Jireh Christian School Curriculum

JIREH

FROM GOD, FOR GOD   I ATUA, HOKI ATUA

CONTENT

CURRICULUM

FOREWORD

Jireh **School** is an integrated non-denominational school of special Christian character that caters for students in Years 1-8. This document primarily references a Jireh context.

This document seeks to align Jireh School's special character and unique context with the intent of the New Zealand National Curriculum. It allows teachers the scope to design future classroom practice and planning. This curriculum document is a clear statement of what we deem important in education at Jireh School. It takes as its starting point a vision of our students as 'servant leaders in the Kingdom of God.' It includes a clear set of principles on which to base curriculum and school decision making around teaching and learning. It sets out values that are to be encouraged, modelled and explored. It defines five key competencies that are critical to sustained learning and effective participation in society as disciples of Jesus.

The Jireh School Curriculum states succinctly what each learning area is about and how learning is structured. The eight learning areas are brought together through Special Character Education which reflects the school's integrated status.

Although learning areas are outlined separately to maintain their unique identity, in practice there will be an emphasis on seeking natural connections between learning areas. An inquiry model set in real life contexts will provide an integrated approach to learning, exploring future focussed issues and a commitment to teach from a Biblical worldview whilst being bi-culturally responsive.

The delivery of the curriculum will focus on teacher actions that promote learning for all students and, therefore, this document also outlines effective principles around teaching practice, assessment, resource selection and e-learning.

Teaching and learning is viewed as a mutually respectful, interactive process in keeping with the term Ako which indicates a mutuality in the teachers and students' roles, both are learners and teachers. Paramount to educational experiences is the relationship between student and teacher. Teachers intentionally establish and sustain relationships within which children feel valued and respected allowing students to operate from a position of strength and confidence, creating a learning climate which encourages the development of 21st century skills; creativity, innovation, experimentation, risk taking, problem solving, collaboration and critical thinking. We endeavour to provide and support a learning environment that ignites a passion for learning where students' passions, interests and unique strengths are nurtures and developed, giving every opportunity for high personal achievement.

At Jireh, the learning programmes acknowledge the bi-cultural foundations of Aotearoa New Zealand and reflect the Treaty of Waitangi principles of; Participation, Protection and Partnership. All students will have the opportunity to acquire knowledge of te reo Maori me ona tikanga.

Jireh School has a Special Character which has its roots firmly grounded in a biblical worldview philosophy which informs the curriculum content and practice. This is a unique Christian community of learning made up of students from a wide range of backgrounds and cultures. Students travel to Jireh School from a number of suburbs within a 50-km radius. Jireh School has a wonderful history and well-established traditions which have come from two Christian communities of learning; Immanuel Christian School began in June 1986 as a private school on the current campus. Jireh School began as a home schooling endeavour in Kumeu, then developed into a small private school in 2000 operating out of the Kumeu Baptist Church. The school became state-integrated in 2006 as a satellite of KingsWay School. In 2009 the school outgrew the Baptist Church facilities and moved to Henderson, leasing land from Laidlaw college. Jireh School gained stand-alone status as a full primary at the start of 2018. Immanuel and Jireh have become one school with the unique opportunity of sharing expertise, resources and communities to form a new community of learning in Avondale.

Jireh School has strong community values. Parents are encouraged to be involved in the life of the school as much as possible. They are invited to contribute their thoughts and ideas in order to promote partnership and excellence within the school.

The school community is made up of a wide range of cultures. Each culture is valued and respected. The students at Jireh are encouraged to engage in their own culture and that of others in order to enhance the building of healthy and respectful communities. The students are presented with opportunities to serve and reach out to those in need locally and internationally. The curriculum reflects this inclusive and outward focussed approach where the value of the individual is nurtured and developed, finding significance in servant leadership.

Curriculum design and review is an ongoing, cyclic process. This document, printed in 2017 will be revised again in 2020.

CURRICULUM DELIVERY

National Administrative Guidelines 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in the New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff is required to:

(a) develop and implement teaching and learning programmes:
   i.   to provide all students in years 1-8 with opportunities to achieve for success in all areas of the National Curriculum;
   ii. giving priority to student achievement in literacy and numeracy
   iii. giving priority to regular quality physical activity that develops skills for all students

(b) through a range of assessment practices, father information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

   student achievement in literacy and numeracy, especially in years 1-8; and then to the breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum and the scope of The National Curriculum as expressed in the New Zealand Curriculum or Te Marautanga o Aotearoa;

(c) on the basis of good quality assessment information, identify students and groups of students:

   who are not achieving;
   who are at risk of not achieving;
   who have special needs, (including gifted and talented students); and
   aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students; and

(f) provide appropriate career education and guidance for all students in year 7 and 8, with a particular emphasis on specific career guidance for those students 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.

CURRICULUM DELIVERY

National Administrative Guidelines 2

Each board of trustees, with the principal and teaching staff, is required to;

    (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for the curriculum, National Standards, assessment and staff professional development;

    (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and

    (c) report to students and their parents on the achievement of individual students, and to the school's community in the achievement if students as a whole and of groups, (identified through NAG 1 (c) above) including the achievement of Maori students against the plans and targets referred to in 1(e) above.

National Administrative Guidelines 2 A

Where a school has students enrolled in Years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

    (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;

    (b) report school- level data in National Standards in the board's annual report under three headings;
        school strengths and identified areas for improvement
        the basis for identifying areas of improvement; and
        planned actions for lifting achievement.

        In addition to its inclusion in the board's annual report, the NAG 2A (b)information is required to be provided to the Secretary of Education at the same time as the updated school charter under NAG 7.

    (c) Report in the board's annual report on:
        The numbers and proportions of students at, above, below or well below the National Standrads, including by Maori, Pacifica, Asian, gender and by year level (where this does not breach an individual's privacy); and
        how students are progressing against National Standards as well as how they are achieving.

        In addition to its inclusion in the board's annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under the NAG 7.

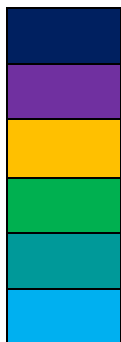   (d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

The Board of Trustees will give effect to this policy through the implementation of the Jireh School Curriculum Document

This policy was formally adopted by the Jireh School Board of Trustees on   Date: _____

Signed :   (Chairperson, Board of Trustees
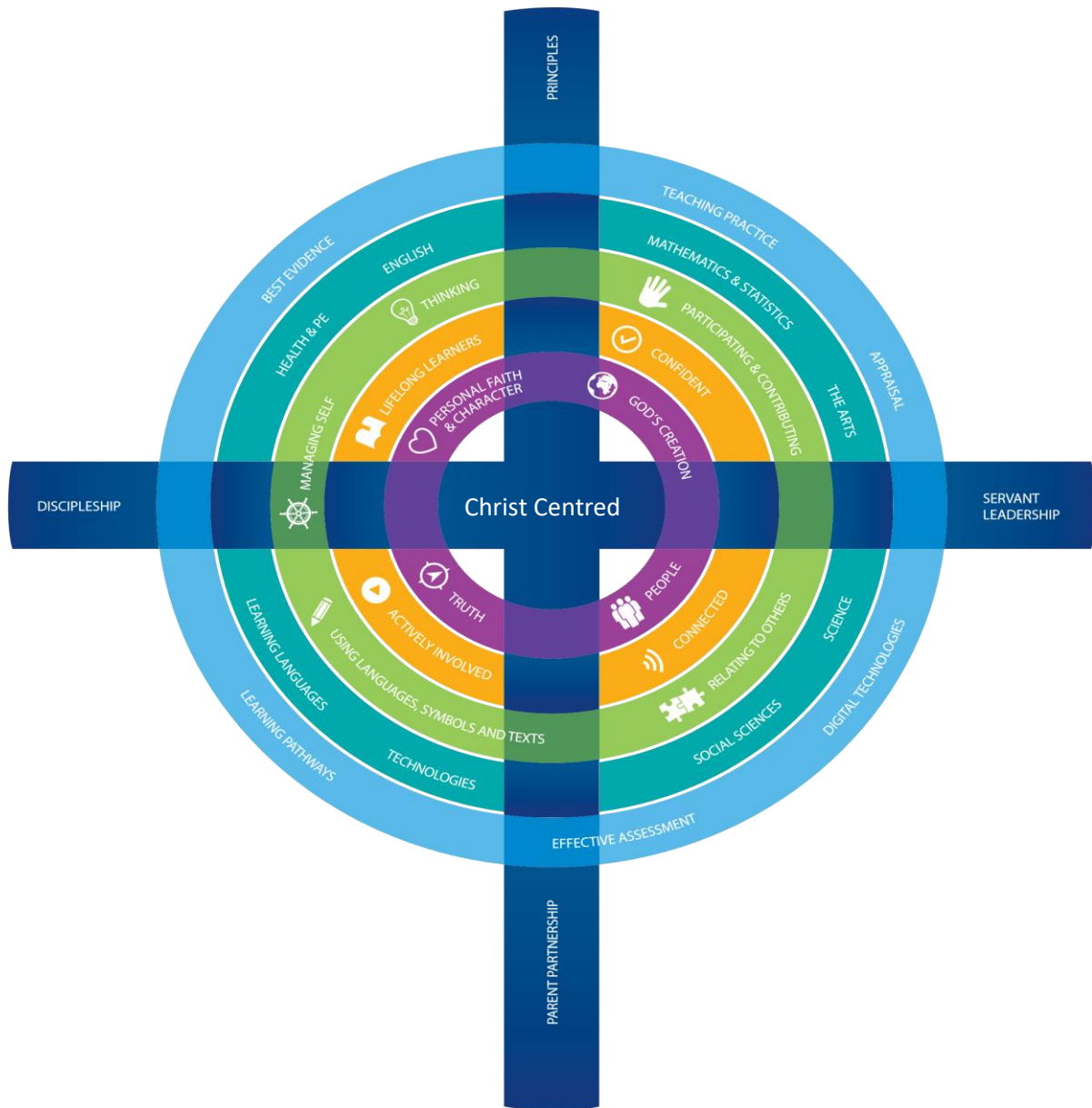
Special Character: The reason why we exist as an integrated school

Values: Underpinning all learning these are to be modelled, explored and encouraged

Vision: What we desire for our students

Key Competencies: Essential to learning and growth for all students

Learning Areas: Eight distinct yet connected areas of learning

Pedagogy: Connecting the areas of best practice to inform our teaching and learning

Vision Statement

"We are a Christ centred community where learners are nurtured to glorify God."

