Interview 1) ASSESSMENT to be administered for Year 7 students		Term 3 Achievement Wall Data due 16th September. Term 3 Data due on MUSAC 16 September	
10	Term 1 Progress Report goes home Monday 6th April	Term 2 Achievement Wall Data Due 29th June Term 2 Mid Year 2019 Data on Musac 29ᵗ June	Action Week	EOY Reports go home 14th December
11	GLOSS loaded on MUSAC due 9th April Term 1 Achievement Wall Data due 9 Apr Term 1 2019 Data on MUSAC 9th April			

REPORTING TO THE BOARD

In July and December of each year results in Reading, Writing and Mathematics will be reported to the BOT. These reports will show the progress of students in Y7 and Y8 in all 3 learning areas in relation to NZ curriculum levels, including by Māori, Pasifika, and by gender (where this does not breach privacy).

REPORTING TO PARENTS

The purpose of reporting to parents is for the student and teacher to communicate about progress and achievement in a way that supports further learning. Two written reports will be available during the year for parents. They will be at the end of Term One and the End of Term Four. The Term One Report indicates where the student is working at in relation to the NZ Curriculum. The End of Term Four Report will indicate where the student is in relation to NZ Curriculum levels. Both reports will give an indication of the student's effort in learning and also provides next learning steps in Reading, Writing and Mathematics. Timetabled conferences with student, parents and teacher will be held in the final week of Term One. The Term One Report provides an informative document for students and parents to discuss with the teacher base-line assessment data and to provide scaffolding to enable students to set learning goals for the year alongside parents and the classroom teacher. The school has an "open-door policy" where whanau are made to feel welcome at the school to view or focus on aspects of the class programme.

PRIORITY LEARNERS (Accelerating progress)

Each teacher will identify a target group of students who are performing below curriculum expectations in either Reading, Writing and Maths. These students will be tracked across the year using teaching as inquiry to help the teacher develop their professional learning. At each team meeting these targeted learners will be discussed, teachers will share what they have trailed in the classroom and how effective any change in practice has been. Professional readings and discussions will promote ideas to accelerate the learning of these students. Teachers will also be supported to inquire into these target groups during Professional Learning Conversations which are held three times a year to support teachers to inquire into their practice.

GISBORNE INTERMEDIATE SCHOOL
OTJ Moderation Guidelines

"An overall teacher judgement involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgement about a student's progress and achievement."

OBSERVATION OF PROCESS

Evidence obtained from informal assessment opportunities, incorporating the observation of process, such as:

- Focused classroom observation
- Student work books
- Tasks e.g. maths tasks
- Running records
- Student and peer assessment

CURRICULUM LEVELS
Used as signposts

OVERALL TEACHER JUDGEMENT (OTJ)

Decisions made in relation to NZ Curriculum levels

LEARNING CONVERSATIONS

Evidence arising from learning conversations, such as:

- Conferencing
- Interviewing
- Questioning
- Explaining
- Discussing

TOOL OUTCOMES

Evidence obtained from assessment tools including standardized tools such as:

- PAT – Maths / Reading Comp
- GLOSS
- PROBE
- E-asTTle Writing

Teachers will use triangulated data to perform moderation of OTJs. Each student will have their own OTJ moderation sheet which will be available for moderation. Triangulation' of information increases the dependability of the OTJ.

Assessment in the areas of Reading, Writing and Math will be moderated across teams and year levels to ensure consistency. Assessments in others areas of the curriculum may also be moderated.

Team leaders will ask team members to bring a range of student work in the selected area to a team meeting where moderation will take place through analysis and discussion.

Consideration of the following cycle must happen as part of ongoing assessment towards OTJs.

- OTJ Moderation
- Discussion on student progress

- Continual learning snapshots

Teacher Collaboration

Student Progress

Effectiveness of Evidence

Evidence

- Assessment is reflected upon and new goals set

- Bookwork/digital work
- Assessment task
- Teacher observations
- Self/peer assessment
- Student artifacts
- Student voice

OTJ Moderation Sheet
- WRITING –

Gisborne Intermediate School
growing great people

Student Name: Learning Hub: Teacher/s:	**EARLY LEVEL 4** (Expectation- at the end of Year 7) BY THE END OF YEAR SEVEN: students will create texts in order to meet the writing demands of the NZ Curriculum at early L4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.	**At LEVEL 4** (Expectation – at the end of Year 8) BY THE END OF YEAR EIGHT: students will create texts in order to meet the writing demands of the NZ Curriculum at L4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.
STANDARDISED ASSESSMENTS: ● E-asTTle	● plan for writing in a variety of ways. ● expresses views, feelings, experiences and responses with sincerity. ● use a text structure that is appropriate to the purpose; (e.g., an orientation, a problem, a climax, and a satisfying resolution for a narrative). ● include ideas that are relevant and support the topic. ● capture audience interest through humour and choice of language. ● use personal voice to add effect. ● use vocabulary appropriate to the topic. ● use some language features to enhance my writing; (e.g. alliteration, simile) ● use visual language features to engage the audience; visual diagrams such as headings, charts or maps. ● beginning to organise ideas into paragraphs and include supporting detail ● use linking words and phrases to link some of my paragraphs. ● use a variety of sentence structures, beginnings and lengths for effect. ● attempt complex sentences. ● show a good understanding of all basic sounds and spelling patterns. Spells most high frequency words correctly; (spell write lists 1 - 6). ● recraft and rework writing for meaning. ● proofread to check for spelling, grammar and punctuation. ● consistently use basic punctuation that is mostly correct; capital letters, full stops, commas, speech marks and question marks. ● attempt more difficult punctuation (e.g. apostrophes for possession, commas for clauses, or semicolons) ● write independently for a sustained period of time. ● Use reference sources (e.g. dictionaries and thesauruses) to check the meaning of words and to find new words.	● plan for writing carefully using a variety of templates. ● include ideas that are relevant and support the topic. ● clearly express views, feelings, experiences and responses with sincerity. ● maintain audience interest through content, humour and choice of language. ● choose a text structure to suit the purpose and audience. ● use language features that are appropriate for the text type; (e.g. past tense for a narrative). ● deliberately choose language features to enhance writing; (e.g. similes, metaphors, personification, hyperbole, rhetorical question and diagrams). ● organise ideas into paragraphs and make logical links paragraphs within and between paragraphs. ● understand word formations; (roots, prefixes and suffixes). ● use a variety of sentence structures, beginnings and lengths for specific effect. ● use academic and subject specific vocabulary. ● spell high frequency words correctly and use basic spelling rules to sound out words; (essential word lists 1 - 7). ● independently recraft and rework writing for meaning and impact in response to feedback. ● proofread writing to check for grammar, spelling and punctuation. ● uses basic punctuation correctly, attempts some complex punctuation; (e.g. semicolons). ● write independently for a sustained period of time. ● include visual language features such as headings, text boxes, photos and maps. ● confidently use a dictionary and thesaurus to extend vocabulary. ● acknowledge sources of information, of quotations and reproduced visual materials.

Term 1:

Term 2:

Term 4:

Teacher Observations
Strengths:

Needs:

OTJ Curriculum Level	TERM 1:	TERM 2:	TERM 3:	TERM 4:

OTJ Moderation Sheet
- WRITING –

Gisborne Intermediate School — *growing great people*

Student Name: Learning Hub: Teacher/s:	**LEVEL 2** Students will write for a range of different purposes linked to the curriculum, using a process and drawing on the knowledge, skills, and attitudes that will help them achieve their purpose. The knowledge, skills, and attitudes expected at this level, including those needed for spelling and punctuation, are described in the Literacy Learning Progressions.	**LEVEL 3** Students will write for a range of different purposes on topics and themes across the curriculum at this level, applying a process appropriate to the task and drawing on the knowledge, skills, and attitudes that will help them achieve their purpose. The knowledge, skills, and attitudes expected at this level, including those needed for spelling and punctuation, are described in the Literacy Learning Progressions.
STANDARDISED ASSESSMENTS: ● E-asTTle Term 1: Term 2: Term 4: <u>Teacher Observations</u> Strengths: Needs:	• plan for writing in a variety of ways • express views, feelings, experiences and responses with sincerity • use a text structure that is appropriate to the purpose; (e.g., an orientation, a problem, a climax, and a satisfying resolution for a narrative) • include ideas that are relevant and support the topic • capture audience interest through humour and choice of language • use personal voice to add effect • use vocabulary appropriate to the topic • use some language features to enhance writing; (e.g. alliteration, similes) • use visual language features to engage the audience; visual diagrams such as headings, charts or maps • beginning to organise ideas into paragraphs and include supporting det... • use linking words and phrases to link some of my paragraphs • use a variety of sentence structures, beginnings and lengths for effect. • attempt complex sentences • show a good understanding of all basic sounds and spelling patterns. Spells most high frequency words correctly; (spell write lists 1 - 6). • recraft and rework writing for meaning • proofread to check for spelling, grammar and punctuation • consistently use basic punctuation that is mostly correct; capital letters, full stops, commas, speech marks and question marks • attempt more difficult punctuation; e.g. apostrophes for possession, commas for clauses, or semicolons) • write independently for a sustained period of time • Use reference sources (e.g. dictionaries and thesauruses) to check the meaning of words and to find new words	• Plan for writing carefully using a variety of templates • include ideas that are relevant and support the topic • clearly express views, feelings, experiences and responses with sincerity • maintain audience interest through content, humour and choice of language • choose a text structure to suit the purpose and audience • use language features that are appropriate for the text type; (e.g. past tense for a narrative) • deliberately use language features to enhance writing; (e.g. similes, metaphors, personification, hyperbole, rhetorical question and diagrams) • organise ideas into paragraphs and make logical links paragraphs within and between paragraphs • understand word formations; (roots, prefixes and suffixes) • use a variety of sentence structures, beginnings and lengths for specific effect • use academic and subject specific vocabulary • spell high frequency words correctly and use basic spelling rules to sound out words; (essential word lists 1 - 7) • independently recraft and rework writing for meaning and impact in response to feedback • proofread writing to check for grammar, spelling and punctuation. • uses basic punctuation correctly, attempts some complex punctuation; (e.g. semicolons) • write independently for a sustained period of time • include visual language features such as headings, text boxes, photos and maps • use a dictionary and thesaurus to extend vocabulary • acknowledge sources of information, of quotations and reproduced visual materials
OTJ Curriculum Level	TERM 1: TERM 2:	TERM 3: TERM 4:

OTJ Moderation Sheet
- READING –

Gisborne Intermediate School
growing great people

Student Name: Learning Hub: Teacher/s:	**EARLY LEVEL 4** (Expectation- at the end of Year 7) Students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum as they work towards level 4. Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.	**AT LEVEL 4** (Expectation- at the end of Year 8) Students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 4. Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.
STANDARDISED ASSESSMENTS:		
Term 1: PAT Reading Comprehension. PROBE - a year below expectation **Term 4:** PAT Reading Comprehension PROBE - a year below expectation **Teacher Observations** **Strengths:** **Needs:**	• monitor reading for accuracy by using a variety of strategies to help when reading new words or to maintain meaning (vary speed, rereading or inferring from illustrations) • use their prior knowledge to make connections between concrete and abstract ideas • locate and summarise ideas when skimming and scanning by identifying key words, topic sentences and subheadings • use several pieces of information to infer information or ideas that are not directly stated in the text • read to evaluate and integrate information across a range of texts • read a variety of different texts for longer periods of time and remember what has been read over a period of days • identify and talk about a writer's purpose and on the ways they use language and ideas to suit their purpose • automatically read all high frequency words • use their knowledge of grammar to help when reading; (e.g. full stops) • use prefix and suffix knowledge to work out word meanings • use knowledge of root words and affixes to work out meanings of new words (e.g. by using the known meaning of tele- and - port to infer the meaning of teleport) • recognise the different features of a variety of text types; (e.g. poetry, plays, nonfiction) • interpret foot notes, photographs, diagrams, maps, charts and graphs from the text. • use reference sources (e.g. online dictionaries, thesauruses, google) to find the meaning of new words	• confidently and deliberately change the pace of reading to meet comprehension needs • independently choose texts that suit learning purposes across the curriculum • read with confidence and maintain fluency throughout text • use a range of strategies to read unknown, complex or ambiguous words • use prior knowledge and information in text to understand more complex plots, sophisticated themes and abstract ideas • identify, compare and evaluate different ideas found in the same text and across a range of texts • gather, evaluate and synthesise information across a small range of texts • identify and evaluate the writer's purpose and understand why certain language is used • recognise the presence of bias and comment on the accuracy of information in texts • read and understand an increasing number of technical and subject specific vocabulary • use a range of strategies such as inferring to work out more complex words • recognise and understand the features and structures of a wide variety of text types and text forms • understand the meaning of 'compare and contrast' or 'cause and effect' • use a wide range of academic and content specific vocabulary to understand texts • interpret metaphor, analogy and connotative language to enhance meaning in texts
OTJ Curriculum Level	**TERM 1:** **TERM 2:**	**TERM 3:** **TERM 4:**

OTJ Moderation Sheet
- READING –

Gisborne Intermediate School — *growing great people*

	LEVEL 2	LEVEL 3
Student Name: Learning Hub: Teacher/s:	Students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 2. Students will locate and evaluate information and ideas within texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.	Students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3. Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.*

STANDARDISED ASSESSMENTS:

Term 1: PAT Reading Comprehension. PROBE - a year below expectation	
Term 4: PAT Reading Comp PROBE - a year below expectation	

<u>Teacher Observations</u>
Strengths:

Needs:

LEVEL 2
• have a strong sense of what is liked to be read and can find own reading material
• know what is able to read (self-monitor choosing of text)
• cross-check and reread when I no longer understand what I'm reading
• know when to pause while reading using the sentence structure
• use a variety of reading comprehension strategies
• use cues such as key words and pictures to make predictions
• use cues such as key words and pictures to make inferences
• look for cues to confirm predictions and inferences
• identify and summarise main ideas
• make and explain inferences using information in the text
• make connections between information in the text and prior knowledge
• read longer texts and remember what has happened over a number of days
• talk about what has been read with others (peers, groups, teacher)
• read all high frequency words
• work out unknown words by looking for chunks and using letter sounds (decoding)
• work out the meanings of new words using a range of strategies
• know the meanings of common prefixes (over, mis, sub, pre, inter)
• know the meanings of common suffixes (ist, ity, ty, ion, able, ible)
• use reference sources to find meaning of new words (dictionary)
• guess word meanings from known roots and affixes (e.g. tele-port)
• work out the meaning of unfamiliar phrases and expressions
• recognise the features of some common text types
• use knowledge of common text types to understand the ideas and information in texts

LEVEL 3
• monitor reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading (e.g. vary speed and rereading)
• understand how to select from and use a repertoire of comprehension strategies
• use their prior knowledge to make connections between concrete and abstract ideas
• locate and summarise ideas (by skimming or scanning, identifying key words, topic sentences, key questions and subheadings
• use several pieces of information to infer information or ideas that are not directly stated in the text
• evaluate and integrate ideas and information across a small range of texts
• read a variety of different texts for longer periods of time and remember what has been read over a period of days
• identify and talk about a writer's purpose and on the ways they use language and ideas to suit their purpose (e.g. use vocabulary to set a scene or develop a mood)
• automatically read all high frequency words
• use their knowledge of grammar to help when reading; (e.g. full stops).
• use prefix and suffix knowledge to work out word meanings
• recognise the different features of a variety of text types; (e.g. poetry, plays, nonfiction)
• interpret illustrations, photographs, text boxes, diagrams, maps, charts and graphs
• use reference sources (e.g. online dictionaries, thesauruses, google) to find the meaning of new words

OTJ Curriculum Level	TERM 1:	TERM 2:	TERM 3:	TERM 4:

OTJ Moderation Sheet
- MATHS –

Gisborne Intermediate School — growing great people

NAME:	EARLY LEVEL 4 (Expectation- at the end of Year 7) *As per Curriculum Framework - Refer to PR1ME Analysis of linkages*	AT LEVEL 4 (Expectation- at the end of Year 8) *As per Curriculum Framework - Refer to PR1ME Analysis of linkages*

NAME:

Learning Hub:

Target group – Yes / No

PR1ME Placement Test:

PR1ME Book:

PAT Maths: T1 = T4 =

GLOSS: T1 = T4 =

RELEVANT INFORMATION

TEACHER OBSERVATIONS
Strengths:

Needs:

EARLY LEVEL 4 (Expectation- at the end of Year 7)
As per Curriculum Framework - Refer to PR1ME Analysis of linkages

Number and algebra
In contexts that require them to solve problems or model situations, students will be able to:
- apply additive and multiplicative strategies flexibly to whole numbers, ratios, and equivalent fractions (including percentages)
- apply additive strategies to decimals
- balance positive and negative amounts
- find and represent relationships in spatial and number patterns, using:
  - tables and graphs
  - general rules for linear relationships

Geometry and measurement
In contexts that require them to solve problems or model situations, students will be able to:
- measure time and the attributes of objects, using metric and other standard measures
- make simple conversions between units, using whole numbers
- use side or edge lengths to find the perimeters and areas of rectangles and parallelograms and the volumes of cuboids, given whole-number dimensions
- sort two- and three-dimensional shapes into classes, defining properties and justifying the decisions made
- identify and describe the transformations that have produced given shapes or patterns
- create or identify nets for rectangular prisms and other simple solids
- draw plan, front, side, and perspective views of objects
- describe locations and give directions, using grid references, simple scales, turns, and points of the compass

Statistics
In contexts that require them to solve problems or model situations, students will be able to:
- investigate summary, comparison, and relationship questions by using the statistical enquiry cycle:
  - gather or access multivariate category and measurement data
  - sort data and display it in multiple ways, identifying patterns and variations
  - interpret results in context, accepting that samples vary and have no effect on one another
- order the likelihoods of outcomes for situations involving chance, checking for consistency between experimental results and models of all possible outcomes