Mission Statement

Jireh School has:

- A curriculum that is Bible-based and Christ centred
- A partnership with parents/whanau to nurture their children
- Students who are equipped to positively impact the world
- An inclusive community that honours cultural diversity
- An environment which challenges learners to faithfully develop their giftings
- A collaborative culture of excellence
- A culture of prayer

Jireh School is a non-denominational Christian school established in 2018 by The KingsWay Trust. The school was founded to work in partnership with Christian parents to fulfil their responsibility for the education of their children by providing a Christ-centred learning environment based on Biblical truth and practice as recognised by adherents of the evangelical Christian faith.

These Biblical truths and practices, which are summarised in the school's Statement of Faith, recognise:

- God's purposes as revealed in the Scriptures and in the risen Lord Jesus Christ
- That all truth finds its meaning and centre in God; that God gives purpose and hope to individuals as well as to His creation by virtue of the redemptive work of Jesus Christ; a mission perspective involving a radical, personal commitment to seeing the Kingdom of God extended
- Prayer as a key tool in learning, inviting the Holy Spirit into every learning situation

These Biblical beliefs encompass all aspects of the school and permeate the curriculum, including all of the New Zealand Curriculum statements which are presented within this Biblical world view. It is expected that all members of the school community will demonstrate commitment to these Biblical beliefs and be role models of these.

The purpose of the school, in partnership with parents, is to develop the abilities and character of young people who:

- Will develop a Christ-like character as taught in the Bible
- Recognise that God calls His people to claim the whole of human life for Jesus Christ as they spread the Good News of His saving Grace
- Have a Christian vision and are equipped to become Godly leaders in the fields of their giftings and abilities
- Will live virtuous lives and exemplify Biblical values in every area of life, personal, family and in the pursuit of social peace, just government, responsible citizenship and compassionate neighbourliness.
- Will develop their academic abilities in balance with their other abilities and character

The School promotes this by:

• Recognising that parents in partnership with the school need to be involved and are responsible for their child's education

• Employing only qualified staff who have a genuine commitment to Jesus Christ and who model a Christian lifestyle

• Providing equal learning opportunities for students from all socio-economic backgrounds

• Creating an environment where a sincere desire to know God is fostered

• Enabling children to personally adopt a Biblical Christian Worldview in knowledge, understanding and life applications

• Fostering character, wisdom and knowledge by means of the curriculum and school culture

• Using teaching and learning strategies that challenge students to achieve to individual potential

• Actively pursuing opportunities for young people to serve, bless others and share their faith in the wider community

• Encouraging students to view their education as an aspect of preparation for fulfilling God's purpose in their lives

STATEMENT OF FAITH

Jireh School is non-denominational. Whilst teachers and school families represent many different Christian congregations, we hold to the following truths:

• We believe in the Triune God, eternal in three persons, Father, Son and Holy Spirit One God, the only living and true God, the Creator of Heaven and Earth

• We believe in Jesus Christ, the only begotten Son of the Father; who He was conceived by the Holy Spirit, born of a virgin, crucified, died and was buried, was resurrected from the dead and ascended into Heaven; that He is presently at the right hand of God the Father as Prophet, Priest and King and will personally return to earth in power and glory to judge the living and the dead

• We believe that the Holy Scriptures of the Old and New Testaments as originally given are the inspired and infallible record of the Revelation of God to man, and are the supreme authority in all matters of life and faith

• We believe in the sovereignty of God in creation, providence and redemption

• We believe God's acts of creation, and not evolution, are responsible for the origin of all things, and that creation according to the Biblical record is an historical event

• We believe in the providence of God whereby He upholds the universe, governs the world, supplies the needs of His creatures and brings His will to pass

• We believe that man was created in the image and likeness of God to have dominion over the Earth and to do all things to the glory of God

- We believe in man's universal fall into sin through Adam's transgression and in his subsequent guilt, depravity, judgment and condemnation

- We believe in the free offer of salvation to all men and the necessity of faith in the Lord Jesus Christ to be saved

- We believe that to those who believe, God imputes righteousness – not on account of their faith or good works but because of God's grace

- We believe in the necessity of the work of the Holy Spirit to apply the benefits of Christ's redemption to individual sinners, working in them at times regeneration, faith, repentance, sanctification, and glory to God

- We believe the Holy Spirit's indwelling of the believer begins at regeneration and enables the believer to continuously die unto self and be forgiven for sin and to live unto righteousness

- We believe in one Holy, universal Church, the Body of Christ, to which all God's redeemed people belong and in which they are united through the Spirit

Jireh School Motto:

"From God, for God"   *"I Atua hoki Atua "*

Policy on Curriculum

RATIONALE

Jireh School will foster achievement by providing a balanced curriculum in accordance with our Special Character and the National Curriculum Guidelines.

PURPOSES

- To recognize that each child has individual talents and ways of learning. Each child is created as a unique person by God and our aim is to help them become a whole person in Christ

- To provide learning programmes that help children reach their potential and that meet their learning needs

GUIDELINES

- The school will:

  - Provide balanced programmes which are consistent with our Special Character and the New Zealand Curriculum or Te Marautanga o Aotearoa

  - Implement programmes which address the learning needs of students and identify, analyse and implement strategies which address barriers to learning and achievement

  - Monitor student progress against the national achievement expectations

  - Assess student achievement, maintain individual records and report on student progress

- The school will have written procedures which are actively practised and regularly reviewed for compliance

- Compliance reporting is documented in National Administration guidelines

OUTCOMES FOR JIREH GRADUATES

"The outcomes for Jireh graduates is that they may be Christ centred, confident, connected, contributing, continually learning."

These form our Jireh Christian School Values

The principles set out below embody beliefs about what is important and desirable at Jireh School. They underpin all school decision making. Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised at Jireh School; they are particularly relevant to the processes of planning, prioritising and review. The values are part of the everyday curriculum – encouraged, modelled and explored.

All of the curriculum is consistent with these twelve principles:

CENTRALITY OF GOD AND THE BIBLE
The Triune God has the pre-eminent place in the life of the Christian. The Bible, given by God, is divinely inspired and is trustworthy and authoritative for all of life. Christian education must ensure that students learn about the world from a Biblical worldview.

THE IMPORTANCE OF KNOWLEDGE, UNDERSTANDING AND WISDOM
Wisdom, understanding and knowledge provide practical guidance for everyday living. These components form the basis for effective action in all areas of life.

RESPONSIVE DISCIPLESHIP
It is important that teachers need to clearly understand, teach and model lives based on the principles in the Bible and, therefore, require ongoing professional development in this regard. Christian education is not just an introspective activity. At Jireh School we seek to disciple and equip young people to share God's dynamic message of hope, peace and love. The staff seek to encourage students to discover God's purpose for them personally, the world in which they live and their vocation.

PARENT PARTNERSHIP
God has given to parents the primary accountability for the educational nurture of their children. Jireh School partners with parents and involves the wider community in assisting them in carrying out this responsibility.

HIGH EXPECTATIONS
The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances

LEARNING TO LEARN
The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

TREATY OF WAITANGI
The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Maori me ona tikanga.

COMMUNITY ENGAGEMENT
The curriculum has meaning for students, connects with their wider lives and engages the support of their families, whanau and communities.

CULTURAL DIVERSITY
The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

COHERENCE
The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways to further learning.

INCLUSION
The curriculum is non-sexist, non-racist and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.

FUTURE FOCUS
The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalisation.

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Every decision relating to curriculum and every interaction that takes place in the school reflects the values of the individuals involved and the collective values of the institution. These values will be encouraged, modelled and explored.

WHAT WE VALUE:

Christ Centred | Be able to:

- Actively demonstrate the fruit of the Spirit
- Make decisions based on a Biblical world view
- Be an authentic disciple of Christ
- Live to please God through excellence

CONFIDENT | Be able to:

- Share your faith with others.
- Be an independent, assessment capable learner
- Have a strong cultural and spiritual identity
- Be an effective communicator

CONNECTED | Be able to:

- Seek to serve the community and be inclusive
- Collaborate
- Respect, appreciate and discern the ideas and cultures of others.

CONTRIBUTING | Be able to:

- Think critically and be engaged
- Be good citizens showing care for others
- Be actively involved in solving real life problems

CONTINUALLY LEARNING | Be able to:

- Be a problem solver
- Persevere
- Be resilient
- Respond to changing world
- Develop giftings faithfully

HOW WE VALUE:

Values are only significant if they are outworked practically. The Jireh community is encouraged to practise these values:

- **IN RELATIONSHIP WITH OTHERS.** The love of Christ compels us to love God and people.

- **WITH CREATIVITY.** Our values are expressed in the way we reflect God's creative nature.

- T**HROUGH SERVICE.** In putting the needs of others before their own, the students are living in obedience to God. (1 Peter 2:13-21) **Through their learning experiences, students will learn about:**

- Their own values and those of others

- Different kinds of values, such as moral, social, cultural, aesthetic and economic values

- The values on which New Zealand's cultural and institutional traditions are based

- The values of other groups and cultures

Through their learning experiences, students will develop their ability to:

- Express their own values

- Explore, with empathy, the values of others

- Critically analyse values and actions based on them

- Discuss disagreements that arise from differences in values and negotiate solutions

- Make ethical decisions and act on them

WHY WE VALUE

We value because:

- We honour God as we "…seek first His Kingdom and His righteousness…" (Matthew 6:33 NIV)

- We love God, others and ourselves in obedience to the greatest of all commandments: "Love the Lord your God with all your heart, with all your soul, and with all your mind." (Matthew 22:37 NIV)

- We embrace Biblically centred values which underpin all knowledge, understanding and learning

CHRIST CENTRED EDUCATION

IN ENGLISH students study, use and enjoy language and literature communicated orally, visually or in writing.

IN THE ARTS students explore, refine and communicate ideas as they connect thinking, imagination, senses and feelings to create works and respond to works of others.

IN HEALTH AND PHYSICAL EDUCATION students learn about their own well-being and that of others and society, in health related and movement contexts.

IN TECHNOLOGY students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

CHRIST CENTRED EDUCATION

IN LEARNING LANGUAGES students learn to communicate in an additional language, develop their own capacity to learn further languages and explore different worldviews in relation to their own.

IN SOCIAL SCIENCES students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens.

IN MATHEMATICS AND STATISTICS students explore relationships in quantities, space and data, and learn to express these relationships in ways that help them make sense of the world around them.

IN SCIENCE students explore how both the natural and physical world and science itself work so that they can participate as critical, informed and responsible citizens in a society in which science plays a significant role.

KEY COMPETENCIES

"The competencies also draw on knowledge attitudes and values in ways that lead to action"

The Jireh School Curriculum identifies five key competencies, as listed below. Students will use these competencies to live, learn, work and contribute as active members of their communities. More complex than skills, the competencies also draw on knowledge, attitudes and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area and, therefore, need to be prioritised in planning and teaching.

The development of the competencies is both an end in itself, (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them e.g. the Bible, knowledge, tools and skills. Students need to be challenged and supported to develop them in contexts that are increasingly wide ranging and complex.

KEY COMPETENCIES

Students will be equipped with the knowledge, skills, values and attitudes in the following key competencies:

MANAGING SELF:

- Demonstrates knowledge of when to lead, when to follow and when to act independently
- Employs strategies for meeting challenges
- Establishes personal goals, plans and manages projects
- Sets challenging standards
- Is enterprising, resourceful, reliable and resilient
- Exhibits a Godly motivation with a 'can do' attitude
- Demonstrates a desire to be an able and effective learner

KEY COMPETENCIES

RELATING TO OTHERS:
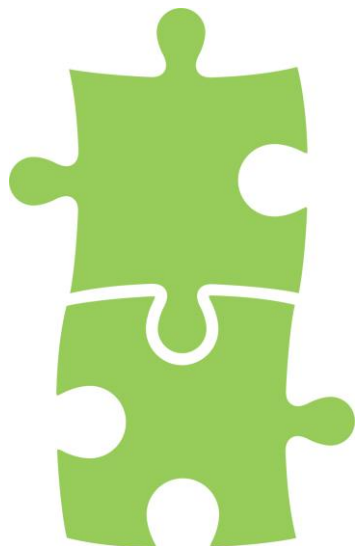
- Interacts effectively with diverse people in different contexts
- Demonstrates active listening skills
- Recognises different points of view
- Demonstrates effective negotiation skills
- Shares ideas and communicates their faith
- Is open to new ideas while demonstrating discernment
- Has awareness of how words and actions affect others
- Cooperates effectively to develop ideas, strategies and thinking
- Balances competition with cooperation

PARTICIPATING AND CONTRIBUTING:

- Is actively involved in the community
- Contributes appropriately as a group member
- Makes connections with others
- Creates opportunities for others in a group
- Balances privileges, roles and responsibilities

KEY COMPETENCIES

THINKING:

- Uses creative, critical and reflective processes to inform decision making
- Actively seeks to use and create knowledge for good
- Reflects on their own learning (metacognition)
- Asks questions for the purpose of extending knowledge and understanding
- Challenges the basis of truth, assumptions and perceptions
- Draws on personal knowledge, wisdom and a deep-seated reliance on God
- Is intellectually curious

USING LANGUAGE, SYMBOLS AND TEXTS:

- Interprets and uses words, number, images, movement, metaphor in context
- Confidently uses ICT to access information and communicate with others
- Recognises how choices of language affect people's understanding or responses
- Competently studies and applies the Bible as a foundation text

PLANNNING CONSIDERATIONS

Contents:

- Timetabling and Programme Balance
- Programme Planning
  - School-wide Termly Theme
  - School-wide Values and Key Competencies
- Standardised Planning Formats

Timetabling and Programme Balance

The core subjects, writing, reading and mathematics are timetabled before the lunch break, for four days a week. After lunch break other subjects are timetabled. The afternoon timetable consists of physical education one to twos day a week, inquiry learning two times a week and The Arts including drama, music, dance and visual arts once a week. Each term has a different Arts focus. Kapa haka runs throughout the year.

Programme Balance Expectations Year 1-6

Reading/Writing, Mathematics and	4 sessions X 50-60 minutes
Inquiry (topic studies, an integration of Social Studies, Science, Technology, Health)	2 sessions X 40 minutes
Physical Education	1 session X 60 minutes
The Arts	1 session X 60 minutes
Kapa Haka	1 session X 30 minutes
Te Reo Maori	1 session X 15-30 minutes
Fitness	3 sessions X 20 minutes
Devotions/Assembly	4 sessions X 20 Minutes and 1 hour Special assembly

PLANNNING CONSIDERATIONS

Programme Balance Expectations Year 7-8

Mathematics	4 sessions X 50-60 minutes
Reading, Writing and Inquiry	4 sessions X 50-60 minutes
(topic studies, an integration of Social Studies, Science, Technology, Health)	
Physical Education	2 sessions X 60
The Arts	2 session X 60 minutes
Kapa Haka	1 session X 30 minutes
Te Reo Maori	1 session X 15-30 minutes
Technology	2 sessions X 60 minutes
Digital Technology	1 hour X 60 minutes
Other language	1 session X 30 mins
Fitness	3 sessions X 20 minutes
Devotions/Assembly	4 sessions X 20 Minutes and 1 hour Special assembly
Careers	1 session X 1 hour

Education Outside The Classroom

When planning programmes, teachers select EOTC experiences and invite guest speakers and members of the community to enhance learning experiences.

Standardised Planning Formats

For reasons of consistency, teachers will utilise standardised planning formats that are held on

WHAT IS ENGLISH ABOUT?

English is the study, use and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Understanding, using and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning.

WHY STUDY ENGLISH?

The teaching of English at Jireh School is to enable students to:

- Read, write and speak effectively

- Enjoy English and to communicate with God and others

- Develop excellence in oral, visual and written English as texts increase in complexity

Specific Principles that guide the teaching and learning of English at Jireh School

- English will be taught from the perspective that its various elements, oral, written and visual communication are God-given and need to be powerfully developed for His purpose and plan

- The Bible as God's Word is to be a constant reference point in the planning and teaching of courses

- The choice of texts to study will allow for students to explore the nature of truth

  The study of English serves to communicate the concept of the power of words as creative and empowering or, if negatively used, destructive tools

- Presentation of material will constantly remind students that the skills and abilities the school seeks to develop are for the overall good of the individual, society and humanity as a whole

- The school recognises the persuasive nature of language and the course seeks to enable students to recognise the message of humanism, post modernism and subjectivism commonly encountered in media and popular texts

- The English course will seek, in line with the National Curriculum, to equip students with the necessary discernment and skills to manage the pressures of the wider world and to succeed beyond their time at school

- The English course will encourage students to celebrate the gift of language in various creative ways such as writing, speaking and performing creatively

- The teaching of English will always seek to integrate and affirm the language skills covered by other subject areas

- The pedagogy of English teaching will link meaningfully with the key competencies of the curriculum as these are interpreted in terms of the mission statement of Jireh School.

Learning for the most part occurs as students use language and as they speak, listen, read, write, observe and reflect upon the processes of their own learning. Learning best takes place in the context of activities that are enjoyable and appropriate to the students' needs, interests and capabilities. These activities should include everyday communication and personal expression, both formal and informal using literature and the media.

As values are inextricably embedded in language, Christian teachers should recognise that their faith will inevitably disclose itself in all forms of language activity. The English language is our main form of communication; therefore, it is important that students develop a command of English in all its forms.

HOW IS THE LEARNING AREA STRUCTURED?

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which students are primarily:

- **MAKING MEANING** of ideas or information they receive, (Listening, Reading and Viewing)

- **CREATING MEANING** for themselves or others (Speaking, Writing and Presenting)

The achievement objectives within each strand suggest progressions through which most students move as they become more effective oral, written and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills and understanding related to:

- Text purposes and audiences
- Ideas within language contexts
- Language features that enhance texts
- The structure and organisation of texts

Media Studies. Made in the image of our Creator, we have a yearning to both create and be entertained by narrative. People immerse themselves in story. The purpose of offering Media Studies is that students enjoy and engage in cinema and storytelling mediums not just as "diversion" but with discernment, engaging the culture around them and reflecting on how that distorts and reflects the larger narrative of our lives.

ESOL is also available to some of our students throughout the school. Students are taught through programmes according to their individual needs. The aim of the course is to enable students of other languages to gain confidence in English as a second language. The students will be able to develop their thinking, knowledge and language skills.

WHAT ARE THE ARTS ABOUT?

The Arts are powerful forms of expression that recognise, value and contribute to the unique special character of Jireh School. The Arts have their own distinct languages that use both verbal and nonverbal conventions, mediated by selected processes and technologies. Through movement, sound and image, the Arts transform people's creative ideas into expressive works that communicate layered meanings.

WHY STUDY THE ARTS?

Arts education explores, challenges, affirms and celebrates unique artistic expressions of God, self, community and culture. God the Creator has gifted men and women with various creative skills, gifts, insights and abilities in order to bring worship and glory to Himself. Communication through the Arts is used by Christians to express their faith and share God's message with the community. Learning in, through and about the Arts stimulates creative action and response by engaging and connecting thinking, imagination, senses and feelings. As students express and interpret ideas within creative, aesthetic and technological frameworks, their confidence to take risks is increased. It is, however, essential that the students develop an awareness of the worldviews expressed within the Arts' world and be able to develop a Godly wisdom that helps them to align their own artistic endeavours within a Biblical framework.

In the Arts, students learn to work both independently and collaboratively to construct meanings, produce works and respond to and value others' contributions. They learn to use imagination to explore multiple solutions to a variety of situations.

Arts education values students' experiences and cultures and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Students are encouraged to develop perseverance as they seek to overcome creative challenges. A spirit of excellence is also promoted as students craft their artistic expression and seek to glorify God with the creative gifts He has given them.

HOW IS THE LEARNING AREA STRUCTURED?