AT LEVEL 4 (Expectation- at the end of Year 8)
As per Curriculum Framework - Refer to PR1ME Analysis of linkages

Number and algebra
In contexts that require them to solve problems or model situations, students will be able to:
- apply multiplicative strategies flexibly to whole numbers, ratios, and equivalent fractions (including decimals and percentages)
- use multiplication and division as inverse operations on whole numbers
- apply additive strategies flexibly to decimals and integers
- find and represent relationships in spatial and number patterns, using:
  - tables and graphs
  - equations for linear relationships
  - recursive rules for non-linear relationships
- apply inverse operations to simple linear relationships

Geometry and measurement
In contexts that require them to solve problems or model situations, students will be able to:
- use metric and other standard measures
- make simple conversions between units, using decimals
- use side or edge lengths to find the perimeters and areas of rectangles, parallelograms, and triangles and the volumes of cuboids
- sort two and three-dimensional shapes into classes, considering the relationships between the classes and justifying the decisions made
- identify and describe the features of shapes or patterns that change or do not change under transformation
- create or identify nets for rectangular prisms and other simple solids, given particular requirements
- draw or make objects, given their plan, front, and side views or their perspective views
- describe locations and give directions, using scales, bearings and co-ordinates

Statistics
In contexts that require them to solve problems or model situations, students will be able to:
- investigate summary, comparison, and relationship questions by using the statistical inquiry cycle:
  - gather or access multivariate category, measurement, and time- series data
  - sort data and display it in multiple ways, identifying patterns, variations, relationships, and trends and using ideas about middle and spread where appropriate
  - interpret results in context, identifying factors that produce uncertainty
- express as fractions the likelihoods of outcomes for situations involving chance, checking for consistency between experimental results and models of all possible outcomes

OTJ Curriculum Level working in	TERM 1:	TERM 2:	TERM 3:	TERM 4:

OTJ Moderation Sheet
- MATHS –

| NAME:	LEVEL 2 *As per Curriculum Framework - Refer to PR1ME Analysis of linkages*	LEVEL 3 *As per Curriculum Framework - Refer to PR1ME Analysis of linkages*
Learning Hub: **Target group –** Yes / No PR1ME Placement Test: PR1ME Book: PAT Maths: T1 = T4 = GLOSS: T1 = T4 = **RELEVANT INFORMATION** **TEACHER OBSERVATIONS** Strengths: Needs:	**Number and algebra** In contexts that require them to solve problems or model situations, students will be able to: • Use simple additive strategies with whole numbers and fractions • Know forward and backward counting sequences with whole numbers to at least 1000. • Know the basic addition and subtraction facts. • Know how many ones, tens, and hundreds are in whole numbers to at least 1000. • Know simple fractions in everyday use. • Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols • Generalise that whole numbers can be partitioned in many ways. • Find rules for the next member in a sequential pattern. **Geometry and measurement** In contexts that require them to solve problems or model situations, students will be able to: • Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time. • Partition and/or combine like measures and communicate them, using numbers and units. • Sort objects by their spatial features, with justification. • Identify and describe the plane shapes found in objects • Create and use simple maps to show position and direction. • Describe different views and pathways from locations on a map. • Predict and communicate the results of translations, reflections, and rotations on plane shapes. **Statistics** In contexts that require them to solve problems or model situations, students will be able to: Conduct investigations using the statistical inquiry cycle: – • posing and answering questions • gathering, sorting, and displaying category and whole-number data; • communicating findings based on the data • Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others • Investigate simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledging uncertainty	**Number and algebra** In contexts that require them to solve problems or model situations, students will be able to: • Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages • Know basic multiplication and division facts • Know counting sequences for whole numbers • Know how many tenths, tens, hundreds, and thousands are in whole numbers • Know fractions and percentages in everyday use • Record and interpret additive and simple multiplicative strategies, using words, diagrams, and symbols, with an understanding of equality • Generalise the properties of addition and subtraction with whole numbers • Connect members of sequential patterns with their ordinal position and use tables, graphs, and diagrams to find relationships between successive elements of number and spatial patterns **Geometry and measurement** In contexts that require them to solve problems or model situations, students will be able to: • Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time • Find areas of rectangles and volumes of cuboids by applying multiplication • Classify plane shapes and prisms by their spatial features • Represent objects with drawings and models • Use a coordinate system or the language of direction and distance to specify locations and describe paths • Describe the transformations (reflection, rotation, translation, or enlargement) that have mapped one object onto another **Statistics** In contexts that require them to solve problems or model situations, students will be able to: Conduct investigations using the statistical enquiry cycle: • gathering, sorting, and displaying multivariate category and whole number data and simple time-series data to answer questions • identifying patterns and trends in context, within and between data sets • communicating findings, using data displays • Evaluate the effectiveness of different displays in representing the findings of a statistical investigation or probability activity undertaken by others • Investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary
OTJ Curriculum Level working in	TERM 1: TERM 2:	TERM 3: TERM 4:

Interpreting the Curriculum Levels - Reading

Each term teachers' will make an overall teacher judgement on student's progress in reading in relation to the NZ curriculum levels using a range of assessments - formal and informal assessment data, classroom observations and student work. The guidelines below are based on the NZC diagram for years and levels.

Years and Curriculum Levels
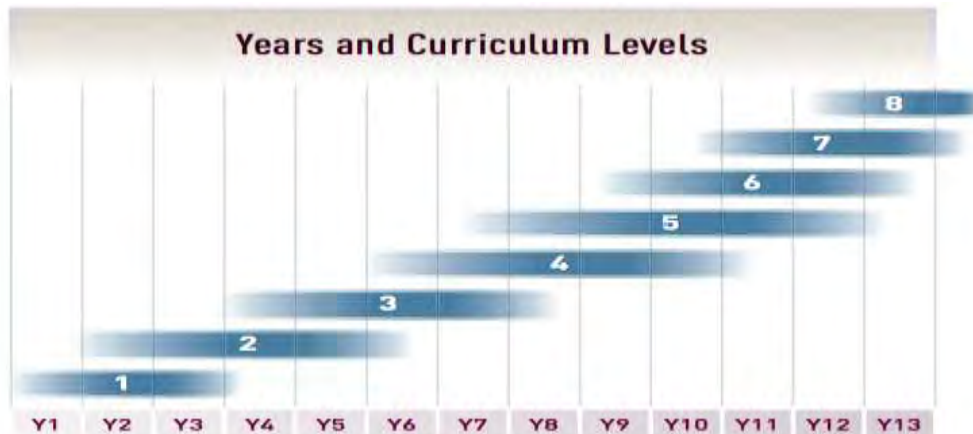
The table below is designed to support teachers making OTJ's for student progress against the NZ Curriculum levels.

Curriculum Level	Reading ages	PAT Scale Score
Level 2 Early	7 - 8 years	18 - 23
Level 2 AT	8 - 9 years	24 - 32
Level 3 Early	9-10 years	33-38
Level 3 AT	10 - 11 years	39 - 50
Level 4 Early	11 - 12 years	51 - 55
Level 4 AT	12 - 13 years	56 - 73
Level 5	13+ years	66+

YEAR 7 – by the end of year 7 a student who is reading **at the expected curriculum level** must be able to:

- work consistently at early Level 4 in the NZ curriculum
- able to read a wide range of texts both fiction and non-fiction and with a number of layers of meaning – literal, inferential, applied understanding including complicated plots, difficult themes and ideas
- recognise most words automatically, work out more difficult words using a range of strategies e.g. letter sound knowledge, working out what they don't know from what they already know about parts of words and letter patterns
- recognise and use features of grammar to understand and support understanding of more difficult words
- use their judgement to work out their response to text (strengths and weaknesses of what they are reading).

YEAR 8 – by the end of Year 8 a student who is reading **at the expected curriculum level** must be able to (in addition to the above):

- work consistently at Level 4 in the NZ curriculum
- use visuals to gain greater depth from text content
- read texts with complicated plots and be able to explain these including abstract ideas
- locate and use a range of texts for different purposes across the curriculum
- use a range of strategies to help them when they don't understand what they are reading
- work out more difficult words by using a range of skills

Interpreting the Curriculum Levels - Writing

Each term teachers' will make an overall teacher judgement on student's progress in writing in relation to the NZ curriculum levels using a range of assessments - formal and informal assessment data, classroom observations and student work. The guidelines below are based on the NZC diagram for years and levels.
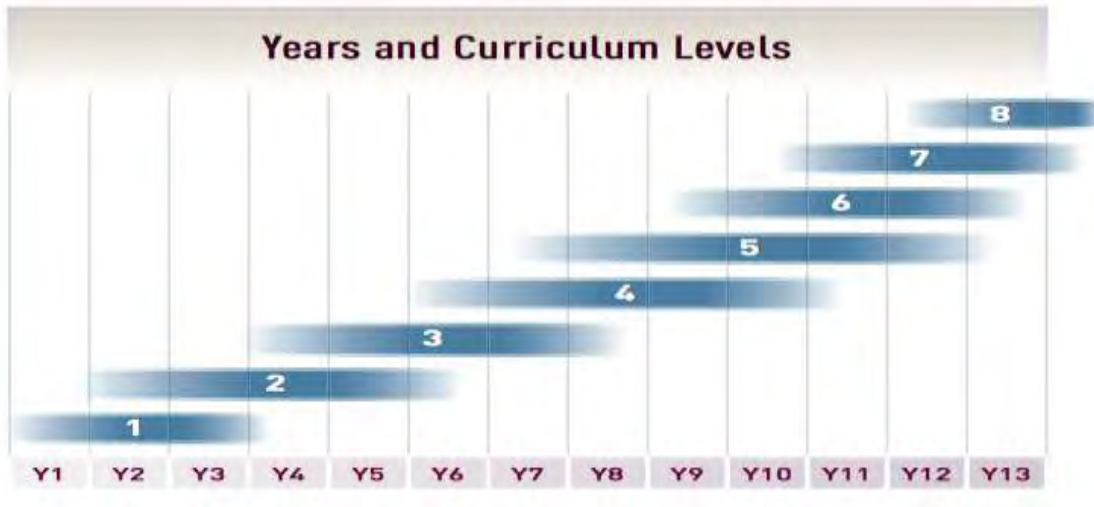
YEAR 7 – by the end of year 7 a student who is writing **at the expected curriculum level** must be able to:

- work consistently at early Level 4 in the NZ curriculum
- write for particular audiences and purposes using appropriate, clear and logical structures
- carefully plan their writing projects using a variety of strategies
- use paragraphs that link main ideas and supporting details within and between paragraphs
- write in grammatically correct sentences using a range of language features and complex punctuation; e.g. rhetorical questions, metaphors, semi-colons
- use correctly spelt words, using a range of strategies for example, letter sound knowledge, spelling rules and conventions, meaning and spelling of word parts and work origins, letter patterns
- show they are revising and editing as well as proof reading while they write

YEAR 8 – by the end of year 8 a student who is writing **at the expected curriculum level** must be able to:
(in addition to the above):

- work consistently at Level 4 in the NZ curriculum
- write on their own, choosing language and a clear and logical structure that fits the purpose for writing
- use information they have found through reading, to write in their own words around a topic theme
- write stories that are clear, and fit the curriculum task – often including detail and/or comments supporting or explaining the main points
- create paragraphs where the ideas are clearly related and link to other paragraphs.
- use complex sentences that are grammatically correct
- use basic punctuation correctly and attempt to use some complex punctuation; e.g., semi-colons, colons, brackets
- use words and phrases that fit the topic, audience, occasion and purpose
- understand that they are writing for a variety of purposes and know how to do this

Interpreting the Curriculum Levels - Maths

Each term teachers' will make an overall teacher judgement on student's progress in maths in relation to the NZ curriculum levels using a range of assessments - formal and informal assessment data, classroom observations and student work. The guidelines below are based on the NZC diagram for years and levels.
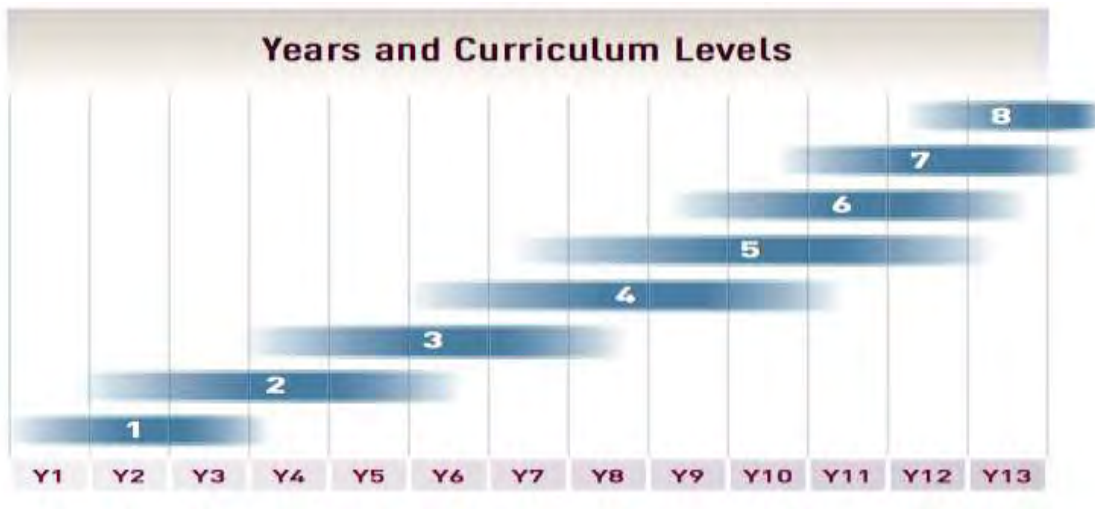
The table below is to assist in making decisions regarding the progress of students against the NZ Curriculum levels.

Curriculum Level	PR1ME Book (See PR1ME pictorial)	PAT Scale Score	Math Stage GLOSS
Level 2 Early	2A/2B	21 -25	Early Stage 5
Level 2 AT	3A/3B	26 - 35	Stage 5
Level 3 Early	3A/3B	36 - 40	Early Stage 6
Level 3 AT	3B/4A	41 – 50	Stage 6
Level 4 Early	4A/4B/5A	51 – 55	Early Stage 7
Level 4 AT	5A/5B	56 – 65	Stage 7+
Level 5	6A/6B	66 +	Stage 7 - 8
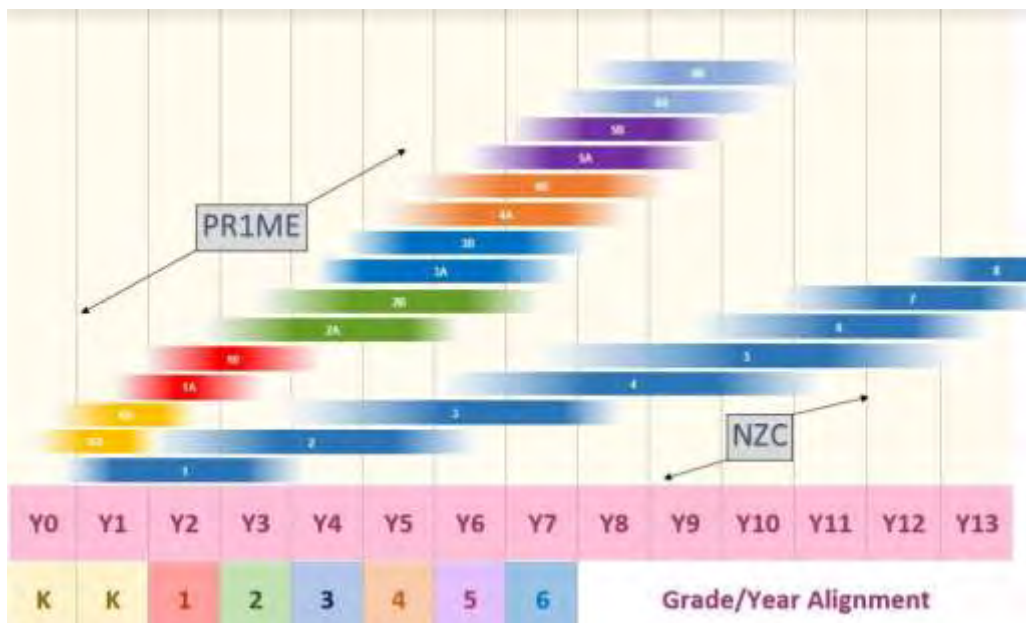
YEAR 7 – **by the end of year 7** a student who is working **at the expected curriculum level** in maths must be able to:

- Solve problems involving decimals, using addition and subtraction
- Use a range of multiplication methods to solve problems using whole numbers and fractions
- Investigate and justify mathematical rules to see if they are always true
- Create tables, graphs and rules for repeating patterns
- Sort 2D and 3D shapes and discuss their similarities and differences
- Measure time and objects using standard measures
- Find perimeter, areas and volumes of shapes
- Identify and describe how objects have been moved within patterns
- Use grid references, simple scales, and points of the compass to describe a given location
- Investigate, sort and display information in different ways and identify patterns and variations in the information
- Explore probability through experimenting and comparing actual results with expected results

YEAR 8 – **by the end of Year 8** a student who is working **at the expected curriculum level** in maths must be able to (in addition to the above)

- Solve problems with decimals and integers using addition and subtraction
- Use a range of multiplication methods to solve problems with whole numbers and fractions
- Create and use tables, graphs and rules to show linear and nonlinear relationships
- Measure objects and make simple conversions between units of measurement
- Find perimeters and areas of triangles, parallelograms and volumes of cuboids
- Explore transformation and discuss how shapes and patterns change after a transformation
- Describe locations and give directions using scales, bearings and co – ordinates
- Gather and use data that gives several pieces of information (e.g. age and size)
- Sort data and display in different ways and discuss patterns and trends
- Use fractions to discuss the likelihoods of outcomes involving chance

There will be other areas of consideration. It is suggested that teachers use the Overall Teacher Judgement template and highlight which of these the student has achieved as this will give you an overall picture if unsure of where to place students.