The Arts' learning area comprises four disciplines: dance, drama, music and visual arts. Within each, students develop literacies as they build on skills, knowledge, attitudes and understandings at each of the eight levels of the curriculum. Through Arts' practices and the use of traditional and new technologies, students' artistic ideas are generated and refined through cycles of action and reflection.

Each discipline is structured around four interrelated strands:
Understanding the Arts in Context, Developing Practical Knowledge in the Arts, Developing Ideas in the Arts, and Communicating and Interpreting in the Arts. The achievement objectives for each discipline reflect its distinct body of knowledge and practices. By building on and revisiting learning from previous levels, Arts programmes in each discipline provide progressions of learning opportunities in all four strands. This spiral process ensures that students' learning is relevant, in-depth and meaningful. Over the course of Years 1–8, students will learn in all four disciplines. In Years 9–10, they will learn in at least two. Students in Years 11–13 may specialise in one or more of the disciplines or undertake study in multimedia and other new technologies.

- **DANCE**

Dance is expressive movement that has intent, purpose and form. In dance education, students integrate thinking, moving and feeling. They explore and use dance elements, vocabularies, processes and technologies to express personal, group and cultural identities to convey and interpret artistic ideas and to strengthen social interaction. Students develop literacy in dance as they learn about and develop skills in performing, choreographing and responding to a variety of genres from a range of historical and contemporary contexts.

- **DRAMA**

  Drama expresses human experience through a focus on role, action and tension, played out in time and   space. In drama education, students learn to structure these elements and to use dramatic conventions, techniques and technologies to create imagined worlds. Through purposeful play, both individual and collaborative, they discover how to link imagination, thoughts and feelings. As students work with drama techniques, they learn to use spoken and written language with increasing control and confidence and to communicate effectively using body language, movement and space. As they perform, analyse and respond to different forms of drama and theatre, they gain a deeper appreciation of their rich cultural heritage and language and new power to examine attitudes, behaviours and values. By means of the drama that they create and perform, students enrich the cultural life of their schools, family and communities while reflecting their spiritual values and principles.

- **MUSIC**

  Sound from natural, acoustic and digital environments is the source material for expressive ideas in music. Music is a fundamental form of expression, spiritually, personally and culturally. As students engage with and develop knowledge and deeper understandings of music, they draw on cultural practices and on histories, theories, structures, technologies and personal experience. Students have rich opportunities to further their own creative potential. Students develop literacies in music as they listen and respond, sing, play instruments, create and improvise, read symbols and notations, record sound and music works and analyse and appreciate music. As students learn to communicate musically with increasing sophistication, they lay a foundation for lifelong enjoyment and participation in music.

- **VISUAL ARTS**. Through engaging in the visual arts, students learn how to discern, participate in and celebrate their own and others' visual worlds. Visual arts learning begins with children's curiosity and delight in their senses and stories and extends to communication of complex ideas and concepts. An understanding of Maori visual culture is achieved through exploration of Maori contexts. The arts of European, Pasifika, Asian, and other cultures add significant dimensions to New Zealand visual culture. In visual arts education, students develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile and spatial ideas to solve problems. They explore experiences, stories, abstract concepts, social issues and needs, both individually and collaboratively. They experiment with materials, using processes and conventions to develop their visual enquiries and create both static and time-based art works. They view art works, bringing their own experiences, sharing their responses and generating multiple interpretations. Their meaning making is further informed by investigation of the contexts in which art works are created, used and valued. As they develop their visual literacy, students are able to engage with a wider range of art experiences in increasingly complex and conscious ways. The visual arts develop students' conceptual thinking within a range of practices across drawing, sculpture, design, painting, print making, photography and moving image. Art history may include a study of theories of the arts, architecture and design. Theoretical investigations also inform practical enquiry. Opportunities to explore and communicate in the visual arts continue to expand as technologies and multi-disciplinary practices evolve.

HEALTH AND PHYSICAL EDUCATION

WHAT IS HEALTH AND PHYSICAL EDUCATION ABOUT?

In Health and Physical Education, the focus is on the well-being of the students, of other people and of society through learning in health-related and skill based contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

- Well-being that includes the dimensions spiritual wellbeing, mental and emotional, (thoughts, feelings, behaviour), physical and social, 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 God, the individual, others and society

- Health promotion – a process that helps to develop and maintain supportive physical, spiritual, and emotional environments and which involves students in personal and collective action

WHY STUDY HEALTH AND PHYSICAL EDUCATION?

The rationale for Health and Physical Education at Jireh School is based on 1 Corinthians 6: 19-20 and Luke 2:52. The Bible tells us that our bodies are temples of the Holy Spirit (1 Corinthians 6: 19-20). Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own, you were bought at a price. Therefore, honour God with your body.

Our responsibility is to be a good steward of the body God has given us. Overall, we are spiritual beings in which the Holy Spirit dwells. We need to teach students the importance of looking after themselves and others in order to honour God. This in turn brings fulfilment physically, mentally, emotionally, socially and spiritually. All of these areas of wellbeing are encompassed within our relationship with God and others.

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Therefore, we encourage students to grow:

- **IN WISDOM.** By developing values, attitudes, knowledge and discernment, which allow students to make wise and informed lifetime decisions related to health, lifestyle, physical activity and development.

- **IN STATURE.** By promoting an active, healthy lifestyle involving sport and games, personal fitness habits and movement skills.

HEALTH AND PHYSICAL EDUCATION

- **IN FAVOUR WITH GOD AND MAN.** By encouraging students to develop a right relationship with God and with others and developing in students a healthy and confident understanding of themselves and others as having been created in God's image. Students develop resilience and a sense of personal and social responsibility within their communities.

HOW IS THE LEARNING AREA STRUCTURED?

The learning activities in Health and Physical Education arise from the integration of the four concepts above, the following four strands and their achievement objectives and seven key areas of learning

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. All seven areas will reflect a biblical worldview and will be included in teaching and learning programmes.

Health and Physical Education encompasses two different but related subjects: health education and physical education. These subjects share a conceptual framework and achievement objectives.

LEARNING LANGUAGES

WHAT IS LEARNING LANGUAGES ABOUT?

Learning Languages provides a means of communicating with people from another culture and exploring one's own personal world. It also gives students linguistic skills to equip them for varied callings from God in the world of work and missions. Learning languages develops awareness, understanding and sensitivity to languages, people and cultures.

WHY STUDY A LANGUAGE?
Learning a language can:

- Extend students' linguistic and cultural understanding and their ability to interact appropriately with other speakers.

- Discourage prejudice, racism or cultural arrogance by exposing students to linguistic and cultural diversity, viewed within the context of God's love for all peoples.

- Introduce students to new ways of thinking about, questioning and interpreting the world or their place in it.

- Develop students' responsiveness to God as they come to appreciate language as a part of His creation and as something to be used to His glory and in His service. Help equip students to carry the word of God to those of other language groups (whether locally or abroad) in these peoples' own languages and developing an understanding of and commitment to mission.

"Oral, written and visual communication are God-given and need to be developed"

HOW IS THE LEARNING AREA STRUCTURED?

This learning area puts students' ability to communicate at the centre by making communication the core strand. As their linguistic and cultural knowledge increases, they become more effective communicators, developing the receptive skills of listening, reading and viewing in addition to the productive skills of speaking, writing presenting and performing.

The **COMMUNICATION STRAND** is supported by two further strands, which are directed specifically at developing the linguistic and cultural awareness needed for communicative competence

In the **LANGUAGE KNOWLEDGE STRAND**, students learn about the relationships between different words and structures, how speakers adjust their language when negotiating meaning in different contexts and how different types of text are organised. This Strand helps students to develop explicit knowledge of the

In the **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 these systems are expressed through language and cultural practices.

Languages will be taught from the perspective that its various elements, (oral, written and visual communication) are God given and need to be developed for His purpose and plan. Biblical principles are a constant reference point in the planning of courses.

MATHEMATICS AND STATISTICS

WHAT IS MATHEMATICS AND STATISTICS ABOUT?

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but involve different ways of thinking and solving problems. Both equip students with effective means for investigating, interpreting, explaining and helping them to make sense of the world in which they live.

Mathematicians and statisticians use symbols, graphs and diagrams to help them find and communicate patterns and relationships. They create models to represent both real-life and hypothetical situations.

These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental and economic contexts.

WHY STUDY MATHEMATICS AND STATISTICS?

Mathematics helps the students understand God's creation more fully, their role in it and how it can help them to fulfil God's calling.

Through the study of Mathematics and Statistics, students develop a sense of wonder at the nature of God as they become aware of the order, precision, design and constancy of creation through seeing patterns and relationships.

God has gifted the mind of mankind with the ability to reason logically in the abstract. Through the study and application of Mathematics and Statistics, students can develop their God-given gifts and abilities in logical thought, decision-making, discovering truth, problem-solving, creating and inventing.

Mathematics and Statistics presents the challenge of a way of thinking which encourages curiosity, exploration, discovery, risk taking, invention and working cooperatively. The field of Mathematics and Statistics in itself is a source of interesting and appealing puzzles and problems which challenge and exercise the human mind.

The study of Mathematics and Statistics contributes to the development of Biblical attitudes such as perseverance, discipline, diligence and the striving for excellence.

Within society the mastery of mathematical and statistical competencies is needed in order to cope with the demands of everyday life. Such demands include being mathematically and statistics literate, gaining the tools for future employment and developing the prerequisites for further education. The study of Mathematics and Statistics can assist students to be good stewards of God's creation, skilled and creative members of society, contributing to the development of their world.

A thorough understanding of Mathematics and Statistics is needed to equip students to handle related disciplines such as science and technology. To this end, Mathematics and Statistics is a precise means of communication, conveying a wide range of forms including figures, charts, graphs and diagrams.

MATHEMATICS AND STATISTICS

"Mathematics is a disciplined thought structure that describes both the numerical and spatial aspects of God's creational structure."

HOW IS THE LEARNING AREA STRUCTURED?

The achievement objectives are presented in three strands. It is important that students can see and make sense of the many connections within and across the strands.

- **NUMBER AND ALGEBRA** – Number involves calculating and estimating, using appropriate mental, written or electronic methods in flexible ways. It also involves knowing when to use estimation and discerning whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes and data.

- **GEOMETRY AND MEASUREMENT** – Geometry involves recognising and using the properties and symmetries of shapes and objects and describing position and movement. Measurement involves appropriate units and instruments to quantify and compare the attributes of objects. It also involves predicting and calculating rates of change.

- **STATISTICS** – Statistics involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems and communicating findings. Statistics also involves interpreting statistical information, evaluating and justifying results and dealing with chance, uncertainty and variability.

WHAT IS SCIENCE ABOUT?

Science is a way of investigating, understanding and explaining our natural world, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling and communicating and debating with others – in order to develop scientific knowledge, understanding and explanations. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.

WHY STUDY SCIENCE?

The teaching of Science at Jireh School is to enable students to: "discover the nature of God as evidenced in His creation"

The Science curriculum aims to:

- Develop a Knowledge and understanding of the universe God has created and to appreciate and wonder at the greatness and power of the Creator, God

- Identify and appreciate the order and purpose in the universe that God has created

- Stimulate curiosity about God's creation and experience the joy and excitement of discovery and investigation, through the development of skills of inquiry, organisation and analysis, problem solving and attitudes of open-mindedness and interest in the expanding world of knowledge and current scientific issues

- Encourage a responsible attitude toward God's creation and an understanding of the role of mankind in the proper management and sustainability of His creation

So that students will:

- Grow to know God more through the beauty, order and complexity of the created world

- Learn about God as Creator, Sustainer and God of power and energy.

- Be able to discuss issues related to applications of scientific discoveries from a biblical perspective

- Develop open and inquiring minds and use their God-given creativity in seeking solutions to problems

- Respond with awe at the wonderful universe God has made through praise and responsible stewardship

- Have an insight into the historical origins theory and scientific knowledge

- Develop the skills and knowledge required as a foundation for both further scientific studies and everyday life

- Demonstrate initiative, ingenuity and resourcefulness through observation, questioning, exploring, experimenting and making judgements

BIBLICAL TRUTHS RELATING TO SCIENCE

- God is the Creator of all things. (Genesis 1:1; Exodus 20:11; Ecclesiastes 11:5; Romans 1:20)

- God actively continues to sustain all things through time. (Colossians 1:16-17; Hebrews 1:3; Acts 17)

- God reveals His existence and character through creation. (Romans 1:20; Hebrews 3:3-4)

- The realm of creation has been damaged by the sin of mankind and is now subject to decay. (Genesis 3:17-19;)
- Creation brings praise and glory to God. (Psalm 103:20- 22; 107:15, 21,31; 111:2,4; 150:6)
- The First Commission to mankind was to rule over all the earth. (Genesis 1:26-28)
- The creation of God is orderly, purposeful and intelligible. (Psalm 119:90-91; 148:1-6; Ecclesiastes 1:4-7; Isaiah 45:18; Colossians 1:17)
- God has established laws beyond which creation may not pass. (Genesis 1:21-25; 8:22; Jeremiah 5:22)
- Although creation functions in predictable ways, God at times intervenes in an unpredictable fashion. (Exodus 14:21-22; Matthew 8:23-27
- The teaching of science finds support for scientific endeavour in the First Commission. (Genesis 1:26-28)

 (Source: C. Overman & D. Johnson, "Making the Connections", 2003)

THE GOALS OF TEACHING AND LEARNING SCIENCE

To investigate physical and living things as part of God's plan:

- To examine the physical and biological aspects of daily phenomena in experiential, practical ways
- To survey the basic concepts, structures and theories of science
- To investigate the complexity and unity of scientific aspects of reality with wonder and delight, as well as with perseverance and humility
- To recognise that: 1. the world is an ordered and consistent creation reflecting God's laws, and 2. Science is not religiously neutral- it is directed by scientists' worldviews values

To identify and experience God's unique calling for humans to develop science and technology as cultural activities that honour God and His creation:

- To understand and use science and its applications responsibly and form a biblical world view

- To recognise the important but limited place of science in society and develop a critical understanding of issues related to science

- To consider how brokenness in the world can be restored, at least in part, because through His Grace, God allows us to develop and use scientific investigation and application responsibly

VALUES TO BE INCLUDED THROUGH THE TEACHING OF SCIENCE

The values that guide scientific endeavour are also the basis of responsible Christian citizenship:

- Respect for evidence and the opinions of others
- Respect for living things and the environment
- Openness to new ideas
- Honesty in collecting and presenting data

HOW IS THE LEARNING AREA STRUCTURED?

THE NATURE OF SCIENCE – What Science is and how scientists work.

THE LIVING WORLD STRAND – Living things and how they interact with each other and the environment.

THE PLANET EARTH AND BEYOND – Interconnecting systems, the processes of the earth and other parts of solar system

T**HE PHYSICAL WORLD STRAND** – Explanations for a wide range of physical phenomena.

THE MATERIAL WORLD STRAND – Study of matter and the changes it undergoes.

The core strand, Nature of Science, is required learning for all students up to Year 8. The other strands provide contexts for learning. Over the course of Years 1–8, science programmes include learning in all four context strands.

WHAT IS TECHNOLOGY ABOUT?

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems, (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice. Quality outcomes result from thinking and practices that are informed, critical and creative.

Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Graphics and other forms of visual representation offer important tools for exploration and communication.

Technology is never static or neutral. Technology carries values embedded within it; it is influenced by and in turn impacts on the cultural, ethical, environmental, political and economic conditions of the day. Technology has the potential to transform thoughts, practices and communities.

WHY STUDY TECHNOLOGY?

God uniquely gifts individuals with creativity and technological ability (Exodus 35:34-35) which can be used in worship and can lead others to worship (1 Kings 5:17-18). God inspires technologically talented individuals (1 Chronicles 22:15-17).

Students need to learn about technology as a field of human activity, experiencing and exploring historical and contemporary examples of technology from a variety of contexts. This equips students to critically evaluate technology and the impact it has upon society, considering both positive and negative outcomes.

The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed creative and innovative citizens. Students are equipped to apply a Biblical worldview practically as they learn practical skills through developing models, products and systems.

Technology is associated with the transformation of energy, information and materials. Technological areas include structural, control, food, information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security systems, costumes and stage props, signage and taonga. Core values such as service, excellence, hospitality, practicality, ethical practice and stewardship underpin this learning area.

HOW IS THE LEARNING AREA STRUCTURED?

The learning area comprises three strands: Technological Practice, Technological Knowledge, and Nature of Technology. Teaching and learning programmes will integrate all three, though a particular unit of work may focus on just one or two.

Knowledge and skills are learned in context. By offering a variety of contexts, teachers help their students to recognise links and develop generic understandings. Students should be encouraged to access relevant knowledge and skills from other learning areas.

In the **TECHNOLOGICAL PRACTICE STRAND**, students examine the practice of others and undertake their own. They develop a range of technological 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.

Learning enables students to develop creative problem solving skills, the ability to follow processes and provides them with a foundational skill set which they can apply across all learning areas. It also provides the opportunity to experience a sense of accomplishment through the creation of a product.

Learning for Year 7 and 8 students opens up pathways that can lead to technology-related careers. Students may access the workplace learning opportunities available in a range of industries.

> "...God uniquely gifts individuals with creativity and technological ability
>
> (Exodus 35:34-35)

WHAT ARE THE SOCIAL SCIENCES ABOUT?

Social Sciences at Jireh School should enable students to develop a Biblically based worldview about how societies work and how people can participate as discerning, active, informed and responsible servant leaders who effectively respond to and influence society's future development.

WHY STUDY SOCIAL SCIENCES?

Through the Social Sciences, students develop the knowledge and skills to enable them to: better understand, participate in and contribute as good stewards to the local, national and global communities in which they live and work; engage critically with societal issues; and have a Biblical standard by which they evaluate the sustainability of alternative social, economic, political and environmental practices. Students explore the unique bicultural nature of New Zealand society derived from the principles of the Treaty of Waitangi. They learn about people, places, cultures, histories and the economic world, within and beyond New Zealand.

Students develop understandings about how societies are organised and function and they learn the ways in which people and communities respond are shaped by different perspectives, values and viewpoints.

Students should develop the ability to discern the principles at work in a culture and whether they are from a Biblical or non-Biblical perspective. They develop an appreciation of their God-given diversity. They clarify their own identity in relation to God, their heritage and contexts.

HOW IS THE LEARNING AREA STRUCTURED?

Achievement objectives for Social Sciences at Levels 1–4 integrate concepts from one or more of four conceptual strands:

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

CREATING LINKS BETWEEN LEARNING AREAS

INTEGRATING LEARNING AREAS and seeking connections where links are natural and unforced around themes of student interest, developmental stage, Biblical worldview importance and future focused issues are important features of the Jireh School Curriculum.

The links between learning areas at Jireh School will be explored in order to:

- Explore common Biblical worldview concepts and future focused themes
- Establishing prior learning and links to future learning
- Co-ordinate planned excursions, where the links between learning areas can be explored
- Provide real life contexts for learning to take place in

PLANNING

Common electronic planning formats will be used

All units and planning will be recorded and available on the electronic planner

RECORDING OF INFORMATION

The transferring of relevant information will be recorded on eTap. Information will include: relevant personal student information, diagnostic results and other national testing information such as AsTTle, PATs and STAR.

Students with specific learning needs will be identified at the start of each year and data relating to their progress will be available on the School Learning Management System.

PEDAGOGICAL APPROACH

Teachers use best evidenced pedagogical practices to ensure the effective teaching and assessment in all curriculum areas.

As Christians we can face the future with confidence and prepare to make our contribution. Future focused issues at Jireh School will be explored with a strong emphasis placed on biblical worldviews and servant leadership.