ENGLISH CURRICULUM

READING

When students enter Year 7, they encounter increasing demands in terms of the complexity of the texts they read in all areas of the curriculum, including English. The text and task demands of the curriculum are similar for students in Year 7 and Year 8. Students read in order to locate, evaluate, and synthesise information and ideas within and across a range of texts.

During Years 7 and 8, students continue to develop their accuracy, fluency, and independence in reading and in using texts to support their learning.

Illustrating the Year 7 curriculum expectation of Early Level 4

She could have chosen to wait out the war in relative comfort … She was determined to resist the German occupation.

The student uses her prior knowledge of the setting and context, along with the information in the illustrations, to understand the abstract concepts of resistance and the French Resistance. The student asks and answers questions to infer Nancy's reasons for supporting the Resistance. She evaluates Nancy's actions in terms of the risks to her own safety and to that of those around her and in terms of the wider implications for the struggle against the Nazis. With prompting, the student makes connections to other texts about people resisting Nazi oppression, such as *The Diary of Anne Frank*, synthesising information to make inferences about what drives people like Nancy Wake to act with courage in high-risk situations.

Nancy became a regular courier for the organisation, hiding desperately needed radio parts in her coat and handbag.

In 1941, Nancy agreed to hide two Resistance workers who were in danger of being exposed … Nancy helped hundreds of people flee wartime France, including Jews, escaped prisoners, refugees, and Allied airmen.

During another attempt, she had to jump from a moving train as it was searched by German soldiers. She was chased under machine-gun fire and forced to hide for eight days with no food.

Nancy and her comrades lived rough in the forest and were constantly on the move.

Nancy volunteered to fetch the codes – on a bike … Nancy set out with no identity papers and no weapon. She cycled through countryside and mountains, finally arriving back with the codes seventy-one hours later.

The student finds information across the text that enables her to infer and evaluate Nancy's personal qualities, such as courage and endurance. With prompting, the student makes connections to the personal qualities of other people who have faced similar situations, for example, Mahatma Gandhi or Nelson Mandela. She synthesises information and ideas to understand the strength and commitment required by people who resist oppression and injustice.

The student by the end of Year 7 evaluates and synthesise information across the text, with some teacher prompting, to identify the personal qualities of individuals who act courageously.

This example illustrates aspects of the task and text and demonstrates how a student engages with both task and text to meet the reading demands of the curriculum. A number of such examples would be used to inform the overall teacher judgement for this student.

Illustrating the Year 8 curriculum expectation of the middle of Level 4

Nancy had an old truck converted into an ambulance and spent the following months transporting refugees and wounded soldiers to safety.

The student uses his prior knowledge of the setting and context, along with the information in the text (including the illustrations), to track Nancy's deepening involvement in and support of the Resistance. He evaluates the reasons for her involvement and synthesises information across the text to infer the impact that her actions had on the lives of many people. He makes connections to other texts he has read about people who resisted Nazi oppression, such as *The Diary of Anne Frank*, to make inferences about what drove people, like Nancy, to risk their own lives to save others. He responds to teacher prompts to form hypotheses about how courageous actions by individuals and groups, when faced with injustice and oppression, might affect the course of events for individuals and communities.

Nancy became a regular courier for the organisation, hiding desperately needed radio parts in her coat and handbag.

In 1941, Nancy agreed to hide two Resistance workers who were in danger of being exposed. She soon became part of a network of safe houses …

If D-Day was to succeed, radio contact with Britain was essential.

The Resistance's only hope lay with a radio operator over 200 kilometres away. Nancy volunteered to fetch the codes – on a bike.

She cycled through countryside and mountains, finally arriving back with the codes seventy-one hours later.

The student asks and answers questions in order to evaluate the risks for Nancy, for the Resistance, and for the outcomes of D-Day when she undertook the journey to fetch the radio codes. He describes the qualities Nancy possessed, such as courage and endurance, and synthesises information to consider why Nancy has been "hailed as a heroine". The student makes connections to the personal qualities of other people he has read about who have faced similar situations, for example, Mahatma Gandhi or Nelson Mandela. He asks and answers questions about why these qualities are so important for resisting oppression and injustice, and he considers what might have happened if people had chosen not to take action.

She was hailed as a heroine, becoming the most decorated Allied servicewoman of the Second World War.

The student by the end of year 8 does this with a greater independence and confidence as well as describing the impact of these actions.

The example illustrates aspects of the task and text and demonstrates how a student engages with both task and text to meet the reading demands of the curriculum. A number of such examples would be used to inform the overall teacher judgement for this student.

WRITING

When students enter **Year 7**, they encounter new demands as they engage with the breadth and depth of the content they need to learn across the curriculum.

As in earlier years, students in years 7 and 8 use their writing to think about, record, and communicate experiences, ideas, and information. Because the writing demands in curriculum activities are often implicit, students need to develop greater independence and flexibility in deciding on processes and in choosing text structures and language that are appropriate to specific tasks.

In years 7 and 8, students create texts choosing content, language, and a clear and logical text structure to meet the requirements of the curriculum task. By the end of **year 8**, students need to be confidently and deliberately choosing the most appropriate processes and strategies for writing in different learning areas.

Illustrating the Year 7 curriculum expectation of early Level 4

Transcript: 'Bottle Submarine'

Before Room 27 could start building, everyone had to plan. Our groups planned by coming up with two different designs for the submarine. After that everyone wrote problems and solutions for their designs. Then our group pickid which one we liked the most.

The students in this year 6 and 7 class are evaluating aspects of a science and technology unit that they have undertaken. As they write about and discuss what their group has done during the unit, they explore the success they have had, both in developing and testing their prototypes and in working collaboratively as a group.

The student describes, in sequence, the process undertaken by her group during their science and technology challenge, although she has used the time connective "then" somewhat excessively. Her detailed explanation of how to construct a submarine lists six actions undertaken by her group (compared to the two actions described by the year 6 student). The student is also able to make some clear links between paragraphs. For example, the phrase "To start making our submarines" clearly links the information about planning, in paragraph two, with that about building, in paragraph three.

Transcript: The Grey Wolf!

The colour and thickness of their coat varies depending on their environment.

There are many different Grey wolves and they have adapted to their environment and their climates. For Example the Grey wolves in Greenland and Siberia live on tundra (tree-less plains), when Grey wolves in Canada and the USA live in forests.

To start making our submarines, everyone in their groups had to bring different materials. My group brought a bottle, tinfoil, marbles, and wood. First my group cut a hole on the side of the bottle. Then we made two tinfoil balls with marbles in them. Then we stuck them inside the bottle. Also we added little pieces of wood. Then we covered the hole up with tinfoil ... but left a little space on the front to see in. Then we added water inside the bottle.

Since wolves are not on the top of the food chain (We are) they are hunted as well.

As part of their learning in science, a year 7 class is studying how animals are suited to their environments. The purpose for the writing is to explain how particular animals have adapted to their environments.

The student writes concisely, using precise language and selecting relevant details about the grey wolves' environment. She clarifies meaning by adding definitions in brackets and uses subject-specific vocabulary that is appropriate to the task and purpose ("adapted", "environment", "climates"). She has used varied sentence types, including complex sentences with phrases that add relevant detail, for example, "Since wolves are not on the top of the food chain (We are) they are hunted as well."

The students by the end of year 7 choose an appropriate text structure and relevant content, vocabulary, and sentence structures as they record and communicate ideas and experiences to complete the curriculum task.

The example illustrates aspects of the tasks and texts and demonstrates how each students engsges with both tasks and text to meet the writing demands of the curriculum.

Illustrating the Year 8 curriculum expectation of the middle of Level 4

Transcript: 'No Advertisements'

Well first of all I think that THE most irratating thing about advertisements is the time we waste watching them. I mean truth told a normal t.v. programme would be around twenty minutes but if you include the advertisements then the time frame would stretch to thirty minutes ... THAT! is what I call annoying.

Advertisements are annoying theres no doubt about that especially when they continuously play the same advertisements over and over again.

Doesn't it blow your mind to think that they are trying to brainwash you with their pointless shows?

As part of their learning in English, the students in this year 8 class are writing in order to prepare for speeches they will deliver to their classmates about an issue that they feel strongly about. This writing task requires the students to gather, organise, and prioritise information and to think about the language structures and features that have an impact when text is delivered orally.

The student writes concisely to persuade others about his selected topic. His sentences are grammatically correct, and he selects content that is relevant to his purpose. Each main point is supported with elaborating examples. These examples have been selected to add weight to the student's arguments and to appeal to the fellow students in his audience by making links to their personal experiences.

The student structures his text logically. For example, he makes clear links between paragraphs ("THAT! is what I call annoying", "Advertisements are annoying theres no doubt about that"). He selects and uses specific rhetorical questions ("Doesn't it blow your mind to think that they are trying to brainwash you with their pointless shows?") and emotive language ("irratating", "brainwash") to persuade his audience. He also uses phrases that are appropriate to the purpose of preparing a speech ("truth told", "theres no doubt about that"). The student's use of some visual language features (especially capitalisation) indicates the intensity with which his main points would be delivered in an oral presentation.

Transcript: Selfish stupid smoke Selling

My writing is called Selfish stupid smoke Selling

It is an exposition

I wrote it to make people believe that smoking should be illegal and to make them think the way I think.

One of my learning goals was to use features of other Level 4 writers.

I achieved it because I read other level 4 writing, thought about what I liked about them and tried to put them in my writing. I put in strong verbs and adjectives like murderers and stupid and pathetic! I put in facts like 'scientists claim you get 14 years off your life' and I put in how we would feel like 'How would you feel if.

As part of an integrated health and English unit, this student is writing a text that attempts to persuade others that cigarette smoking should be banned. She then uses a teacher-generated template to reflect on the processes she has used, demonstrating the importance of being able to evaluate the production of her own text.

The student expresses concisely, using (mostly) grammatically correct sentences, what she believes she has achieved as a writer of expository texts. She uses her proficiency as a writer to analyse the effectiveness of her own writing, for example, selecting and including facts relevant to the topic, applying skills she has observed in other students' writing to her own work, and using expressive verbs and adjectives in her writing (though not always correctly). The student adds detail and examples to her writing to strengthen its metacognitive potential and power.

The student by the end of year 8 deliberately include appropriate text features as they think about and communicate their ideas and experiences in order to complete the curriculum task.

The example illustrates aspects of the tasks and texts and demonstrate how each student engages with both task and text to meet the writing demands of the curriculum.

GISBORNE INTERMEDIATE SCHOOL
ENGLISH CURRICULUM

MAKING MEANING OF IDEAS OR INFORMATION – **LISTENING, READING, VIEWING**

Planning
Considering all points

→

Action
Expectations

→

Outcome
What learners will have achieved

Planning	Action	Outcome
• NZ Curriculum • SHARP Reading • Data gathering and analysis • School targets • School and individual needs • Priority students • English learning progressions • Whanau/community • Ethnic and cultural diversity • Resources • Integration • Critical thinking • Key competencies	• Assessment/analysis • Priority learners • 4 sessions of reading per week • Group teaching • Consistent delivery of structured lesson • Meaningful contexts • Collaboration • Talking about learning • Practice • Learning styles • Key competencies • Feedback/feed forward • Critical thinking/discussion • Digital learning experiences • Home learning • Learning Pathways	• By the end of year 7 students will be achieving at early level 4 of the NZ Curriculum • By the end of year 8 students will be achieving at level 4 of the NZ curriculum • Be self-directed learners • Talk about and describe learning • Discuss next steps in reading • Collaborate effectively to solve problems • Have a positive attitude towards reading • Successfully sit standardised tests (PAT)

GISBORNE INTERMEDIATE SCHOOL
ENGLISH CURRICULUM

MAKING MEANING OF IDEAS OR INFORMATION – **LISTENING, READING, VIEWING**

LEVEL 3	LEVEL 4	LEVEL 5
All planning must consider the indicators for each Achievement Objective		
Processes And Strategies • Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. Purposes and Audiences • Show a developing understanding of how texts are shaped for different purposes and audiences. Ideas • Show a developing understanding of ideas within, across, and beyond texts. Language Features • Show a developing understanding of how language features are used for effect within and across texts. Structure • Show a developing understanding of text structures.	Processes And Strategies • Integrate sources of information, processes, and strategies with confidently to identify, form, and express ideas. Purposes and Audiences • Show an increasing understanding of how texts are shaped for different purposes and audiences. Ideas • Show an increasing understanding of ideas within, across, and beyond texts. Language Features • Show an increasing understanding of how language features are used for effect within and across texts. Structure • Show an increasing understanding of text structures.	Processes And Strategies • Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. Purposes and Audiences • Show an understanding of how texts are shaped for different purposes and audiences. Ideas • Show an understanding of ideas within, across, and beyond texts. Language Features • Show an understanding of how language features are used for effect within and across texts. Structure • Show an understanding of a range of structures.
YEAR 7 EXPECTATION **(The NZ curriculum: Reading at school)**	**YEAR 8 EXPECTATION** **(Reading Literacy Progressions)**	**WHAT DOES THIS LOOK LIKE AT GIS?**

To meet the curriculum expectations the student will be learning to:
 	
 • read a wide range of stories including both fiction and non-fiction, and with a number of layers of meaning including complicated plots, difficult themes and ideas
 	
 • recognise most words automatically and work out more difficult words using a range of strategies. For example, letter-sound knowledge, inferring what they don't know from what they already know about parts of words and letter patterns
 	
 • choose the best strategy – from a whole range they know – to help them understand what they're reading
 	
 • recognise and use features of grammar to support understanding of more difficult words
 	
 • use their judgment to work out their personal response to what they are reading and think about the strengths and weaknesses of what they are reading, using a wide range of information.
	When students at this level read, respond to, and think critically about texts, they:
	
	 • use appropriate skills and technologies to locate and use a range of texts for specific purposes
	
	 • increasingly control a repertoire of comprehension strategies that they can use flexibly and draw on when they know they are not comprehending fully, including such strategies as:
	
	    o using their prior knowledge, along with information in the text, to interpret abstract ideas, complex plots, and sophisticated themes
	
	    o identifying and resolving issues arising from competing information in texts
	
	    o gathering, evaluating, and synthesising information across a small range of texts
	
	    o identifying and evaluating writers' purposes and the ways in which writers use language and ideas to suit their purposes
	
	 • apply some criteria to evaluate texts (e.g., accuracy of information; presence of bias)
		• Students are supported in understanding texts using Sharp Reading strategies. Students working at or below the expected curriculum level to meet with the teacher twice a week for Sharp Reading. Students working above the expected curriculum level to meet with the teacher once a week.
		 • Students aware of Learning Pathways in Reading
		 • Differentiated grouping for shared and guided reading sessions
		 • Balanced literacy programme including reading to students, guided reading, shared reading, and independent reading
		 • Discussions around texts
		 • Development of comprehension skills such as prediction, inference, main idea, visualizing, making connections
		 • Critical thinking skills
		 • Skimming and scanning, note taking, fact and opinion
		 • Know how to use strategies such as changing their speed of reading or rereading parts of text to help when meaning is lost
		 • Making connections between prior knowledge and the text to help students understand more complex ideas
		 • Interpret illustrations, photographs, text boxes, diagrams, maps, charts and graphs
		 • Development of global knowledge
		 • Effective use of reading resources to engage students
		 • Develop skills for use across the curriculum – Maths – Problem solving, Science Fair – summarising etc…

They draw on knowledge and skills that include:

- decoding texts with such automaticity that they do not need to decode all words
- working out more complex, irregular, and/or ambiguous words by using strategies such as inferring the unknown from the known
- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms
- recognising and understanding a variety of grammatical constructions and some rhetorical patterns (e.g., cause and effect; comparing and contrasting)
- making links across a text by recognising connectives or adverbial clauses
- using their growing academic and content-specific vocabulary to understand texts
- interpreting metaphor, analogy, and connotative language

- Students able to choose appropriate independent reading material
- Use of online reading material such as NIE, Kiwi Kid News, current events, online books
- Teaching students to identify quality and reliable sources of information
- Effective use of the internet to support learning
- Literacy circles, book club
- Building vocab knowledge
- Explicit teaching
- Readers use strategies flexibly and in combination
- Literacy hub

Key Competencies

Thinking	Using language, symbols & texts	Managing Self	Relating to others	Participating & contributing
- SHARP Reading – I think that means. - Questioning - Inferring - Synthesising - Evaluating - Brainstorming - Mind mapping - Remembering - Applying Discussing - Reflecting - Predicting - Listening - Creating - Exploring settings, characters - Exploring individual texts - Developing and justifying opinions	- Written language - Oral language - Visual language - Presenting - Mind mapping - Use of ICT/technology i.e YouTube as a hook - Viewing images - Using symbols e.g. for editing - Within presentation skills	- Brainstorming - Completing all set tasks - Working to time frames - Working independently - Being prepared for learning e.g equipment, attitude - Knowing self as a learner e.g. strengths, needs - Showing perseverance - Quality behaviour - Quality learning - Co-operating - Taking risks - Goal setting - Asking questions - Asking for help - Collaborative writing - Enjoying reading/writing/ presenting	- Listening - Recognise point of view, bias, stereotyping, prejudice - Asking questions - Negotiating - Sharing ideas - Co-operating - Inclusion - Recognising diversity of classmates - Cultural awareness - Positive social interactions - Being a good audience - Giving quality feedback to writers who have shared - Appreciation of others work, presentations - Understanding other points of view	- Understanding bias and prejudice, stereotyping - Leading a group - Being a group member (and understanding the roles involved) - Make connections with others - Student voice - Actively participating - Listening to others - Sharing with others - Having fun - Respond appropriately to speaking/writing tasks - Show appreciation - Discussing emotions - Developing/justifying opinions

GISBORNE INTERMEDIATE SCHOOL
READING OVERVIEW

READING EXPECTATIONS	CLASSROOM EXPECTATIONS	ASSESSMENT
Planning will:	Classroom programmes will include:	Assessment information to inform teaching.