ISSUES INCLUDE:

- Sustainability and stewardship
- Citizenship
- Enterprise
- Relationships
- Globalisation
- Mission
- Service
- Finances
- Marriage and family
- Government
- Morality
- Christian Community

FUTURE DIMENSIONS

INTERNATIONAL: The world as a global village
NATIONAL: New Zealand wide issues
LOCAL: Auckland, Central West, Avondale
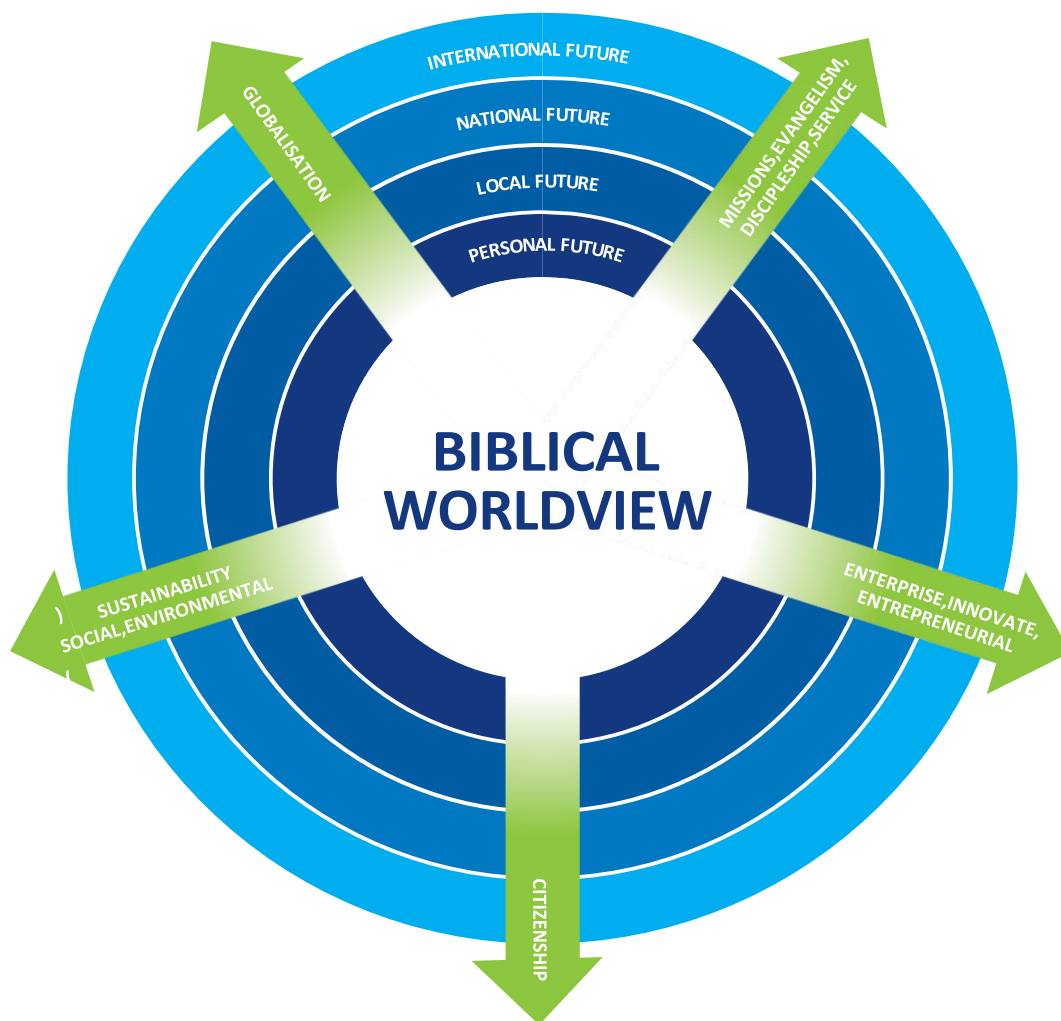
BEST EVIDENCE PEDAGOGICAL PRACTICES

W**HILE THERE IS NO FORMULA** that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching-learning relationship

CREATING A SUPPORTIVE LEARNING ENVIRONMENT

Learning is inseparable from its social and cultural context. Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non- discriminatory, and cohesive. They also build good relationships with the wider school community, working with parents and caregivers as key partners who have unique knowledge of their children and countless opportunities to advance their children's learning. Effective teachers attend to the cultural and linguistic diversity of all their students. The classroom culture exists within and alongside many other cultures. including the cultures of the wider school and the local community, the students' peer culture, and the teacher's professional culture.

ENCOURAGING REFLECTIVE THOUGHT AND ACTION

Students learn most effectively when they develop the ability to stand back from the information or ideas that they have engaged with and think about these objectively. Reflective learners assimilate new learning, relate it to, what they already know, adapt it for their own purposes, and translate thought into action. Over time, they develop their creativity, their ability to think critically about information and ideas, and their metacognitive ability (that is, their ability to think about their own thinking). Teachers encourage such thinking when they design tasks and opportunities that require students to critically evaluate the material they use and consider the purposes for which it was originally created.

BEST EVIDENCE PEDAGOGICAL PRACTICES

ENHANCING THE RELEVANCE OF NEW LEARNING

Students learn most effectively when they understand what they are teaming, why they are learning it, and how they will be able to use their new learning. Effective teachers stimulate the curiosity of their students, require them to search for relevant information and ideas, and challenge them to use or apply what they discover in new contexts or in new ways. They look for opportunities to involve students directly in decisions relating to their own learning. This encourages them to see what they are doing as relevant and to take greater ownership of their own learning.

FACILITATING SHARED LEARNING

Students learn as they engage in shared activities and conversations with other people, including family members and people in the wider community. Teachers encourage this process by cultivating the class as a learning community. In such a community, everyone, including the teacher, is a learner; learning conversations and learning partnerships are encouraged; and challenge. support, and feedback are always available. As they engage in reflective discourse with others, students build the language that they need to take their learning further.

MAKING CONNECTIONS TO PRIOR LEARNING AND EXPERIENCE

Students learn best when they are able to integrate new learning with what they already understand. When teachers deliberately build on what their students know and have experienced, they maximise the use of learning time, anticipate students' teaming needs and avoid unnecessary duplication of content. Teachers can help students make connections across learning areas as well as to home practices and the wider world.

PROVIDING SUFFICIENT OPPORTUNITIES TO LEARN

Students learn most effectively when they have time and opportunity to engage with, practise and transfer new learning. This means that they need to encounter new learning a number of times and in a variety of different tasks or contexts. This also means that when curriculum coverage and student understanding are in competition the teacher may decide to cover it in greater depth. Appropriate assessment helps the teacher to determine what "sufficient" opportunities mean to an individual student and to sequence students' learning experiences over time.

SINCE ANY TEACHING STRATEGY WORKS DIFFERENTLY in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students. Inquiry into the teaching–learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. In this process, the teacher asks:

WHAT IS IMPORTANT (and, therefore, worth spending time on), given where my students are at?

This focusing inquiry establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.

WHAT STRATEGIES (evidence-based) are most likely to help my students learn this?

In this teaching inquiry, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.

WHAT HAPPENED as a result of the teaching and what are the implications for future teaching?

In this learning inquiry, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end . They then analyse and interpret the information to consider what they should do next .
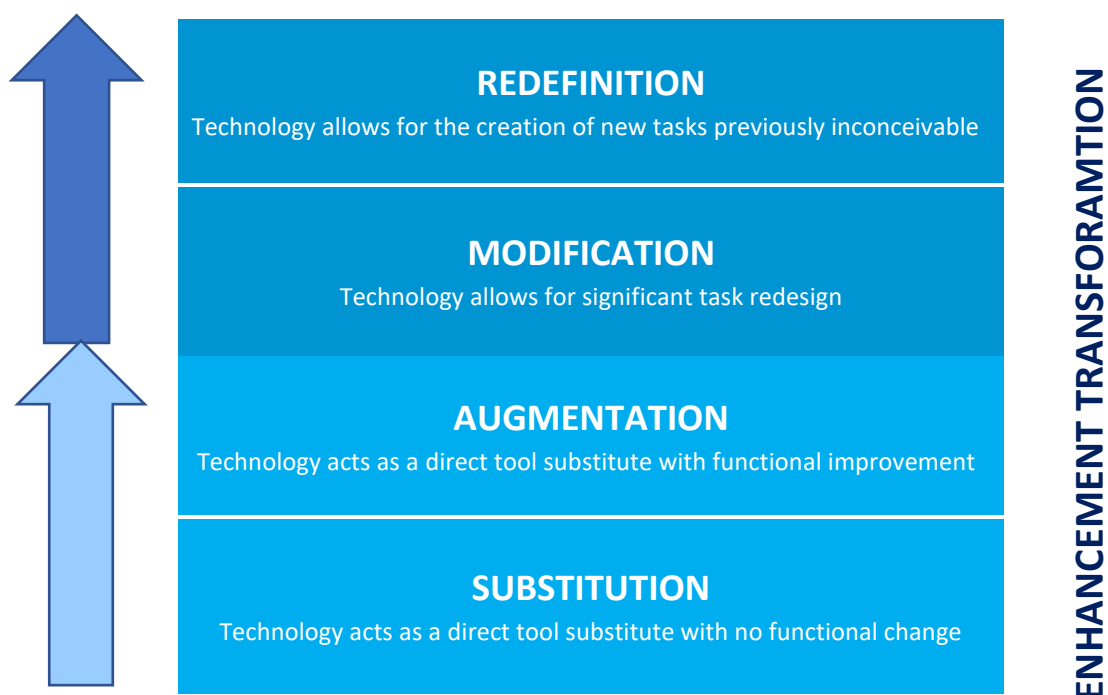
TEACHING AS INQUIRY
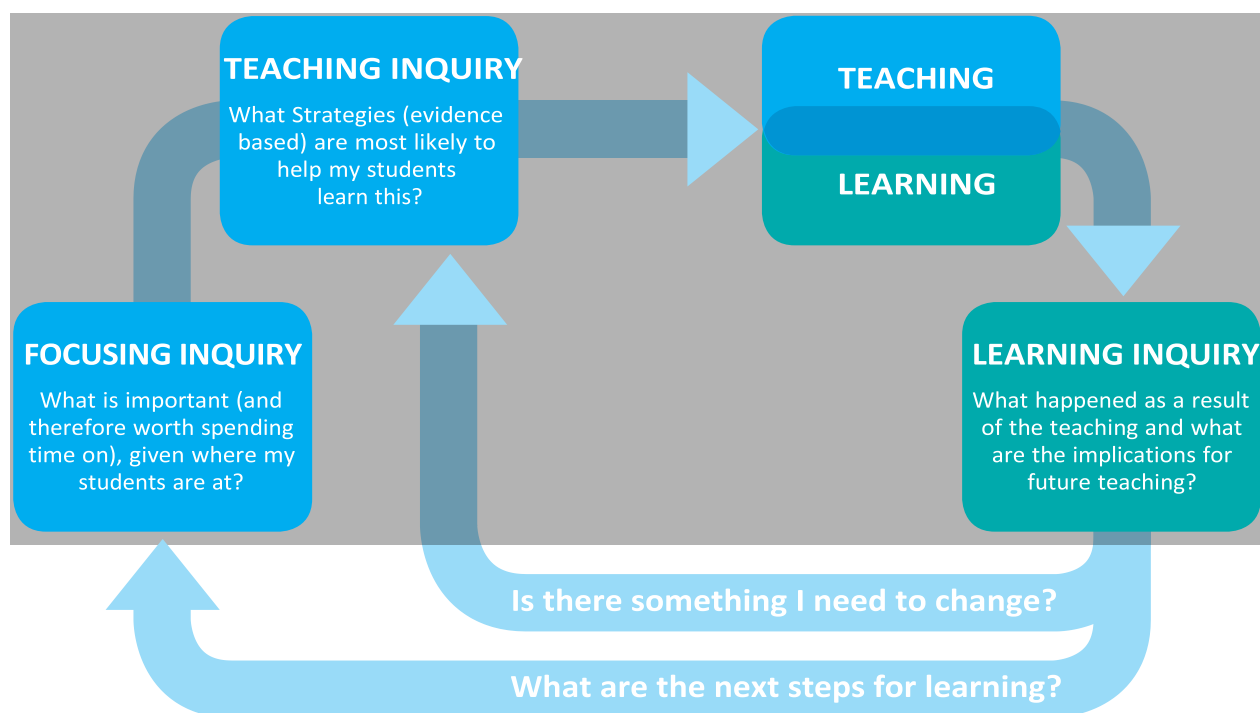
Information and Communication Technology (ICT) has a major impact on the world in which young people live. At Jireh School e-learning, (supported or facilitated by ICT) enhances the teaching approaches. Jireh School will explore not only how ICT can complement traditional ways of teaching but also how it can open up new and different ways of learning.