Planning will:

- Include at least four reading sessions each week
- Teachers following Sharp Reading guidelines and expectations. Students working at and below will meet with the teacher at least twice a week using the sharp reading ITTM. Students working above will work with the teacher at least once a week following the Sharp Reading Programme Use current assessment data to inform teaching
- Include weekly learning intentions for each group
- Identify target students for accelerated learning
- Include relevant resources and suitable activities related to the learning intentions and student learning needs
- Include a variety of learning activities - practical and digital
- Ensure the teacher is meaningfully engaged with students
- Provide lots of opportunities for learning talk and discussion
- Ensure critical thinking is facilitated
- Provide evidence that learning activities are relevant and meaningful with specific learning outcomes
- Include explicit teaching of reading strategies

Classroom programmes will include:

- Opportunities for whole class, group and individual learning activities. Learning activities are to be relevant and of a literacy context to develop reading skills
- Clearly identified learning intentions for each activity
- Regular teacher feedback and feed forward of student work
- Planned deliberate acts of teaching to meet identified learning needs
- Student involvement in identifying their learning pathways – strengths and needs
- Teacher modelling
- Target groups to accelerate their learning of learners below the expected curriculum level

The classroom environment will:

- Have a variety of high quality texts students can access independently
- Have clearly established routines and expectations for reading sessions
- Encourage critical reflection and thought provoking questions
- Samples of student work will be displayed on walls and around the classroom

Assessment information to inform teaching.

- Effective assessment enables effective instruction
- Formal assessment providing students learning needs and school wide data
- PAT Assessments in March and November
- e-asTTle reading assessment (optional)
- PROBE reading assessment for those students working one year and below the expected curriculum level
- Sharp Reading assessments (optional)
- Teacher observations
- Student and peer assessment
- Learning needs are best identified through a range of formal and informal assessments (OTJ's)

GISBORNE INTERMEDIATE SCHOOL
ENGLISH CURRICULUM

MAKING MEANING OF IDEAS OR INFORMATION – **LISTENING, READING, VIEWING**

Planning
Considering all points

Action
Expectations

Outcome
What learners will have achieved

Planning
- NZ Curriculum – All strands
- Data gathering and analysis
- School targets
- School and individual needs
- Write That Essay
- Target students
- English learning progressions
- Whanau/community
- Ethnic and cultural diversity
- Resources
- Integration
- Critical thinking
- Key competencies
- Digital technology

Action
- Assessment/analysis
- Target learners
- 4 sessions of writing per week
- Whole class & group teaching
- Consistent delivery of structured lessons
- Meaningful contexts
- Collaboration
- Talking about learning
- Practice
- Learning styles
- Key competencies
- Feedback/feed forward
- Critical thinking/discussion
- Digital learning experiences
- Home learning

Outcome
- By the end of year 7 students will be achieving at early level 4 of the NZ Curriculum
- By the end of year 8 students will be achieving at level 4 of the NZ curriculum
- Be self-directed learners
- Talk about and describe strategies used
- Collaborate effectively to solve problems
- Have a positive attitude towards writing
- Know their learning pathways and can discuss next steps in writing

LEVEL 3	LEVEL 4	LEVEL 5
All planning must consider the indicators for each Achievement Objective		
Processes and strategies • Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas Purposes and audiences • Show a developing understanding of how to shape texts for different purposes and audiences Ideas • Select, form, and communicate ideas on a range of topics Language features • Use language features appropriately, showing adeveloping understanding of their effects within and across texts Structure • Show a developing understanding of text structures	Processes and strategies • Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas Purposes and audiences • Show an increasing understanding of how to shape texts for different purposes and audiences Ideas • Select, develop, and communicate ideas on a range of topics Language features • Use a range of language features appropriately, showing an increasing understanding of their effects Structure • Organise texts, using a range of appropriate structures	Processes and strategies • Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas Purposes and audiences • Show an understanding of how to shape texts for different audiences and purposes Ideas • Select, develop, and communicate purposeful ideas on a range of topics Language features • Select and use a range of language features appropriately, showing an understanding of their effects Structure • Organize texts, using a range of appropriate effective structures
YEAR 7 EXPECTATION (The NZ curriculum: Writing at school)	**YEAR 8 EXPECTATION** (Writing Literacy Progressions)	**WHAT DOES THIS LOOK LIKE AT GIS?**
When students at this level create texts, they: • write for particular audiences and purposes using appropriate, clear and logical structures • carefully plan their writing projects using a variety of strategies • use paragraphs that link main ideas and supporting details, within and between paragraphs • write in grammatically correct sentences using a range of language features and complex punctuation; eg rhetorical questions, metaphors, semicolons • use correctly-spelt words, using a range of strategies. For example, letter-sound knowledge, spelling rules and conventions, meaning and spelling of word parts and word origins, letter patterns show they are revising and editing as well as proof-reading as they write	When students at this level create texts, they: • understand their purposes for writing and how to achieve those purposes (e.g., by using different ways to examine and present their own thinking and knowledge) • plan effectively, where appropriate, by using strategies such as mind mapping or skills such as information-literacy skills to find and record the information they need for their writing • create content that is concise and relevant to the curriculum task, often including carefully selected detail and/or comment that supports or elaborates on the main points • craft and re-craft text by revising and editing, checking that the text meets its purpose and is likely to engage the intended audience, and proofreading the text to check the grammar, spelling, and punctuation • actively seek and respond to feedback on their writing They draw on knowledge and skills that include: • deliberately choosing a clear and logical text structure to suit their purpose and audience, sometimes innovating in order to achieve this • using language that is appropriate to the topic, audience	• A planned writing overview • Students aware of Learning Pathways in Writing • Know the purpose of a variety of genre / styles of writing. • Planned and purposeful writing • Use of real life experiences to guide the writing programme. • Teaching editing and proofreading skills with the understanding of the differences between the two • Recraft writing for effect. Not just words here and there, but look for opportunities where they can improve their writing • Revising and editing writing – craft and recraft text by revising and editing, checking that the text meets its purpose and is likely to engage the intended audience. Proofreading the text to check grammar, spelling and punctuation • Dictionary and thesaurus skills • Writing is organized into paragraphs in which ideas are clearly related and link • Spelling – proofread to check spelling, using appropriate computer based or print tools • Students actively seek and respond to feedback on their writing

| | and purpose (e.g., expressive, academic, or subject-specific vocabulary) and discussing these language choices using appropriate terms, such as register and tone
• deliberately using written language features (e.g., rhetorical questions and metaphors) and visual language features to engage the audience and/or convey meaning
• fluently and correctly encoding most unfamiliar words (including words of many syllables) by drawing on their knowledge of how words work (e.g., in terms of diverse phoneme–grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) and their knowledge of word derivations
• organising their writing into paragraphs in which the ideas are clearly related and linking these paragraphs
• using a variety of sentence structures, beginnings, and lengths for effect
• using complex sentences that are grammatically correct
• using basic punctuation correctly and attempting some complex punctuation (e.g., using semicolons, colons, and parentheses) | • Regular student conferencing
• Speeches – school wide speech competition – classroom, syndicates and school finalists
• Promotion of oral language – classroom presentations
• Building vocabulary
• Opportunities to use a variety of presentation techniques e.g. google slides, blogging, published digitally or by hand
• Teaching of specific layouts for presentation
• Developing a love of writing by providing students opportunities to write for pleasure and to express themselves
• Korero/Pepeha/Karakia/Waiata
• ICAS – English/Writing /Spelling |

Key Competencies

Thinking	Using language, symbols & texts	Managing Self	Relating to others	Participating & contributing
• Questioning • Inferring • Synthesizing • Evaluating • Brainstorming • Mind mapping • Remembering • Applying Discussing • Reflecting • Predicting • Listening • Creating • Exploring settings, characters • Exploring individual texts • Developing and justifying opinions	• Written language • Oral language • Visual language • Presenting • Mind mapping • Use of ICT/technology i.e YouTube as a hook • Viewing images • Using symbols e.g. for editing • Within presentation skills	• Brainstorming • Completing all set tasks • Working to time frames • Working independently • Being prepared for learning e.g equipment, attitude • Knowing self as a learner • Showing perseverance • Quality behaviour • Quality learning • Co-operating • Taking risks • Goal setting • Asking questions • Asking for help • Collaborative writing • Enjoying reading/writing/presenting	• Listening • Recognise point of view, bias, stereotyping, prejudice • Asking questions • Negotiating • Sharing ideas • Co-operating • Inclusion • Recognize diversity of classmates • Cultural awareness • Positive social interactions • Being a good audience • Giving quality feedback to writers who have shared • Appreciation of others work, presentations • Understanding other points of view	• Understanding bias and prejudice, stereotyping • Leading a group • Being a group member (and understanding the roles involved) • Make connections with others • Student voice • Actively participating • Listening to others • Sharing with others • Having fun • Respond appropriately to speaking/writing tasks • Show appreciation • Discussing emotions • Developing/justifying opinions

GISBORNE INTERMEDIATE SCHOOL
WRITING OVERVIEW

Written language is interwoven with reading, visual, and oral language

TERM ONE	TERM TWO	TERM 3	TERM 4
Exploring Language: • Word classes (nouns etc.) • Sentence structure, paragraphs, use of a dictionary • Developing a 'tool box' • Development of a greater understanding of language features used in writing. For example simile, metaphor, personification • Use exemplars models and unpack the language features			
PERSONAL WRITING	**TRANSCTIONAL WRITING**	**PERSUASIVE WRITING**	**POETIC / PERSONAL WRITING**
• Brainstorming, building word lists • Personal Narrative -Recount • Biographies/autobiographies • Letters linked to school camp • Character profiles	Expressing an opinion through writing. • Argument • Speeches • Debating • Letters to the editor	• Explanation writing • Instructional writing • Directions • Writing up conclusions of science experiments • Procedural writing • Information report • Creative writing • Poetry	• Poetic Writing • Fable • Legend • Character • Narrative • Descriptive • Creative

CLASSROOM WRITING EXPECTATIONS

WRITING EXPECTATIONS	CLASSROOM EXPECTATIONS	ASSESSMENT
Planning will: • Include at least 4 writing sessions per week • Use current assessment data to inform teaching • Include weekly learning intentions for each group • Identify target students for accelerated learning • Include relevant resources and suitable activities related to the learning intentions and student learning needs • Include a variety of learning activities - practical and digital • The teacher is meaningfully engaged with students • All learning activities are relevant and meaningful with specific learning outcomes • Provide explicit instruction on writing strategies e.g. how to plan – brainstorming, sentence structure, how to write a paragraph • Planned around student's interests, skills and learning needs • Make connections to reading • Include modelling writing, shared writing, guided writing and independent writing • Rich vocabulary activities	Classroom programmes will include: • Opportunities for whole class, group and individual learning activities • Learning activities which are relevant and of a literacy context to develop writing skills • Clearly identified learning intentions for each activity • Regular teacher feedback and feed forward of student work • Planned deliberate acts of teaching to meet identified learning needs • Student involvement in identifying learning pathways – strengths and needs • Teacher modelling • Target groups to accelerate learning of students below the National Standard The classroom environment will: • Provide a positive and motivating atmosphere • Have clearly established routines and expectations for writing sessions • Encourage critical reflection and thought provoking questions • Have samples of student work displayed on walls around the classroom	Assessment information to inform teaching. • Effective assessment enables effective instruction • Formal assessment providing students learning needs and school wide data (e-asTTle) • Formal written assessment each term - Term 1 & 4 Persuasive Essay Writing - Terms 2 & 3 – optional to complete either genre • Teacher observations • Student and peer assessment • Learning needs are best identified through a range of formal and informal assessments (OTJ's)

GISBORNE INTERMEDIATE SCHOOL
Level 2 ENGLISH CURRICULUM (For those below expectation)

LEVEL 2 – Listening, Reading and Viewing	LEVEL 2 – Speaking, Writing and Presenting
All planning must consider the indicators for each Achievement Objective	

Processes And Strategies • Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. **Purposes and Audiences** • Show some understanding of how tests are shaped for different purposed and audiences. **Ideas** • Show some understanding of ideas within, across, and beyond texts. **Language Features** • Show some understanding of how language features are used for effect within and across texts. **Structure** • Show some understanding of text structures.	**Processes And Strategies** • Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. **Purposes and Audiences** • Show some understanding of how to shape texts for different purposes and audiences. **Ideas** • Select, form, and express ideas on a range of topics. **Language Features** • Use language features appropriately, showing some understanding of their effects. **Structure** • Organise texts, using a range of structures.

END OF YEAR 6 (Reading Literacy Progresions)	END OF YEAR 6 (Writing Literacy Progressions)
When students at this level read, respond to, and think critically about texts, they: • monitor their reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading (e.g., by varying the speed of reading, by rereading, and by attending to the most important information) when they encounter difficulties • understand how they select from and use their repertoire of comprehension strategies, which include o making connections between their prior knowledge and the concrete examples in a text in order to understand abstract ideas in the text o locating and summarising ideas (e.g., by skimming or scanning, by identifying key words, topic sentences, and key questions, or by using subheadings) o drawing on several related items of information in order to infer ideas and information that are not directly stated in the text o evaluating and integrating ideas and information across a small range of texts • regularly read for sustained periods and sustain meaning over many days in longer texts (such as novels) and across a variety of texts on the same topic • identify and reflect on writers' purposes and on the ways in which writers use language and ideas to suit their purposes (e.g., by using vocabulary to set a scene or develop a mood) **They draw on knowledge and skills that include:** • decoding texts fluently and accurately, using a range of reliable strategies • finding and learning the meanings of unknown vocabulary by using strategies such as applying their knowledge of how words work or seeking explanations in the text or in illustrations • understanding that words and phrases can have figurative as well as literal meanings and that some words have different meanings depending on the context • recognising basic grammatical constructions and understanding how these affect meaning • identifying the specific language features and structures of many common continuous and non-continuous text types (including mixed text types) • interpreting illustrations, photographs, text boxes, diagrams, maps, charts, and graphs	When students at this level read, respond to, and think critically about texts, they: • monitor their reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading (e.g., by varying the speed of reading, by rereading, and by attending • to the most important information) when they encounter difficulties; • understand how they select from and use their repertoire of comprehension strategies, which include o making connections between their prior knowledge and the concrete examples in a text in order to understand abstract ideas in the text o locating and summarising ideas (e.g., by skimming or scanning, by identifying key words, topic sentences, and key questions, or by using subheadings) o drawing on several related items of information in order to infer ideas and information that are not directly stated in the text o evaluating and integrating ideas and information across a small range of texts • regularly read for sustained periods and sustain meaning over many days in longer texts (such as novels) and across a variety of texts on the same topic • identify and reflect on writers' purposes and on the ways in which writers use language and ideas to suit their purposes (e.g., by using vocabulary to set a scene or develop a mood) **They draw on knowledge and skills that include:** • decoding texts fluently and accurately, using a range of reliable strategies • finding and learning the meanings of unknown vocabulary by using strategies such as applying their knowledge of how words work or seeking explanations in the text or in illustrations • understanding that words and phrases can have figurative as well as literal meanings and that some words have different meanings depending on the context • recognising basic grammatical constructions and understanding how these affect meaning • identifying the specific language features and structures of many common continuous and non-continuous text types (including mixed text types) • interpreting illustrations, photographs, text boxes, diagrams, maps, charts, and graphs

Key Competencies

Thinking	Using language, symbols & texts	Managing Self	Relating to others	Participating & contributing
• Questioning • Inferring • Synthesising • Evaluating	• Written language • Oral language • Visual language • Presenting	• Brainstorming • Completing all set tasks • Working to timeframes • Working independently	• Listening • Recognise point of view, bias, stereotyping	• Understanding bias and prejudice, stereotyping

GISBORNE INTERMEDIATE SCHOOL
MATHEMATICS CURRICULUM

Planning
Considering all points

Action
Expectations

Outcomes
What learners will have achieved

Planning

- NZ Curriculum – All strands
- PR1ME programme linkages
- Data gathering and analysis
- School targets
- School and individual needs
- Target students
- Whanau/community
- Ethnic and cultural diversity
- Resources
- Integration
- Critical thinking
- Key competencies

Action

- Assessment/analysis
- Target learners
- 4 sessions of maths per week
- Group teaching
- Consistent delivery of structured lessons
- Meaningful contexts
- Collaboration
- Talking about learning
- Practice
- Learning styles
- Key competencies
- Feedback/feed forward
- Critical thinking/discussion
- Digital learning experiences
- Home learning

Outcomes

- By the end of year 7 students will be achieving at early level 4 of the NZ Curriculum (Beginning)
- By the end of year 8 students will be achieving at level 4 of the NZ curriculum (Middle)
- Be self-directed learners
- Talk about and describe strategies used
- Collaborate effectively to solve problems
- Have a positive attitude towards mathematics
- Successfully sit standardised tests (PAT)
- Discuss next steps in maths and how they are going to get there

GISBORNE INTERMEDIATE SCHOOL
MATHEMATICS CURRICULUM

LEVEL 3	LEVEL 4	LEVEL 5
NUMBER AND ALGEBRA **Number strategies** • use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages **Number knowledge** • know basic multiplication and division facts • know counting sequences for whole numbers • know how many tenths, tens, hundreds, and thousands are in whole numbers • know fractions and percentages in everyday use **Equations and expressions** • record and interpret additive and simple multiplicative strategies, using words, diagrams, and symbols, with an understanding of equality **Patterns and relationships** • generalise the properties of addition and subtraction with whole numbers • connect members of sequential patterns with their ordinal position and use tables, graphs, and diagrams to find relationships between successive elements of number and spatial patterns. **GEOMETRY AND MEASUREMENT** **Measurement** • Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time. • Find areas of rectangles and volumes of cuboids by applying multiplication. **Shape** • Classify plane shapes and prisms by their spatial features. • Represent objects with drawings and models. **Position and orientation** • Use a co-ordinate system or the language of direction and distance to specify locations and describe paths. **Transformation** • Describe the transformations (reflection, rotation, translation, or enlargement) that have mapped one object onto another. **STATISTICS** **Statistical Investigation** • Conduct investigations using the statistical enquiry cycle: o Gathering, sorting, and displaying multivariate category and whole-number data and simple time-series data to answer questions;	**NUMBER AND ALGEBRA** **Number strategies and knowledge** • Use a range of multiplicative strategies when operating n whole numbers • Understand addition and subtraction of fractions, decimals, and integers • Find fractions, decimals, and percentages of amounts expressed as whole numbers, simple fractions and decimals • Apply simple linear proportions, including ordering fractions • Know the equivalent decimal and percentage and percentage forms for everyday fractions • Know the relative size and place value structure of positive and negative integers and decimals to three places **Equations and expressions** • Form and solve simple liner equations **Patterns and Relationships** • Generalise properties of multiplication and division with whole numbers • Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns **GEOMETRY AND MEASUREMENT** **Measurement** • Use appropriate scales, devices, and metric units for length, area, volume and capacity, weight (mass), temperature, and and time. • Convert between metric units, using whole numbers and commonly used decimals • Use side of edge lengths to find the perimeters and areas of rectangle, parallelograms, and triangles and the volumes of cuboids • Interpret and use scales, timetables, and charts **Shape** • Identify classes of two-and three-dimensional shapes by their geometric properties • Relate three-dimensional models to two-dimensional representations, and vice versa **Position and orientation** • Communicate and interpret locations and directions, using compass directions, distances, and grid references **Transformation** • Use the invariant properties of figures and objects under transformations (reflection, rotation, translation, or enlargement). **STATISTICS** **Statistical investigation** • Plan and conduct investigations using the statistical enquiry	**NUMBER AND ALGEBRA** **Number strategies and knowledge** • Reason with linear proportions. • Use prime numbers, common factors and multiples, and powers (including square roots). • Understand operations on fractions, decimals, percentages, and integers. • Use rates and ratios. • Know commonly used fraction, decimal, and percentage conversions. • Know and apply standard form, significant figures, rounding, and decimal place value. **Equations and expressions** • Form and solve linear and simple quadratic equations. **Patterns and relationships** • Generalise the properties of operations with fractional numbers and integers. • Relate tables, graphs, and equations to linear and simple quadratic relationships found in number and spatial patterns. **GEOMETRY AND MEASUREMENT** **Measurement** • Select and use appropriate metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time, with awareness that measurements are approximate. • Convert between metric units, using decimals. • Deduce and use formulae to find the perimeters and areas of polygons and the volumes of prisms. • Find the perimeters and areas of circles and composite shapes and the volumes of prisms, including cylinders. **Shape** • Deduce the angle properties of intersecting and parallel lines and the angle properties of polygons and apply these properties. • Create accurate nets for simple polyhedra and connect three-dimensional solids with different two-dimensional representations. **Position and orientation** • Construct and describe simple loci. • Interpret points and lines on co-ordinate planes, including scales and bearings on maps. **Transformation** • Define and use transformations and describe the invariant properties of figures and objects under these transformations.

o Identifying patterns and trends in context, within and between data sets; o Communicating findings, using data displays **Statistical literacy** • Evaluate the effectiveness of different displays in representing the findings of a statistical investigation or probability activity undertaken by others **Probability** • Investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary.	cycle: o Determining appropriate variables and data collection methods; o Gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends; o Comparing distributions visually; o Communicating findings, using appropriate displays **Statistical literacy** • Evaluate statements made by others about the findings of statistical investigations and probability activities **Probability** • Investigate situations that involve elements of chance by comparing experimental distributions with expectations fro models of the possible outcomes, acknowledging variation and independence • Use simple fractions and percentages to describe probabilities	• Apply trigonometric ratios and Pythagoras' theorem in two dimensions. **STATISTICS** **Statistical investigation** • Plan and conduct surveys and experiments using the statistical enquiry cycle: o determining appropriate variables and measures o considering sources of variation o gathering and cleaning data o using multiple displays, and re-categorizing data to find patterns, variations, relationships, and trends in multivariate data sets o comparing sample distributions visually, using measures of centre, spread, and proportion o presenting a report of findings. **Statistical literacy** • Evaluate statistical investigations or probability activities undertaken by others, including data collection methods, choice of measures, and validity of findings. **Probability** • Compare and describe the variation between theoretical and experimental distributions in situations that involve elements of chance.
YEAR 7 EXPECTATION	**YEAR 8 EXPECTATION**	**WHAT DOES THIS LOOK LIKE AT GIS**

Number and algebra
In contexts that require them to solve problems or model situations, students will be able to:
• apply additive and multiplicative strategies flexibly to whole numbers, ratios, and equivalent fractions (including percentages)
• apply additive strategies to decimals
• balance positive and negative amounts
• find and represent relationships in spatial and number patterns, using:
  - tables and graphs
  - general rules for linear relationships.
Geometry and measurement
In contexts that require them to solve problems or model situations, students will be able to:
• measure time and the attributes of objects, using metric and other standard measures
• make simple conversions between units, using whole numbers
• use side or edge lengths to find the perimeters and areas of rectangles and parallelograms and the volumes of cuboids, given whole-number dimensions
• sort two- and three-dimensional shapes into classes, defining properties and justifying the decisions made
• identify and describe the transformations that have produced given shapes or patterns
• create or identify nets for rectangular prisms and other simple solids
	Number and algebra
	In contexts that require them to solve problems or model situations, students will be able to:
	• apply multiplicative strategies flexibly to whole numbers, ratios, and equivalent fractions (including decimals and percentages)
	• use multiplication and division as inverse operations on whole numbers
	• apply additive strategies flexibly to decimals and integers
	• find and represent relationships in spatial and number patterns, using:
	  - tables and graphs
	  - equations for linear relationships
	  - recursive rules for non-linear relationships
	• apply inverse operations to simple linear relationships.
	Geometry and measurement
	In contexts that require them to solve problems or model situations, students will be able to:
	• use metric and other standard measures
	• make simple conversions between units, using decimals
	• use side or edge lengths to find the perimeters and areas of rectangles, parallelograms, and triangles and the volumes of cuboids
	• sort two and three-dimensional shapes into classes, considering the relationships between the classes and justifying the decisions made
	• identify and describe the features of shapes or patterns that change or do not change under transformation
		• Variety of groupings
		• Rotations
		• Hands on activities
		• PRIME/NZCM
		• Figure it out
		• Independent activities
		• Otago Problem Solving
		• Use of Maths Apps online/maths games
		• Mathletics
		• Games/Dice/Cards
		• Maths Extension
		• Programme analysis
		• Daily learning of basic facts
		• Well-resourced classrooms
		• Maths hub

- draw plan, front, side, and perspective views of objects
- describe locations and give directions, using grid references, simple scales, turns, and points of the compass.

Statistics

In contexts that require them to solve problems or model situations, students will be able to:
- investigate summary, comparison, and relationship questions by using the statistical enquiry cycle:
  - gather or access multivariate category and measurement data
  - sort data and display it in multiple ways, identifying patterns and variations
  - interpret results in context, accepting that samples vary and have no effect on one another
  - order the likelihoods of outcomes for situations involving chance, checking for consistency between experimental results and models of all possible outcomes.

- create or identify nets for rectangular prisms and other simple solids, given particular requirements
- draw or make objects, given their plan, front, and side views or their perspective views
- describe locations and give directions, using scales, bearings, and co-ordinates.

Statistics

In contexts that require them to solve problems or model situations, students will be able to:
- investigate summary, comparison, and relationship questions by using the statistical enquiry cycle:
  - gather or access multivariate category, measurement, and time-series data
  - sort data and display it in multiple ways, identifying patterns, variations, relationships, and trends and using ideas about middle and spread where appropriate
  - interpret results in context, identifying factors that produce uncertainty
  - express as fractions the likelihoods of outcomes for situations involving chance, checking for consistency between experimental results and models of all possible outcomes.

- ICAS Maths
- Collaborative learning
- Real life situations i.e. Olympic Games
- Financial Literacy
- Geometry in playground
- Formative assessment

Key Competencies

Thinking	Using language, symbols, and texts	Managing Self	Relating to others	Participating and contributing
- Problem solving - Transferring knowledge - Bloom taxonomy - Articulate – solving a problem – ways to succeed - Reflection - Prior knowledge - Using strategies - Explaining strategies used - Active learning - Challenging self - Setting goals - Teach others	- Building maths vocab - Problem solving language - Hands on building and creating - Using maths resources - Working though ICT/visual aides - Understanding and using maths symbols	- Completing all set tasks - Working to time frames - Working independently - Challenging self - Identifying weaknesses and strengths - Asking questions - Asking for help - Marking work - Taking responsibility for learning - High expectations - Teach others	- Sharing ideas - Co-operating - Inclusion - Recognising diversity of classmates - Cultural awareness - Positive social interactions - Collaborating - Group work - Saying the same thing in different ways to help understanding - Sharing strategies to solve problems	- Experts in class - Listen/share - Share abilities - Sharing ideas - Co-operating - Developing a learning culture - Discussion/maths maintenance - Risk taking - Teach someone else

GISBORNE INTERMEDIATE SCHOOL
MATHEMATICS OVERVIEW

MATHEMATICS EXPECTATIONS	CLASSROOM EXPECTATIONS	ASSESSMENT
Every class has at least 4 sessions of maths each week. • teaching groups • problem solving • learning activities - practical and digital • teacher engaged with students • lots of learning talk • critical thinking • practise • digital learning There is variation depending on the age, stage and needs of the children. Planning and teaching is based on the information gained from regular assessment and analysis of data. All lessons include the teaching of knowledge, strategies and problem solving within a problem-solving context. Yearly overview would cover all strands. Lesson Plans include: • Key competencies • Links to assessment and identification of needs • Term plans • Weekly plans with group rotations and practice activities • Target students and their needs/goals identified	• Learning Intentions visible • Group rotations on whiteboard with tasks listed may be used • Daily maintenance/basic facts and 4 operations practice • Modelling books may be used • Group Teaching • Appropriate Resources • Students actively engaged in their learning • Children who can talk about their learning and identify next learning steps • Problem solving • Collaboration • Digital learning opportunities	• The gathering, analysing, evaluating of data • Marking against learning intentions • PAT – Term 1 and Term 4 • Student Voice • OTJs • Observation • IKAN – each term (optional) • GLOSS – Term 2 & 4

Level 2 MATHS CURRICULUM (For those below expectation)

LEVEL 2

NUMBER AND ALGEBRA

Number strategies
- Use simple additive strategies with whole numbers and fractions.

Number knowledge
- Know forward and backward counting sequences with whole numbers to at least 1000.
- Know the basic addition and subtraction facts.
- Know how many ones, tens, and hundreds are in whole numbers to at least 1000.
- Know simple fractions in everyday use.

Equations and expressions
- Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols.

Patterns and relationships
- Generalise that whole numbers can be partitioned in many ways.
- Find rules for the next member in a sequential pattern.

GEOMETRY AND MEASUREMENT

Measurement
- Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.
- Partition and/or combine like measures and communicate them, using numbers and units.

Shape
- Sort objects by their spatial features, with justification.
- Identify and describe the plane shapes found in objects.

Position and orientation
- Create and use simple maps to show position and direction.
- Describe different views and pathways from locations on a map.

Transformation
- Predict and communicate the results of translations, reflections, and rotations on plane shapes.

STATISTICS

Statistical investigation
- Conduct investigations using the statistical enquiry cycle:
- Posing and answering questions
- Gathering, sorting, and displaying category and whole- number data
- Communicating findings based on the data.

Statistical literacy
- Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others.

Probability
- Investigate simple situations that involve elements ofchance, recognising equal and different likelihoods and acknowledging uncertainty.

Key Competencies

Thinking	Using language, symbols & texts	Managing Self	Relating to others	Participating & contributing
• Problem solving • Explain • Justify	• Problem solving language • Building mathematic vocab • Understanding and using math symbols	• Brainstorming • Completing all set tasks • Working to time frames • Working independently	• Sharing ideas • Cooperating • Group work – collaboration • Inclusion	• Listening • Sharing • Risk taking • Class experts

GISBORNE INTERMEDIATE SCHOOL
SOCIAL SCIENCES CURRICULUM

Planning
Considering all points

Action
Expectations

Outcome
What learners will have achieved

Planning
- NZ Curriculum
- Data gathering and analysis
- Community beliefs and values
- Local and school events
- Curriculum participation
- Local resources
- School targets
- School and individual needs
- Engaging contexts
- Whanau/community
- Ethnic and cultural diversity
- Resources
- Integration
- Critical thinking
- Key competencies

Action
- Assessment / analysis
- Meaningful contexts
- Collaboration
- Talking about learning
- Learning styles
- Key Competencies
- Feed back / Feed Forward
- Critical thinking / discussion
- Digitial learning experiences
- Home Learning
- Community projects
- EOTC
- Whanau / community involvement

Outcome
- Speak mihi, pepeha
- Respect of culture, diversity
- Have strong community values
- Self-management skills
- Understand the impact of a diversity of groups on the community
- Understand cause and effect
- Knowledge and history of local Tangata Whenua

GISBORNE INTERMEDIATE SCHOOL
SOCIAL SCIENCES CURRICULUM

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand." NZ Curriculum

Over two years, a balanced coverage of the Social Science Curriculum occurs. Authentic contexts are used, utilising the local community, school/local and major events. Social Science studies provide many opportunities to acknowledge the Tangata whenua and celebrate local ethnic culture, drawing on the whanau and local community members to enrich the learning with their support and contribution.

LEVEL 4	SOCIAL INQUIRY PROCESS	WHAT DOES THIS LOOK LIKE AT GIS
Students will gain knowledge, skills, and experience to: • Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies. • Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. • Understand how exploration and innovation create opportunities and challenges for people, places and environments. • Understand that events have causes and effects. • Understand how producers and consumers exercise their rights and meet their responsibilities. • Understand how formal and information groups make decisions that impact on communities. • Understand how people participate individually and collectively in response the community challenges.	Identity, Culture, and Organisation – Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals. Place and Environment – Students learn about how people perceive, represent, interpret, and interact with places and environments. They come to understand the relationships that exist between people and the environment. Continuity and Change – Students learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures. The Economic World – Students learn about the ways in which people participate in economic activities and about the consumption, production, and distribution of goods and services. They develop an understanding of their role in the economy and of how economic decisions affect individuals and communities. Understandings in relation to the achievement objectives can be developed through a range of approaches. Using a social inquiry approach, students: • ask questions, gather information and background ideas, and examine relevant current issues; • explore and analyse people's values and perspectives; • consider the ways in which people make decisions and participate in social action; • reflect on and evaluate the understandings they have developed and the responses that may be required.	• Local history walkway tour • Inquiring models of learning – developing actions to make a difference or meet a need • Research skills – keywords, questions, global awareness, history, future focus, taking social action, social responsibilities, global citizenship • Student choice, student voice • Matariki • Conservation – taking on a cause • Marine Biology • Treaty of Waitangi • Cultural diversity • Careers – inviting parents term4/community engagement • World cup • Marae visits – Noho • NZ, local and school Government • Elections • Olympics, Commonwealth Games • Tie to TechArts contexts • Quality research projects • Student empowerment • Navigation of the Waka/shipping • Refugees – prejudice, human rights • Cultures – awareness, acceptance, comparisons • ANZAC • Famous people/great minds • Local Heroes

Key Competencies				
Thinking	**Using language, symbols & texts**	**Managing Self**	**Relating to others**	**Participating & contributing**
• Problem solving • Critical thinking / Curiosity • Questioning • Understanding influences • Testing assumptions	• Written reports • Reading and understanding maps and diagrams	• Completing all set tasks • Working to time frames • Working independently • Inquiry learning • Being inquisitive	• Tolerance • Inclusion • Challenge beliefs • Understanding differences in others i.e. culture, religion	• Challenge beliefs • Collaboration • Curious about others thoughts

GISBORNE INTERMEDIATE SCHOOL
SCIENCE CURRICULUM

Planning
Considering all points

→

Action
Expectations

→

Outcome
What learners will have achieved

Planning

- NZ Curriculum
- Data gathering and analysis
- Community belives and values
- Local and school events
- Curriculum participation
- Local reosurces
- School targets
- School and individual needs
- Engaging conexts
- Whanau / Community
- Ethnic and cultural diversity
- Resources
- Integration
- Critical thinking
- Key Competencies
- Inquiry

Action

- Meaningful contexts
- Collaboration
- Talking about learning
- Learning styles
- Key Competencies
- Feedback / Feedforward
- Critical thinking / discussion
- Digital learning experiences
- Home learning
- Community projects
- EOTC
- Whanau / community involvement
- Vocabulary
- Research skills
- Thinking skills
- Questioning

Outcome

- Respect of local diversity
- Develop an awareness of global science issues
- Make observations
- Understand the worlds resources and their significance
- Make classifications
- Understand systems and cycles e.g. water cycle, solar system
- Self-management skills
- Make a connection between science and technology
- Expeience what is like to be a citizen scientists
- Develop an understanding of the scientific process (e.g. hypothesis, observation, outcome)

GISBORNE INTERMEDIATE SCHOOL
SCIENCE CURRICULUM

Gisborne is located in an area rich in learning opportunities. It is surrounded by beaches, a harbour, rivers and rich agriculture/horticulture. There is forestry and industry. Students may access the science curriculum using the inquiry approach. Other curriculum areas may be included into science learning.