DIGITAL LEARNING ENHANCES ALL ASPECTS OF THE CURRICULUM AT KINGSWAY SCHOOL BY:

- Assisting in the creation of a supportive learning environment which offers resources that take account of individual, cultural or developmental differences
- Encouraging reflective thought and action by providing opportunities to use ICT to critically evaluate
- Enhancing the relevance of new learning by assisting students to search for relevant information and ideas and apply what they discover in new contexts or in new ways
- Facilitating shared learning; students join or create communities of learners that extend well beyond the classroom, e.g. Wikispaces, Google classroom, Class Dojo, video conferencing, e-mail and Skype
- Encouraging engagement and scaffolding higher order thinking skills
- Building discernment in students to practise wise digital citizenship
- Encouraging teachers to adopt a SAMR Model* approach to Digital Learning which promotes an Innovative Learning Environment

SAMR MODEL

REDEFINITION
Technology allows for the creation of new tasks previously inconceivable

MODIFICATION
Technology allows for significant task redesign

AUGMENTATION
Technology acts as a direct tool substitute with functional improvement

SUBSTITUTION
Technology acts as a direct tool substitute with no functional change

ENHANCEMENT TRANSFORAMTION

CONNECTING LEARNING PATHWAYS

Jireh School is a Year 1 – 8 integrated school with the opportunity to build upon and connect to earlier stages of learning. Transitions between Jireh School syndicates are made seamless through the use of curriculum mapping and whole school, collaborative planning. The transition from early childhood education and throughout Jireh School is supported by:

- Fostering positive student/teacher relationships

- Fostering positive peer relationships

- Fostering positive teacher/parent relationships

- Having structured learning sequences in literacy and numeracy with which the students become familiar. This enables them to take ownership for their ongoing learning

- Considering and developing the whole child; academically, emotionally, socially, spiritually and physically

- Senior teams of each syndicate meet regularly to ensure strategies are in place for a smooth transition of information between syndicates

- Meetings between teachers to discuss student profiles in Term 4

- Providing opportunities across all curriculum areas that enable students to engage in education outside the classroom (EOTC) as an important part of their learning experience

- Fostering good relationships and meeting with major ECC who fee into Jireh School

- Have regular visits of the 4year olds from ECC who feed into Jireh School

CREATING SEAMLESS LEARNING STAGE PATHWAYS

Years 1 to 6

New Entrants starting at Jireh School have usually attended preschool institutions where they gained a readiness for learning and generally begin school with foundational numeracy and literacy skills.

Throughout the primary years, teaching and learning programmes are developed through a wide range of experiences and opportunities with an emphasis on literacy and numeracy. Underpinning and interwoven through all programmes is the Biblical worldview and bi-cultural nature of New Zealand in addition to the values and key competencies of the Jireh School curriculum.

Years 7 to 8

During Years 7 and 8 students have opportunities to achieve to the best of their abilities across the breadth and depth of the New Zealand Curriculum – values, key competencies and learning areas – laying a foundation for life and further learning. All learning is underpinned by a Biblical worldview and bi-cultural responsiveness which is intentionally planned into every unit of work.

The developmentally responsive curriculum recognises that students in these years are undergoing rapid physical development, becoming increasingly socially aware and encountering increasingly complex curriculum contexts.

Opportunities for physical activity and spiritual, emotional and social development are planned into the programme. Particularly important are positive relationships with adults which are fostered through the homeroom based teaching programme, opportunities for students to be involved in the community and authentic learning experiences.

Students' learning progress is closely linked to their ongoing development of literacy and numeracy skills. These skills require continued focused teaching
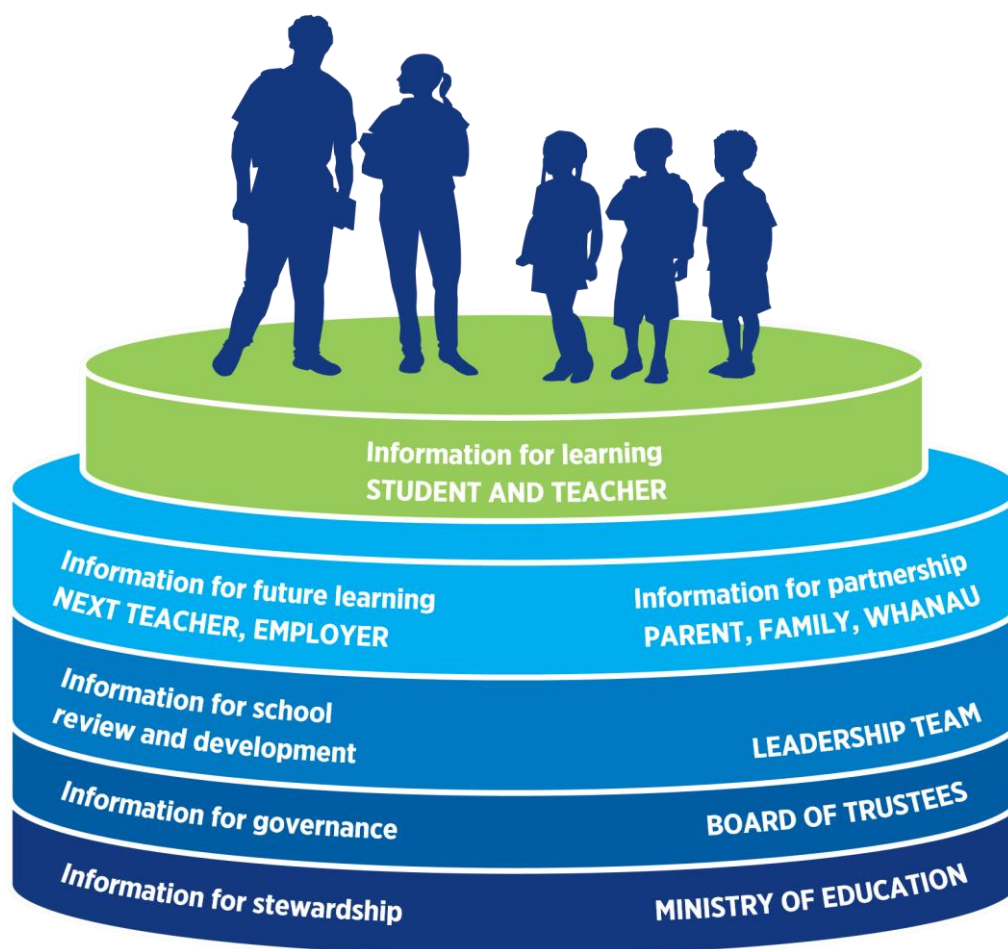
"The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides."

MINISTRY OF EDUCATION

Assessment for the purpose of improving students' learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation and use of information that can provide evidence of student progress. Much of this evidence is "of the moment." Analysis and interpretation often takes place in the mind of the teacher, who then uses the insights gained to shape their actions as they continue to work with their students.

USES OF ASSESSMENT INFORMATION

This diagram shows the different groups of people involved in supporting students' learning and the purposes for which they need assessment information

Information for learning
STUDENT AND TEACHER

Information for future learning
NEXT TEACHER, EMPLOYER

Information for partnership
PARENT, FAMILY, WHANAU

Information for school
review and development

LEADERSHIP TEAM

Information for governance

BOARD OF TRUSTEES

Information for stewardship

MINISTRY OF EDUCATION

(Ministry of Education 2007)

SOME CHARACTERISTICS OF EFFECTIVE ASSESSMENT

EFFECTIVE ASSESSMENT:

BENEFITS STUDENTS – It clarifies for them what they know and can do and what they still need to learn. When students see that they are making progress, their motivation is sustained and their confidence increases.

INVOLVES STUDENTS – They discuss, clarify and reflect on their goals, strategies, and progress with their teachers, their parents, and one another. This develops students' capacity for self and peer assessment, which leads in turn to increased self-direction.