LEVEL 4 – NATURE OF SCIENCE	SCIENCE CURRICULUM	WHAT DOES THIS LOOK LIKE AT GIS
Understanding about science • Appreciate that science is a way of explaining the world and that science knowledge changes over time. • Identify ways in which scientists work together and provide evidence to support their ideas. **Investigating in science** • Build on prior experiences, working together to share and examine their own and others' knowledge. • Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations. **Communicating in science** • Begin to use a range of scientific symbols, conventions, and vocabulary. • Engage with a range of science texts and begin to question the purposes for which these texts are constructed. **Participating and contributing** • Use their growing science knowledge when considering issues of concern to them. • Explore various aspects of an issue and make decisions about possible actions.	By studying science, students: • Develop an understanding of the world, built on current scientific theories; • Learn that science involves particular processes and ways of developing and organizing knowledge that these continue to evolve; • Use their current scientific knowledge and skills for problem solving and developing further knowledge; • Use scientific knowledge and skills to make informed decisions about the communication, application and implications of science as these related to their own lives and cultures and to the sustainability of the environment	• Te Tapuwae o Rongokako • Earthquakes – fault lines (Hikurangi Trench) • Industry • EOTC – marine reserve, Eastwood Hill, Young Nicks Head • Science Fair focus term 2/3 • Sustainability • Recycle, reuse, reduce (All Brite Industries) • Energy efficiency • Whanaungatanga • Kaitakitanga – Guardianship of the land • Using a scientific process to answer questions and solve problems • Fair testing • Science Vocab building • Making links to local knowledge and environments • Native Trees – medicinal purposes • Matariki – focus in many classrooms • Māori section of science fair • Astronomy • Inventions • Science investigation skills • Science Extension (visit to high school, CSI day) • Science Club – mini experiments and ponderings • Science Tech lessons

Key Competencies				
Thinking	**Using language, symbols & texts**	**Managing Self**	**Relating to others**	**Participating & contributing**
• Observing • Hypothesising • Experimenting / Investigating • Writing conclusions • Designing a fair test • Tinkering/modifying/adapting	• Measuring volumes, distance, time • Using scientific vocabulary • Using science symbols in experiments • Technology – building, creating	• Completing all set tasks • Working to time frames • Working independently •	• Communicating scientific results • Sharing ideas and findings	• Science Fair • Science Badge • Appreciating the local environment – taking learning outside

Key Capabilities				
Gather and Interpret Data	**Use Evidence**	**Critique Evidence**	**Interpret Representations**	**Engage with Science**
• Observing to collect data by using our senses (Gather): • Sight • Touch • Smell • Hear • Taste (direct/indirect) • Is it measurable? Making meaning from observations (Interpreting) • Being influenced by what we already know • Drawing conclusions by working out what our observations might mean (inference) • Question for robust conclusions: • What do you notice? (observation) • What might that mean? (inference) • "Could there be another explanation for this data?" • Collect more data, perhaps using a different method • Test alternative explanations • Communicate and debate their ideas with others	• How do you know that? • What makes you think so? • How could you check that? • So an example of this would be… • Can you think of an example when this wouldn't work? • Be prepared to be skeptical – be sure of your evidence	• Evaluate the trustworthiness of your data • Be methodical • Use statistical analysis • How sure are you of your results? • How did you get the data? What were the possible short comings of this method? • How could you check your findings? • How many times was the experiment repeated? • How were the measurements taken and recorded? • How confident are you that the measurements are accurate? • Did these results surprise you? What were you expecting to find out? • Would these results always be true? • Understand that not all questions can be answered by science	• Enables you to think critically about articles about science in the media • Make a model • Use graphs, tables, charts • Show Diagrams • Write an explanation (keep to the facts, passive voice, use detail and science specific vocabulary) • Think about how data is presented and ask questions such as: • What does this representation tell us? • What is left out? • How does this representation get the message across? • Why is it presented in this particular way?	• Engage with science in real life contexts • Taking an interest in science issues • Participate in discussions about science • Taking action • Discuss science issues, including those in the media • Consider logical connections and the drawing of reasonable conclusions • Endeavour to make explicit the evidence behind their claims then students have the opportunity to practice playing "game of science" (Resnick, Michaels, & O'Connor, 2010). This allows them to deepen their understanding of what science is. • Be actively engaged in exploring real life science issues that are relevant to them or their community

LIVING WORLD	**PLANET EARTH AND BEYOND**	**PHYSICAL WORLD**	**MATERIAL WORLD**
Life processes • Recognise that there are life processes common to all living things and that these occur in different ways. Ecology • Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. Evolution • 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.	Earth systems • 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 • Investigate the water cycle and its effect on climate, landforms, and life. Astronomical systems Investigate the components of the solar system, developing an appreciation of the distances between them.	Physical inquiry and physics concepts • 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.	Properties and changes of matter • Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials. • Compare chemical and physical changes. The structure of matter • Begin to develop an understanding of the particle nature of matter and use this to explain observed changes. Chemistry and society • Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.

GISBORNE INTERMEDIATE SCHOOL
SOCIAL SCIENCES/SCIENCE OVERVIEW

Social Science Strands	**Identity, Culture and Organisation**
	• Rules and laws, general election, the government
	• Responding to disasters
	• Rights and responsibilities
	• Children's rights
	• The United Nations
	• New Zealand Peace Keepers
	• Celebrations
		Place and Environment
		• Explorers
		• Changing land use
		• Our community
		• The local area
			Economic World
			• Local community and resources
			• Money through the ages
				Continuity and Change
				• Famous people, their effect on history and today
				• Disasters and their effect
				   o War
				   o Disease
				   o Epidemic
				   o Famine
				   o Drought
				   o Refugees

Science Strands	**Living World** • Life processes • Ecology • Evolution	**Planet Earth and Beyond** • Earth systems • Interacting systems • Astronomical systems	**Physical inquiry and physics concepts** • patterns and trends for everyday examples of physical phenomena o movement o forces o electricity and magnetism o light o sound o waves o heat	**Material World** • Properties and changes of matter • The structure of matter • Chemistry and society

Over two years teachers will cover all strands. There is no expectation of which strand is covered when. This allows for teachers to have autonomy to plan learning experiences around topical issues/events. For example; Olympics, major disaster, science fair, war (could tie in with commemorations).

NB: science will be the focus in term two each year in association with the school science fair.

GISBORNE INTERMEDIATE SCHOOL
HEALTH AND PE CURRICULUM

Planning
Considering all points

Action
Expectations

Outcomes
What learners will have achieved

Planning

- NZ Curriculum
- Community beliefs and values
- Local and school events
- Curriculum participation
- Local resources
- School and individual needs
- Whanau/community
- Ethnic and cultural diversity
- Key competencies

Action

- Assessment / analysis
- Collaboration
- Key competencies
- Community projects
- EOTC
- Whanau / community involvement

Outcomes

- Have a responsibility for their own levels of physical activity
- Skills to apply to a range of sport situations
- Ultimate games player attributes
- Ability to identify and manage Risks
- Confidence to perform to the best of their ability
- Have developed safe practices In and around aquatic environments
- Experienced officiating, coaching and administering with game contexts

GISBORNE INTERMEDIATE SCHOOL
HEALTH AND PE CURRICULUM

LEVEL 4	HEALTH AND PHYSICAL EDUCATION	WHAT DOES THIS LOOK LIKE AT GIS
In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health- related and movement contexts. **Four underlying and interdependent concepts are at the heart of this learning area:** • **Hauora** – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others. • **Attitudes and values** – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice. • **The socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others, and society. • **Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.	The four strands are: • **Personal Health and Physical Development,** in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development; • **Movement Concepts and Motor Skills,** in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity; • **Relationships with Other People,** in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others; • **Healthy Communities and Environments,** in which students contribute to healthy communities and environments by taking responsible and critical action. The seven key areas of learning are: mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies, and outdoor education.	• Consultation with the community for health programmes • Pubertal Change • Who am I? • Attitude – Friendship Factor / Technology • Nutrition – Home Economics • Identifying and managing risks - EOTC • Aquatics education • Planned EOTC learning experiences • Skilled games player in "invasion games" contexts • Net and wall games • Fielding and striking games • Skill based P/E lessons three times a week • Haurora links : Connect 4 • School Events: Athletics, Cross Country. Swimming, Triathlon • Lunchtime Interclass Sports • Team Building – Connect 4 • Inter-school competitions: Super 11 • AIMS National Tournament • Students actively use Adventure Playground

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT	MOVEMENT CONCEPTS AND MOTOR SKILLS	RELATIONSHIPS WITH OTHER PEOPLE	HEALTHY COMMUNITIES AND ENVIRONMENTS
Personal growth and development • Describe the characteristics of pubertal change and discuss positive adjustment strategies. **Regular physical activity** • Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being. **Safety management** • Access and use information to make and action safe choices in a range of contexts. **Personal identity** • Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.	**Movement skills** • Demonstrate consistency and control of movement in a range of situations. **Positive attitudes** • Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities. **Science and technology** • Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings. **Challenges and social and cultural factors** • Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.	**Relationships** • Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. **Identity, sensitivity, and respect** • Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. **Interpersonal skills** • Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.	**Societal attitudes and values** • Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand. **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. **Rights, responsibilities, and laws; 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.

Key Competencies				
Thinking	**Using language, symbols & texts**	**Managing Self**	**Relating to others**	**Participating & contributing**
• Strategizing • Nutrition – how this affects performance • Research, discussion, opinions • Decision making • Critical thinking • Following rules	• Learning terms associated with different sports and techniques • Rules • Interpret diagrams i.e. badminton court	• A "can – do" attitude • Sportsmanship • Taking ownership of fitness • Making sensible decisions about food, physical activity, safety • Team work • Strategizing • Problem solving	• Good sportsmanship • Teamwork and co-operation (whanaungatanga) • Teaching others • Sharing ideas / expertise	• Giving things a go • Get fitter • Sharing ideas • Coaching techniques • Teaching others • Problem solving • Getting involved

GISBORNE INTERMEDIATE SCHOOL
HEALTH AND PE OVERVIEW

HEALTH	• Health will be taught using the Attitude resources during the tech cycle.

PE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
TERM 1	*Aquatics Education*					*Hauroa*				
TERM 2	*Invasion Mania*					*Meeting Challenges*				
TERM 3	*Invasion Mania (continued)*									
TERM 4	*Movement*					*Striking and Fielding*				

TERM 1

Aquatics Education
- Being safe in, on and around a variety of aquatic environments
- Identifying and managing risks through safe actions
- Stroke development
- Safe rescues
- Safe entries and exits in variety of aquatic environments
- Making connections with hauora

Hauroa
- Building positive relationships with peers, staff & community

TERM 2

Invasion Mania (Developing Ultimate Skilled Games Player)
- Physical skills – throwing, catching, passing objects with hands and/or feet
- Developing thinking skills through game strategies – attack/defence
- Dealing with competition, officiating and cross ability grouping
- Social skills – encouragement, self-management, fair play, communication, contribution, fair play

Meeting Challenges (links to Cross Country)
- Meeting a challenge and setting realistic goals
- Recognising the benefits of physical activity and links to hauora

TERM 3

Invasion Mania (continued)
- Physical skills – pass and receive in a variety of contexts with variety of objects
- Use a range of game strategies
- Communicating with team mates, opposition, officials in a positive manner

TERM 4

Movement (Run, jump, throw)
- Exploring a variety of movement techniques for running, jumping and throwing
- Engaging in competition and giving things a go
- Developing positive attitude towards physical activity
- Moving bodies in a range of contexts

Striking and Fielding
- Developing physical skills through striking and fielding games/contexts and net games
- Identifying and using a range of strategies in game contexts
- Manipulating a variety of objects by striking/hitting
- Improving catching and passing skills through effective team work

Gisborne Intermediate School
growing great people

SKILLED GAMES PLAYER

ENCOURAGEMENT
- Encouraging rest of the team and opposition
- Not putting people down
- Positive attitude
- Positive comments

ATTACK
- Having a strategic plan that everyone knows
- Communicate to team mates positively
- Movement (side stepping/dodging)
- Getting into spaces
- Losing your partner
- Move objects as far up/across/back field quickly as possible
- Faking opposition
- Positions (attacker, midfield, defender)

DEFENCE
- Having a strategic plan that everyone knows
- Communicate to team mates positively
- Movement (side stepping/dodging)
- Marking an opponent
- Sticking to you partner
- Intercepting
- Watching
- Always alert and on your toes

SELF MANAGEMENT
- Be organised
- Responsible
- Setting up when it's your turn
- Get team together & ready
- Self control
- Manage behaviour/impulsivity

CONTRIBUTION PARTICIPATION
- Getting involved
- Active participant

CO-OPERATION
- Working together
- Able to use all the players in the team
- Sharing possession

FAIR PLAY
- Respect for self, others & officials
- Fairness
- Stick to the rules
- Shake hands at the end of the game
- Compliment opposite team
- Honesty
- Accepting decisions
- Integrity

THINKING SKILLS

PHYSICAL SKILLS

SOCIAL SKILLS

COMMUNICATION
- Calling for the object
- Calling to intended recipient when throwing/passing
- Having a plan in place that everyone knows
- Listening
- Positive

THROWING PASSING
- Accuracy and precision
- Aim
- Control
- Looking for spaces and opportunities
- Variety of throws/passes

CATCHING
- Positioning of hands
- Moving to objects
- Eyes on object
- Calling to the thrower/passer

GROWING GREAT PEOPLE

Gisborne Intermediate School
growing great people

AQUATICALLY EDUCATED
STUDENT@GISINT

▸ Identify features of an aquatic environment and identify the risks of an aquatic activity and develop a safety action plan.
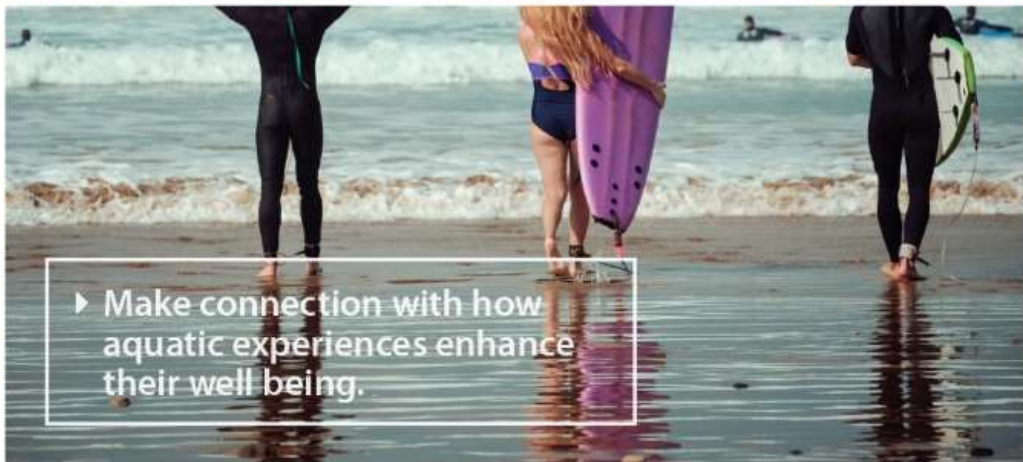
▸ Make connection with how aquatic experiences enhance their well being.

▸ Swim confidently in a variety of strokes and use survival strokes.

▸ Explore a variety of aquatic activities in and on the water (diving, water polo, underwater hockey, surfing, kayaking, boogie boarding, snorkeling, bombing, etc).

▸ Use flotation devices to float and carry out a safe rescue from the side of the pool.

▸ Tread water for at least 3 minutes.

▸ Use a variety of safe entries to enter and exit the water.

Gisborne Intermediate School
growing great people

AQUATICS LEARNING PATHWAY

NAME:

TREAD WATER	SWIMMING STROKE FREESTYLE BACK STROKE BREAST STROKE	RESCUE	RETRIEVING OBJECTS	RISK ASSESSMENT IDENTIFY RISKS & DEVELOP A SAFETY ACTION PLAN
☐ 3 minutes	☐ All strokes 1 width	☐ Can rescue and be rescued using a device from side of swimming pool	☐ Can retrieve 1 object from shallow end of pool	**POOL** ☐ Environment ☐ People ☐ Equipment
☐ 6 minutes	☐ All strokes 1 length	**BASIC RESCUE** ☐ Tired swimmer (technique)	☐ Can retrieve 3 objects by diving into deep end of pool	**BEACH** ☐ Environment ☐ People ☐ Equipment
☐ 9 minutes	☐ All strokes 3 lengths	Has confidently experienced the following: ☐ Surfing ☐ Kayaking ☐ Underwater hockey ☐ Bombing	☐ Can retrieve 6 objects from treading water position in deep end	**WHARF** ☐ Environment ☐ People ☐ Equipment

Physical Education Learning Pathway

'The Ultimate Skilled Games Player for Invasion Games'

	PHYSICAL SKILLS		THINKING SKILLS			SOCIAL SKILLS
	Level 2 – Apprentice	**Level 3 – Practitioner**	**Level 4 - Expert**			**Level 5 - Professional**
1	Combine movements to **display basic techniques of – throw, catch, kick**. Use a **variety of equipment confidently and appropriately.**	Refine **movements, technique and use in a variety of contexts.**	**Deliberately refine and practise** movements to improve own ability.			
2	Move into space.	**Mark players and their space. Develop strategies** for attack and defence	Play **games with complex rules and strategies with specialised roles. Demonstrate tactical understanding of games**, choosing positions to suit their skills.			Demonstrate tactical understanding of games, choosing positions to suit their skills and coaching, officiating.
3	**Communicate confidently** and **positively. Contribute** to a team talk. Explore attitudes and beliefs about the place of competition	**Give and receive constructive feedback**	Develop and **use effective strategies to manage group situations.**			Communicate effectively by observing practical performance and giving feedback and feedforward about what they see. Support and communicate with team-mates using verbal, visual signals and body language.
4	Participate in a range of competitive and noncompetitive games. **Include** and **support others. Cope with competition**. Take a leadership role.	Plan to **overcome difficulties** that may prevent successful game play **Show tolerance** for the strengths and weaknesses of others. **Reflect** on own attitude and performance as a team member. **Develop leadership skills.** Take **responsibility for the safety of self and others. Take part** in a community event and describe how it feels.	**Combine with others for the benefit of the team. Plan to achieve team strategies** and goals. **Display leadership qualities.** Plan for ways to keep ourselves and others positive and safe in a range of environments. **Identify and discuss the significance of games** for individuals and for society			Identify and critique the contributions that science, technology & the environment make to games performance.
5	Understand and respect the roles of **officials** – umpires, coaches etc	Take an umpiring or coaching role				Plays, coaches and officiates games.

RESPECT   WHAKAUTE - INTEGRITY   NGA KAU TAPATAHI - SELF MANAGEMENT   NGA TURE - EXCELLENCE   HIRANGA

GISBORNE INTERMEDIATE SCHOOL
TE REO MĀORI CURRICULUM

Planning
Considering all points

Action
Expectations

Outcomes
What learners will have achieved

Planning
- NZ Curriculum
- Community beliefs and values
- Local and school events
- Curriculum participation
- Local resources
- School and individual needs
- Whanau/community
- Ethnic and cultural diversity
- Key competencies
- Identity
- Benefits our people

Action
- Assessment for extension learners
- Collaboration – group work
- Key competencies
- Feedback/feed forward
- Whanau/community involvement
- Opportunities to speak in a nurturing environment
- Teachers and Teacher Aides using/modelling the use of everyday phrases
- Access to quality Maori language education
- Use and integration of Te Reo daily in the classroom by students and teachers
- Programmes which incorporate oral, visual and written strands
- Shared, guided and activity based approaches

Outcomes
- An understanding of basic greeting and expressions
- An understanding of the importance of language learning: particularly Te Reo and its significance to New Zealanders
- Make connections with Maori culture
- Recognise the importance Maori language plays in Aotearoa
- Be self-directed learners
- Talk about and describe strategies used
- Have a positive attitude towards learning Te Reo
- Regularly use Te Reo in everyday vocab
- Strengthening of identity
- Learning other ways to express themselves
- Gain a deeper understanding of their culture

GISBORNE INTERMEDIATE SCHOOL
TE REO MĀORI CURRICULUM

By learning Te Reo students are able to participate with understanding and confidence in situations where Te Reo and Tikanga Māori predominate and to integrate language and cultural understandings into their lives. It will broaden their entrepreneurial and employment options to include work in an ever-increasing range of social, legal, educational, business and professional settings. This will strengthen Aotearoa New Zealands identity in the world.

LEVEL 1		WHAT DOES THIS LOOK LIKE AT GIS
Students should be able to: • greet, farewell, and acknowledge people and respond to greetings and acknowledgments; • introduce themselves and others and respond to introductions; • communicate about number, using days of the week, months, and dates; • communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or home town and place of family origin; • communicate about location; • understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people); • use and respond to simple classroom language (including asking for the word to express something in Te Reo Māori).	**Possible sociocultural themes** • Te whānau (the family, belonging) • Kāinga noho (home) • Tūpuna (grandparents, ancestors, hapū, iwi) • Whanaungatanga (kinship, relationships, connections) • Ngā mihi (informal and formal introductions) • Ako (learning together) Te wā (time, seasons, lunar calendar) **Possible topics** • Whānau / hapū / iwi • Marae • Turanga • My home / classroom / school • Origin, identity, location **Possible text types** • Pepeha (iwi-specific sayings) • Waiata Māori (Māori songs) • Whakataukī (proverbs) • Myths & Legends • Moteatea – Haramai a Paoa • Captions for pictures and photographs • Simple, short dialogues • Greeting and leave-taking routines • Class timetables	• Te Reo • Kiwaha o Te Wiki - Daily Notices, School Panui • Kupu o Te Wiki - Daily Notices, School Panui • Whakatauki o Te Wiki - Daily Notices, School Panui • Treaty of Waitangi • Focus on oral language • Fun activities to develop language skills • Games, singing, acting with languages • Pepeha – sharing – Pepeha Pou Art • Art activities • History and cultural activities • Local history Tairawhiti Museum Lessons 'Our Place, Taonga Puoro, Horouta, ANZAC - Māori Battalion • Ki o Rahi • Tapuae • Tiuru • Comparisons between cultures • Te Reo phrase of the week • Karakia to start / finish day – learnt in school kapa haka • School waiata • Focus on oral language – basic language spoken • Integrated planning of Te Reo me Tikanga Māori • Recognition of cultural differences • Identifying values in varying cultures • Extension Te Reo - NCEA Level 1 via Te Kura Pounamu. • Whaikorero Competition in Term 4 – Powhiri • Karanga - Kapa Haka Extension

Key Competencies

Thinking	Using language, symbols & texts	Managing Self	Relating to others	Participating & contributing
• Actively seeking, using, creating knowledge • Reflect on learning	• Gestures from other cultures	• Developing a "can-do" attitude • Practising sounds of different languages • Respecting the language, culture and the person teaching, by managing their behaviour	• Active listener • Helping classmates • Whanaungatanga	• Pepeha • Whanau involvement • sharing

GISBORNE INTERMEDIATE SCHOOL
LANGUAGES CURRICULUM

Planning
Considering all points

Action
Expectations

Outcomes
What learners will have achieved

Planning
- NZ Curriculum
- Community beliefs and values
- Local and school events
- Curriculum participation
- Local resources
- School and individual needs
- Whanau/community
- Ethnic and cultural diversity
- Key competencies

Action
- Assessment
- Collaboration – group work
- Key competencies
- Feedback/feed forward
- Whanau/community involvement
- Opportunities to speak in a nurturing environment
- Languages are taught on a regular basis

Outcomes
- An understanding of basic greeting and expressions
- An understanding of the importance of language learning: particularly Te Reo and its significance to New Zealanders
- Make connections with cultures
- Recognise that the target language is organised in particular ways
- Be self-directed learners
- Talk about and describe strategies used
- Have a positive attitude towards learning a language
- Regularly practice speaking simple expressions in everyday vocab

GISBORNE INTERMEDIATE SCHOOL
LANGUAGES CURRICULUM

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.

Languages link people locally and globally. They are spoken in the community, used internationally, and play a role in shaping the world. Oral, written, and visual forms of language link us to the past and give us access to new and different streams of thought and to beliefs and cultural practices.

	LEVELS 1 & 2	WHAT DOES THIS LOOK LIKE AT GIS
In the core **Communication** strand, students learn to use the language to make meaning. As their linguistic and cultural knowledge increases, they become more effective communicators, developing the receptive skills of listening, reading, and viewing and the productive skills of speaking, writing, and presenting or performing. In the supporting **Language Knowledge** strand, students study the language in order to understand how it works. They learn about the relationships between different words and different structures, how speakers adjust their language when negotiating meaning in different contexts and for different purposes, and how different types of text are organised. This strand helps students to develop explicit knowledge of the language, which will, over time, contribute to greater accuracy of use. In the supporting **Cultural Knowledge** strand, students learn about culture and the interrelationship between culture and language. They grow in confidence as they learn to recognise different elements of the belief systems of speakers of the target language. They become increasingly aware of the ways in which t h e s e systems are expressed through language and cultural practices. As they compare and contrast different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others.	Communication In selected linguistic and sociocultural contexts, students will: **Select and using language, symbols, and texts to communicate** • Receive and produce information. **Managing self and relating to others** • Produce and respond to questions and requests. **Participating and contributing in communities** • Show social awareness when interacting with others. Language Knowledge Students will: • Recognise that the target language is organised in particular ways. • Make connections with their own language(s). Cultural Knowledge Students will: • Recognise that the target culture(s) is (are) organised in particular ways. • Make connections with known culture(s).	• Te Reo • Japanese • Spanish • Afrikaans • Treaty of Waitangi • Focus on oral language • Fun activities to develop language skills • Games, singing acting with languages • Script e.g. hiragana • Pepeha - sharing • Art activities • History and cultural activities • Local history • Comparisons between cultures • Te Reo saying and phrase of the week in daily notices • Annual overseas trips to Samoa or Fiji • Food sampling from different cultures • Dressing up in different cultural dress • Karakia to start / finish day • School waiata • Focus on oral language – basic language spoken • Team planning of Māori Cultural Units & Olympic Games • Recognition of cultural differences • Identifying values in varying cultures • Gaining a sense of sounds in language

Key Competencies				
Thinking	**Using language, symbols & texts**	**Managing Self**	**Relating to others**	**Participating & contributing**
• Actively seeking, using, creating knowledge • Reflect on learning	• Script • Linguascope • Japanese characters • Gestures from other cultures	• Developing a "can-do" attitude • Practising sounds of different languages • Respecting the language, culture and the person teaching, by managing their behaviour	• Active listener • Helping classmates • Whanaungatanga	• Pepeha • Whanau involvement • sharing

GISBORNE INTERMEDIATE SCHOOL
TECHNOLOGY CURRICULUM

Planning
Considering all points

- NZ Curriculum
- Community beliefs and values
- Local and school events
- Curriculum participation
- Local resources
- School and individual needs
- Whanau/community
- Ethnic and cultural diversity
- Key competencies

Action
Expectations

- Assessment
- Collaboration – group work
- Key competencies
- Feedback/feed forward
- Whanau/community involvement
- Opportunities to speak in a nurturing environment

Outcome
What learners will have achieved

- Develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to technology related careers
- Learn practical skills as they develop models, products and systems
- Understand how technology has evolved over time
- Understand the impact of technology on society
- Examine the practice of others and undertake their own
- Understand how things work and why

GISBORNE INTERMEDIATE SCHOOL
TECHNOLOGY CURRICULUM

	Level 4	WHAT DOES THIS LOOK LIKE AT GIS
In the **Technological Practice** strand, students examine the practice of others and undertake their own. They develop a range of outcomes, including concepts, plans, briefs, technological models, and fully realised products or systems. Students investigate issues and existing outcomes and use the understandings gained, together with design principles and approaches, to inform their own practice. They also learn to consider ethics, legal requirements, protocols, codes of practice, and the needs of and potential impacts on stakeholders and the environment. Through the **Technological Knowledge** strand, students develop knowledge particular to technological enterprises and environments and understandings of how and why things work. Students learn how functional modelling is used to evaluate design ideas and how prototyping is used to evaluate the fitness for purpose of systems and products as they are developed. An understanding of material properties, uses, and development is essential to understanding how and why products work the way they do. Similarly, an understanding of the constituent parts of systems and how these work together is essential to understanding how and why systems operate in the way they do. Through the **Nature of Technology** strand, students develop an understanding of technology as a discipline and of how it differs from other disciplines. They learn to critique the impact of technology on societies and the environment and to explore how developments and outcomes are valued by different peoples in different times. As they do so, they come to appreciate the socially embedded nature of technology and become increasingly able to engage with current and historical issues and to explore future scenarios.	**Technological Practice** - Students will: **Planning for practice** • Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome. **Brief development** • Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation. **Outcome development and evaluation** • Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity. **Technological Knowledge** - Students will: **Technological modelling** • Understand how different forms of functional modelling are used to explore possibilities and to justify decision making and how prototyping can be used to justify refinement of technological outcomes. **Technological products** • Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product. **Technological systems** • Understand how technological systems employ control to allow for the transformation of inputs to outputs. **Nature of Technology** - Students will: **Characteristics of technology** • Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines. **Characteristics of technological outcomes** • Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.	Refer to technology implementation plan

Key Competencies

Thinking	Using language, symbols & texts	Managing Self	Relating to others	Participating & contributing
• Solve problems • Reflect on past experiences to assist learning • Plan for future stages of work • Think creatively	• Use correct technological words • Use correct symbols when designing and drawing • Write accurately to communicate information	• Set realistic goals • Take risks and be positive if something doesn't work out as planned • Be reliable and helpful towards others • Be self-motivated & always give 100%	• Cooperate with all types of people from different backgrounds • Ask stakeholders appropriate questions • Listen to and accept others point of view	• Positively contribute ideas with others • Respect and follow rules and requirements • Respect other people and property • Cooperate with others

GISBORNE INTERMEDIATE SCHOOL
THE ARTS CURRICULUM

Planning
Considering all points

→

Action
Expectations

→

Outcome
What learners will have achieved

Planning

- NZ Curriculum
- Community beliefs and values
- Local and school events
- Curriculum participation
- Local resources
- School and individual needs
- Whanau/community
- Ethnic and cultural diversity
- Key competencies
- Verbal and Non-verbal conventions

Action

- Assessment
- Collaboration – group work
- Key competencies
- Feedback/feed forward
- Whanau/community involvement
- Opportunities to speak in a nurturing environment

Outcome

- An understanding that the arts have their own distinct language using verbal and non-verbal conventions
- Through using movement, sound and image, the arts transform peoples creative ideas into expressive works
- Expressions of self, community and culture
- Value the forms and practices of customary and contemporary Maori performing, musical and visual arts
- Enhanced personal wellbeing
- Engaging and connecting thinking, stimulating imagination, senses and feelings

GISBORNE INTERMEDIATE SCHOOL
THE ARTS CURRICULUM

While The Arts are covered by the Specialist team, teachers may also cover aspects of the Arts Curriculum in their own classes.

Level 4		WHAT DOES THIS LOOK LIKE AT GIS
Understanding the Arts in Context **Dance** - Students will: • Explore and describe how dance is used for different purposes in a variety of cultures and contexts. **Drama** - Students will: • Investigate the functions, purposes, and technologies of drama in cultural and historical contexts. **Music – Sound Arts** - Students will: • Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts. • Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities. **Visual Arts** - Students will: • Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued. **Developing Practical Knowledge** **Dance** - Students will: • Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others. **Drama** - Students will:: • Select and use techniques and relevant technologies to develop drama practice. • Use conventions to structure drama. **Music – Sound Arts** - Students will: • Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills. **Visual Arts** - Students will: • Explore and use art-making conventions applying knowledge of elements and selected principles through the use of materials and processes.	**Developing Ideas** **Dance** - Students will: • Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes. **Drama** - Students will: • Initiate and refine ideas with others to plan and develop drama. **Music – Sound Arts** - Students will: • Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation. • Represent sound and musical ideas in a variety of ways. **Visual Arts** - Students will: • Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works. **Communicating and Interpreting** **Dance** - Students will: • Prepare and present dance, with an awareness of the performance context. • Describe and record how the purpose of selected dances is expressed through the movement. **Drama** - Students will: • Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work. **Music – Sound Arts** - Students will: • Prepare, rehearse, and present performance of music, using performance skills and techniques. • Reflect on the expressive qualities of their own and others' music, both live and recorded. **Visual Arts** - Students will: • Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.	Refer to arts implementation plan

Key Competencies

Thinking	Using language, symbols & texts	Managing Self	Relating to others	Participating & contributing
• Solve problems • Reflect on past experiences to assist learning • Plan for future stages of work • Think creatively	• Use correct technological words • Use correct symbols when designing and drawing • Write accurately to communicate information	• Set realistic goals • Take risks and be positive if something doesn't work out as planned • Be reliable and helpful towards others • Be self-motivated & always give 100%	• Cooperate with all types of people from different backgrounds • Ask stakeholders appropriate questions • Listen to and accept others point of view	• Positively contribute ideas with others • Respect and follow rules and requirements • Respect other people and property • Cooperate with others

GISBORNE INTERMEDIATE SCHOOL
TECHNOLOGY & ARTS IMPLEMENTATION PLAN

Technology & Arts at Gisborne Intermediate School

Technology and the Arts is everywhere in our daily lives, at school, at home at work. Technology and the Arts education is a process design to develop students' confidence and competence in understanding and using existing technologies to create solutions to problems and to provide practical experiences to enhance their lifestyle and to help develop creativity through the arts to function in a world of rapid change. Experiences in innovation, design and creative problem solving prepare our students for a future that is still not clear, but will demand an innovative response and creative skill sets.

PHILOSOPHY

Gisborne Intermediate School's Technology and Arts programmes are intended to develop our students' technological and artistic knowledge and skills. We believe that problem solving; creativity, expression and innovation are essential in the future success of our students, community and country. We believe it is important to ensure the Vision, Principles, Values and Key Competencies of the New Zealand Curriculum are embedded within technology and arts teaching and learning programmes.

PURPOSE OF OUR PROGRAMMES

- To develop students technological and artistic skills, knowledge and understandings

- To develop students technological and artistic capabilities, sense of achievement and self-worth through enjoying successful experiences in practical and kinesthetic learning experiences

- To assist students to understand the interrelationship that exists between technology the arts and our society – past, present and future

- To encourage creative thinking through design, expression and problem solving

OUR PROGRAMMES WILL

- Better prepare our students to play a useful part in our ever- increasing technological society

- Motivate learners to continue with technology and the arts learning at secondary school

- Create the spark of enthusiasm that will encourage students to pursue careers in a variety of technological and artistic areas

- Provide practical opportunities for our students to design, create, innovate and be expressive

Our programmes reflect the collective preferences of our principal, board, classroom teaching staff, specialist team, our parent community, as well as the needs and interests of our emerging adolescent students. We want our students to develop a broad technological literacy (the ability to use a variety of means to address needs and opportunities to solve practical problems within society) that will equip them to participate in society as informed citizens and give them access to technology related careers. We also want students to use the arts as a powerful form of expression that recognises, values, and contributes to the unique bicultural and multicultural character of Aotearoa New Zealand. Through movement, sound, image, the arts transform people's creative ideas into expressive works that communicate layered meanings.

COVERAGE

Students will experience a balanced programme consistent with the NZ Curriculum document.

Implementation

- o   Programmes will be planned and reviewed annually by the specialist Tech/Arts teachers.
- o   Our students will experience Hard Materials Technology and Food Technology lessons. At our school, Visual Arts, Hauora, Horticulture STEM and Music are part of the technology and arts teaching rotation.
- o   Our school provides technology to our own students through a timetabled programme of 12 1.5-hour lessons. Close to 600 students participate in seven technology rotations in both Year 7 and Year 8. Students rotate through the technologies in Year 7/8 groups which are drawn from across teams.
- o   The tech/arts timetable runs Mon-Thurs with teams having 3 X 1.5hour sessions per week. On Friday's the tech/arts teachers run comprehensive extension programmes and itinerant tutors take group instrumental music classes.

PLANNING PROGRAMMES

Programmes will be planned and taught which are consistent with the NZ Curriculum statement, and the New Zealand Government priorities of addressing the learning needs of Māori and Pasifika students, students with special needs, and those from low-socio economic backgrounds.

Implementation

Planning -

Within the Technology and Arts team, teachers are encouraged to share ideas, as we recognise and value the concept of ako. We are all laerners and can learn with and from each other.

Planning involves –
- o   At the discretion of individual teachers and in consultation with the Lead Teacher local contexts will be integrated into teaching and learning programmes where suitable and will be reviewed annually
- o   Establishing the technological areas and contexts from reviews and discussion on current programmes
- o   Reviewing students' and groups past achievements and previous Technology and Arts learning
- o   Identifying the teaching required for different groups based on current identified needs
- o   Listing possible learning experiences
- o   Researching available resources
- o   Aligning learning experiences with the achievement objectives
- o   Teachers independently plan their own units of work
- o   Teachers referring to, if required, the *Safety and Technology Education Guidance Manual* to ensure that all safety issues have been managed before the commencement of the unit
- o   Teachers will report on student achievement at the end of the unit with an Attainment and Effort grade and comment which will be entered into MUSAC Edge and in turn appear on the students' end of year reports.
- o   Performing Arts and Visual Arts units will be planned following their respective curriculum areas
- o   Key Competencies are an integral part of all technology and arts planning

Delivery -
Programmes delivered should enable students to –
- o   Investigate, use and understand various technologies, especially those in settings which they are familiar with
- o   Develop a growing knowledge of the principles and processes of technology

- o   Identify and explore needs and opportunities that involve technological solutions
- o   Design, evaluate and improve technological solutions
- o   Select the right tools and materials for the job
- o   Use equipment safely and with growing skill
- o   Work to agreed specifications and quality standards
- o   Notice the connection between technology and society (past, present, future)
- o   Develop confidence in using and contributing to technology
- o   Work individually and in small groups

Addressing Behavioural Concerns –

Behaviour concerns will be dealt with according to the Gisborne Intermediate Behaviour Management Plan.

Identifying Barriers to Learning –
Barriers to learning in Technology should be identified and removed where possible -
- Programmes will be set in relevant contexts so students can make connections between the technology and their own experiences, and other relevant experiences
- Programmes will be planned so that students with disabilities or special needs can participate as fully and as safely as possible
- Technological activities based on Māori developments and applications, and opportunities that use Te Reo will be included in programmes where possible/practical
- Students should have the opportunity to work at the level appropriate to them so that support or extension is available in each unit

ASSESSMENT, REPORTING AND EVALUATION
The main aim of assessment in Technology and the Arts will be the improvement of students' learning and teachers' teaching. The main aim of evaluation in Technology/Arts will be the improvement of teaching programmes. Students and parents will receive reliable feedback on individual progress.
- Assessment will be embedded in learning programmes
- Whole tasks or outcomes should be assessed including individual skills techniques and processes
- It is not practical to assess all achievement objectives in every unit of work
- Assessment must take into account the diversity of solutions possible
- Processes, outcomes and Key Competencies will be assessed
- Teachers will reflect on student voice surveys
- Teachers will keep records of students' achievements in the form of check lists, anecdotal notes, and visual images from which summary information can be reported to parents and others
- Students' work will be acknowledged in as many ways as possible (e.g. through displays of work, sharing at assembly, special evenings/events, etc.)
- Reports will be written at the end of each cycle and entered onto MUSAC. These are included in the end of year report to parents.
- Progress in Technology/Arts will be evident by the increasing range and complexity of ideas being used in their work

RESOURCES
Technology/Arts Programmes will be supported by the provision of appropriate resources.
- Local experts, the environment, and the community may be Technology/Arts resources used to support and develop programmes
- Technology and arts teachers responsible for particular Technology/Arts areas will be budget holders for those areas, responsible for resourcing them
- Maintenance and organisation of tools and equipment will be the responsibility of the teacher in charge of that particular Technology/Arts area
- When and where appropriate, links with industry and other Technology/Arts users and producers will be made

- Relationships between our Technology/Arts department and those of the local high schools will be developed and maintained
- Teachers will be encouraged to up skill in Technology/Arts through personal professional development and through specific professional programmes for the whole technology staff as needs are identified
- Teachers are encouraged to build on the skills they already possess in Technology/Arts

FOOD & NUTRITION CURRICULUM

Food & Nutrition classes at Gisborne Intermediate are developed around the general aims within the NZ Health & PE Curriculum of Strands A and C and the underlying and interacting concepts of the technology curriculum. Over two years students work both individually and in cooperative groups to develop the knowledge, understandings, skills and attitudes needed to maintain and enhance personal health and physical development alongside interactions and relationships with other people.

To survive in society today young people need to...
- Learn about the skills of cooking.
- Use different cooking methods to produce healthy, low cost dishes.
- Have knowledge of food hygiene and the nutrients in food
- Develop and maintain a clean & hygienic kitchen space by cleaning up after ourselves
- Demonstrate good basic table manners
- Experience the buzz when sitting down to share a meal with friends

Through the process of selecting, preparing, cooking, and serving food, students at Gisborne Intermediate develop lifelong skills and experience a sense of accomplishment. At the same time, they are able to build personal and interpersonal understandings and skills that contribute to well-being. All learning allows the students to engage through active exploration to attain skills in:
- Basic Food Hygiene
- Basic Food Safety
- Using the stove top safely
- Understanding the functions and use the oven safely
- Techniques and processes for food preparation and cooking

Extension and Enrichment Lessons
Each term extension and enrichment opportunities are offered to students who have indicated an interest, displayed a positive attitude, shown good time management, demonstrated effective team work and clean up routines during classroom sessions. These lessons can cover a variety of kaupapa, such as, but not limited to:
- Preserving
- Cake baking & decorating
- Entering national cooking competitions
- Bread making
- Healthy dinners
- Alternative takeaways

A catering club is also established to cater for significant school events, e.g. open night, art evening and Whakatane exchange

DANCE and DRAMA CURRICULUM

Dance and Drama is an opportunity for students to be creative through the dramatic arts. Across these curriculum areas students will learn valuable skills and operate under the three facets of the Performers Triad; giving opportunities for them to function as creators, performers and observers.

There are many extension opportunities offered as part of the extracurricular programme: Stage Challenge, Dance NZ Made, AIMS Games, Drama Club, Variety Show, Action Week and Performing Arts Evening.

Students that have displayed commitment through extension programmes can earn badges and certificates throughout the year, as well as certificates and trophies for contribution, commitment and excellence presented at the final year assembly.

MUSIC CURRICULUM

In music education, students work individually and collaboratively to explore the potential of sounds and technologies for creating, interpreting and representing music ideas. Students develop literacies in music as they listen and respond, read symbols and notations, record sound and music works, and analyse and appreciate music. As students learn to communicate musically they lay a foundation for lifelong enjoyment of and participation in music.

Classroom music in the TechArts is developed around the four strands of the curriculum of Practical Knowledge, Developing Ideas, Communicating and Interpreting in Music and Understanding Music in Context.
Over two years students work both individually and in cooperative groups to develop skills in understanding rhythm and beat with basic drumming, playing basic tunes on keyboard and other tuned instruments, playing basic guitar and/or ukulele chords as an accompaniment to singing, learning waiata and rakau, listening to and comparing music both past and present, combining literacy and music to compose raps, chants, songs, sound effects, etc and using computer technology for research, listening and composition. Students share and appreciate each other's group performances.

Extension Opportunities

- Students with some prior learning of instruments are able to be part of the school orchestra which rehearses every Friday as part of the Friday Music programme.
- Every student is able to have the opportunity to learn an instrument of their choice studying with specialist teachers as part of our Friday Music programme. There is a small cost for the year. Students are informed of the lessons via a demonstration assembly and a newsletter at the beginning of the year.
- Students can audition each year to join a Band as an instrumentalist or as a singer. A number of bands are formed depending on student talent available.
- Each year students in Year 8 can apply to be part of an extension music group to explore music in all avenues of musical performance. This group works towards playing at the Arts Evening in Term 4.
- Gisint has a Variety show which is a showcase for all our performing Arts to share their talents to Primary schools and an adult audience.
- A ukele group will be formed to perform at the youth Ukele night

VISUAL ART CURRICULUM

Classroom Art in the tech/arts rotation consists of **Year 7's** learning and developing basic knowledge in line techniques, colour mixing and exploration of brainstorming ideas, finally leading to a completed final masterpiece. The students use artist role models for motivation to get them engaged in different styles of art and to introduce relevant and personalized subject matter. For an example – A favourite holiday spot travelled with family or a passion or hobby they enjoy participating in. Through their personal exploration of ideas and different media used such as oil pastel and indian ink they create a purposeful art work as a family taonga. Motivated and hardworking Year 7 students through their classroom art experience with a quality workbook and finished pastel work are earmarked for the art extension programme in Year 8.

Year 8 art students reinforce their art skills and learnings from year 7 sessions and develop a greater understanding through colour and blending exploration of acrylic paint and mixed media materials.. Again the topics of artists and styles are varied but there is plenty of scope for students to individually add their own personality and style into their finished artwork.

Extension and enrichment opportunities.

Over the years there has been a strong influence of the art extension programme in and around the GisInt environment. Unfortunately, because of a lack of wall space now, there has been a change in focus away from mural based artworks, where now students selected for art extension programmes produce a quality artwork or sculptural piece for the gardens and outside relaxing/learning areas.

We have a successful forum with the Arts Evening, whereby students exhibit their framed, quality art work in the Music Room. The 50 plus chosen artists get to live 'a day in the life of an artist' with friends and family and gathering to view and purchase the work on display, admiring the talent we are fortunate to have within our school.

INDUSTRI-TECH CURRICULUM

Year 7 & 8 programme covers the Key competences, allowing students to design, explore and create ideas, learn how to select tools to do the process required, learn how to use those tools safely and develop the skills required to get a quality product.

The project takes 12 lessons covering learning outcomes:-

- Basic solid timber characteristics
- Introduction to manufactured materials
- Basic hand tool skills
- Use of the drill press
- Simple jointing techniques ie; finger joints, rebate joints and housing joints
- Construction and assembly of components
- Simple drawer construction
- Problem solving and Design elements to personify their projects
- Carving – use of carving chisels to produce design and cultural personalisation

This project for Year 8 will build on their knowledge and skills learnt as Year 7 and should be able to produce a better standard of product.

Year 7's will be exposed to new skills but with class management using a buddy system, pairing them with a Year 8 student, they will be able to keep up with class progress.

Extension and Enrichment Opportunities

Students who demonstrate aptitude in Year 7 & 8 are invited into this programme on a Friday morning. Students will make a range of projects to extend their skills. The best of these students will be contenders for the Industri-Tech Cup awarded at the end of the year.

HORTICULTURE

The programme covers basic aspects of horticulture through a range of hands on experiences. Students gain knowledge of where their food comes from and how to grow it. Students work both individually and in cooperative groups to develop knowledge, skills and attitudes needed to prepare garden beds, propagate, plant out and maintain. All learning allows the students to engage through active exploration to attain skills in:

- Basic tool use and safety
- Propagation methods and techniques
- Seedling and plant care
- Soil composition
- Garden bed preparation
- Techniques and processes for planting out
- Garden maintenance
- Recycling
- Making and applying natural fertilizers

- Insect identification

Extension opportunities
Each term, extension opportunities are offered to students who have indicated an interest, displayed a sound work ethic, demonstrated effective team work and clean up routines during classroom lessons. Students gain further skills and practice as they plan, develop and care for school gardens.

CONCLUSION

A successful Technology/Arts programme at Gisborne Intermediate School will be enjoyable, dynamic and a positive experience for all students, contributing to their intellectual and practical development as individuals, and members of our ever-changing technological society.

This Technology and Arts Curriculum will be reviewed annually.

GISBORNE INTERMEDIATE SCHOOL
CAREERS CURRICULUM

Each board, through the principal and staff, is required to provide appropriate career education and guidance for all students in Year 7 and above, with a particular emphasis on specific career guidance for those student who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

This document reflects the guidance of "Career Education and Guidance in New Zealand Schools" 2009.

DEVELOPING SELF AWARENESS
1. Young people need to be able to understand themselves and the influences on them
2. A career education programme will assist students to develop the following competencies

Related Key Competencies	Build and maintain a positive self-concept	Interact positively and effectively with others	Change and grow throughout life
Managing self Relating to others	Knowing who we are -our interests, skills qualities and cultural and personal values Understanding how to develop our capabilities and interests Demonstrating behaviours that reflect a positive attitude about ourselves Understanding what influences our behaviours and attitudes Building the understanding and ability to give and receive feedback	Interpersonal and group communication skills Wanting to help, work or collaborate with others Being able to relate to people of diverse cultures appropriately Understanding the importance of positive relationships in our lives Being able to express ideas and personal feelings in an appropriate manner Knowing how to deal with peer pressure and solve interpersonal problems	Understanding that our motivation and aspirations will change as we go through physical and psychological changes Being aware of how mental & physical health impact upon our life, learning and work decisions Knowing how to adapt to changes in all areas of our lives Knowing when to ask for help and how to go about it

Y7 & 8	Build and maintain a positive self-concept	Interact positively and effectively with others	Change and grow throughout life
Students will	Self-concept Demonstrate characteristics and understanding of a positive self-concept	Interactions with others Develop and demonstrate skills in interacting positively with others	Change and growth Demonstrate knowledge of the importance of change and growth as part of life
	Personal interests, qualities and strengths Explore and demonstrate awareness of their qualities, strengths and career possibilities	Cultural awareness Demonstrate knowledge and appreciation of diverse cultures	

EXPLORING OPPORTUNITIES
1. Young people need to be able to investigate opportunities in learning and work, and relate them to themselves
2. A career education programme will assist students to develop the following competencies

Related Key Competencies	Participate in lifelong learning to support life and work goals	Locate information and use it effectively	Understand the relationship between work and society and the economy
Thinking Using languages symbols and texts Relating to others	Understanding the role of learning in our careers and lives Understanding how our interests, knowledge, skills attitudes and values can be transferable to various work roles Understanding the realities and requirements of various education, training and work settings Knowing about learning opportunities and how these will change over time	Knowing where and how to access and use reliable career information Knowing how to use school and community resources to learn about work roles Knowing how to interpret and use labour market information	Understanding how work contributes to our community and society Understanding the effect of work on people's lives Determining the value and importance of work for ourselves Understanding the concept of the "global economy" and its impact on individuals and society

Y7 & 8	Participate in lifelong learning to support life and work goals	Locate information and use it effectively	Understand the relationship between work and society and the economy
Students will	**Benefits of educational achievement** Demonstrate knowledge of the connections between educational achievement & career opportunities	**Using career information** Demonstrate skills in locating, understanding and using career information on different jobs	**Rights. Roles and responsibilities** Demonstrate awareness of the importance of personal responsibility in life
	Lifelong learning Develop the understanding of the relationship between learning and work		**Work, society and the global marketplace** Demonstrate understandings of how work contributes to society
			The changing world of work Demonstrate awareness of changes in the nature of work, including changes in gender roles

DECIDING AND ACTING

1. Young people need to be able to make and adjust their plans, to manage change and transition, and to take appropriate action
2. These competencies combine the outcomes from the two aims in 2003 edition, Making Decisions and Planning & Taking Action
3. A career education programme will assist students to develop the following competencies

Related Key Competencies	Make and review learning and career plans	Make life and career enhancing decisions	Act appropriately to manage their own career
Thinking Participating and contributing	Understanding the importance of goal setting Being able to set ambitious but realistic career goals Being able to develop and implement short-term plans Being able to revisit career plans on a regular basis	Understanding that our career path reflects a series of choices Being able to explore alternatives in decision-making situations Demonstrating the skills, knowledge and attitudes required to assess career opportunities Being aware of what might make it hard to attain our goals and planning strategies to overcome problems Being able to evaluate the impact of our decision on ourselves and others	Understanding how positive attitudes are important to our career building process Knowing how to apply coping strategies during transition periods Applying for and securing places in chosen learning or work situations Communicating effectively in portfolios, applications, CVs and face-to-face interactions Gaining support from family and whanau, peers and community organisations

Y7 & 8	Make and review learning and career plans	Make life and career enhancing decisions	Act appropriately to manage their own career
Students will	**Setting goals and planning** Develop goals and aspirations Develop understanding of planning to achieve goals	**Decision-making skills** Develop and demonstrate skills in decision making	**Transition** Develop skills and strategies for adjusting to new learning environments Demonstrate awareness of subject options at secondary level
		Independence and interdependence Demonstrate awareness of the influence of whanau on decisions and plans	**Job search** Gather information, including on extra-curricular activities, for future CV development

WHAT DOES THIS LOOK LIKE AT GIS?

- Use "career quest" on-line
- Guest speakers at assembly sharing their career
- Inviting parents into class to share their careers and allowing students to ask questions; parents input into the careers topic
- Discussions about transition to High Schools, open days, career choices etc
- Projects in class focussed on students interests, strengths, and potential career options
- Going to Technology classes at school opens their eyes to skills needed for potential careers
- Goal setting discussions
- Opportunities, such as taking part in a large scale production, leading or linking to acting, directing, becoming technicians
- Integrated into classroom programmes eg Olympic Games – associated jobs from building to feeding athletes
- Practising C.V.'s
- Opening students minds to myriad of opportunities – choose a career and research aspects of that career
- Investigate job data bases and "situations vacant" to find out where to look for jobs and what is available now
- Students inquire into "what careers might be available in the future" (reminding them that there will be jobs that haven't yet been discovered)