SUPPORTS TEACHING AND LEARNING GOALS – Students understand the desired outcomes and the criteria for success. Important outcomes are emphasised and the teacher gives feedback that helps the students to reach them.

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. The teacher's programme planning is flexible so that they can make changes in response to new information, opportunities, or insights.

IS SUITED TO THE PURPOSE – Evidence is obtained through a range of informal and formal assessment approaches. These approaches are chosen to suit the nature of the learning being assessed, the varied characteristics and experiences of the students and the purpose for which the information is to be used.

IS VALID AND FAIR – Teachers obtain and interpret information from a range of sources and then base decisions on this evidence, using their overall professional, (teacher) judgement. Conclusions are most likely to be valid when the evidence for them comes from more than one assessment.

Assessment is integral to the teaching and inquiry process because it is the basis for focusing the inquiry and the learning inquiry.

SCHOOL-WIDE ASSESSMENT

An important way of getting this information is by collecting and analysing school-wide assessment data. The collection and analysis of data enables teachers to respond to the specific learning needs of all students. This information is used as the basis for changes to policies, programmes or teaching practices, as well as for reporting to the Board of Trustees, parents and the Ministry of Education. Assessment information may also be used to compare the relative achievement of different groups of students or to compare the achievement of the school's students against national standards.

National standard benchmarks in mathematics and literacy for Years 1-8 will be used as references for evaluating student achievement and reporting.

ACHIEVEMENT OBJECTIVES

LEVEL 1

LISTENING, READING, AND VIEWING

PROCESSES AND STRATEGIES

Students will:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

Indicators:

- Selects and reads texts for enjoyment and personal fulfilment
- Has an awareness of the connections between oral, written, and visual language
- Uses sources of information (meaning, structure, visual and graphophonic information) and prior knowledge to make sense of a range of texts
- Associates sounds with letter clusters as well as with individual letters
- Uses processing and some comprehension strategies with some confidence
- Is developing the ability to think critically about texts begins to monitor, self-evaluate, and describe progress.

By using these processes and strategies when listening, reading, or viewing, students will:

PURPOSES AND AUDIENCES

Recognise that texts are shaped for different purposes and audiences

Indicators:

- Identifies the purposes of simple texts
- Evaluates the usefulness of simple texts

IDEAS

Recognise and identify ideas within and across texts

Indicators:

- Understand that personal experience can influence the meaning gained from texts
- Make meaning of texts by identifying ideas in some texts.

LANGUAGE FEATURES

Recognise and begin to understand how language features are used for effect within and across texts.

Indicators:

- Begins to recognise that oral, written, and visual language features can be used for effect
- Recognises a large bank of high-frequency and some topic-specific words
- Shows some knowledge of text conventions, such as: capital letters, full stops, and word order; volume and clarity; and simple symbols.

STRUCTURE

Recognise and begin to understand text structures.

Indicators:

- Understands that the order and organisation of words, sentences, and images contribute to text meaning

- Recognises some text forms and some differences between them.

SPEAKING, WRITING AND PRESENTING

PROCESSES AND STRATEGIES

Students will:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

Indicators:

- Has an awareness of the connections between oral, written, and visual language when creating text

- Creates texts by using meaning, structure, visual and graphophonic sources of information, prior knowledge, and some processing strategies with some confidence

- Seeks feedback and makes changes to texts is becoming reflective about the production of own texts

- Begins to monitor, self-evaluate, and describe progress.

- By using these processes and strategies when speaking, writing, or presenting, students will:

PURPOSES AND AUDIENCES

Recognise how to shape texts for a purpose and an audience.

Indicators:

- Constructs texts that demonstrate some awareness of purpose and audience through appropriate choice of content, language, and text form

- Expects the texts they create to be understood, responded to, and appreciated by others

- Is developing and conveying personal voice where appropriate.

IDEAS

- Form and express ideas on a range of topics.

Indicators:

- Forms and expresses simple ideas and information, usually drawing from personal experience and knowledge begins to support ideas with some detail.

LANGUAGE FEATURE

• Use language features, showing some recognition of their effects.

Indicators:

• Uses some oral, written, and visual language features to create meaning and effect

• Uses a range of high-frequency, topic-specific, and personal content words to create meaning

• Spells some high-frequency words correctly and begins to use some common spelling patterns

• Begins to use some strategies to self-correct and monitor spelling

• Writes most letters and number forms legibly when creating texts

• Begins to gain control of text conventions, such as: capital letters and full stops some basic grammatical conventions; volume, clarity, and tone; and simple symbols.

STRUCTURE

• Organise texts, using simple structures.

Indicators:

• Uses knowledge of word and sentence order to communicate meaning in simple texts

• Begins to sequence ideas and information • Uses simple sentences with some variation in beginnings

• May attempt compound and complex sentences.

UNDERSTANDING THE ARTS IN CONTEXT

Students will:

DANCE
- Demonstrate an awareness of dance in their lives and in their communities.

DRAMA
- Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.

MUSIC - SOUND ARTS
- Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

VISUAL ARTS
- Share ideas about how and why their own and others' works are made and their purpose, value, and context.

DEVELOPING PRACTICAL KNOWLEDGE

Students will:

DANCE
- Explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.

DRAMA
- Explore the elements of role, focus, action, tension, time, and space through dramatic play.

MUSIC - SOUND ARTS
- Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour.

VISUAL ARTS
- Explore a variety of materials and tools and discover elements and selected principles.

DEVELOPING IDEAS

Students will:

DANCE

- Improvise and explore movement ideas in response to a variety of stimuli.

DRAMA

- Contribute and develop ideas in drama, using personal experience and imagination.

MUSIC - SOUND ARTS

- Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination.
- Explore ways to represent sound and musical ideas.

VISUAL ARTS

- Investigate visual ideas in response to a variety of motivations, observation, and imagination.

COMMUNICATING AND INTERPRETING

Students will:

DANCE

- Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances.

DRAMA

- Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

MUSIC - SOUND ARTS

- Share music making with others.
- Respond to live and recorded music.

VISUAL ARTS

- Share the ideas, feelings, and stories communicated by their own and others' objects and images.

HEALTH AND PHYSICAL EDUCATION LEVEL 1

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT

Students will:

PERSONAL GROWTH AND DEVELOPMENT
- Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

REGULAR PHYSICAL ACTIVITY
- Participate in creative and regular physical activities and identify enjoyable experiences.

SAFTEY MANAGEMENT
- Describe and use safe practices in a range of contexts and identify people who can help.

PERSONAL IDENTITY
- Describe themselves in relation to a range of contexts.

MOVEMENT CONCEPTS AND MOTOR SKILLS

Students will:

MOVEMENT SKILLS; SCIENCE AND TECHNOLOGY
- Develop a wide range of movement skills, using a variety of equipment and play environments.

POSITIVE ATTITUDES; CHALLENGES AND SOCIAL AND CULTURAL FACTORS
- Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.

RELATIONSHIPS WITH OTHER PEOPLE

Students will:

RELATIONSHIPS
- Explore and share ideas about relationships with other people.

IDENTITY, SENSITIVITY, AND RESPECT
- Demonstrate respect through sharing and cooperation in groups.

INTERPERSONAL SKILLS
- Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

HEALTHY COMMUNITIES AND ENVIRONMENTS

Students will:

COMMUNITY RESOURCES
- Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.

RIGHTS, RESPONSIBILITIES, AND LAWS; PEOPLE AND THE ENVIRONMENT
- Take individual and collective action to contribute to environments that can be enjoyed by all.

"Appreciate and accept themselves and others as unique creations made in God's image."

NUMBER AND ALGEBRA

NUMBER STRATEGIES

- Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions.

NUMBER KNOWLEDGE

- Know the forward and backward counting sequences of whole numbers to 100.

- Know groupings with five, within ten, and with ten.

EQUATIONS AND EXPRESSIONS

- Communicate and explain counting, grouping, and equalsharing strategies, using words, numbers, and pictures.

PATTERNS AND RELATIONSHIPS

- Generalise that the next counting number gives the result of adding one object to a set and that counting the number of objects in a set tells how many.

- Create and continue sequential patterns.

GEOMETRY AND MEASUREMENT

MEASUREMENT

- Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units.

SHAPE

- Sort objects by their appearance.

POSITION AND ORIENTATION

- Give and follow instructions for movement that involve distances, directions, and half or quarter turns.

- Describe their position relative to a person or object.

TRANSFORMATION

- Communicate and record 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 counting, and displaying category data

- discussing the results.

STATISTICAL LITERACY

- Interpret statements made by others from statistical investigations and probability activities.

PROBABILITY

- Investigate situations that involve elements of chance, acknowledging and anticipating possible outcomes.

"...God saw all that he had made, and it was very good

...Thus the heavens and the earth were completed in all their vast array... Genesis 1:31,2:1"

NATURE OF SCIENCE

Students will:

UNDERSTANDING SCIENCE
- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

INVESTIGATING SCIENCE
- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

COMMUNICATING SCIENCE
- Build their language and develop their understandings of the many ways the natural world can be represented.

PARTICIPATING AND CONTRIBUTING
- Explore and act on issues and questions that link their science learning to their daily living.

LIVING WORLD

Students will:

LIFE PROCESSES
- Recognise that all living things have certain requirements so they can stay alive.

ECOLOGY
- Recognise that living things are suited to their particular habitat.

EVOLUTION
- Recognise that there are lots of different living things in the world and that they can be grouped in different   ways
- Explain how we know that some living things from the past are now extinct.

PLANET EARTH AND BEYOND

Students will:

EARTH SYSTEMS
• Explore and describe natural features and resources.

INTERACTING SYSTEMS
• Describe how natural features are changed and resources affected by natural events and human actions.

ASTRONOMICAL SYSTEMS
• Share ideas and observations about the Sun and the Moon and their physical effects on the heat and light available to Earth.

PHYSICAL WORLD

Students will:

PHYSICAL INQUIRY AND PHYSICS CONCEPTS
• Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat.
• Seek and describe simple patterns in physical phenomena.

MATERIAL WORLD

Students will:

PROPERTIES AND CHANGES OF MATTER
Observe, describe, and compare physical and chemical properties of common materials and changes that occur when

materials are mixed, heated, or cooled.

CHEMISTRY AND SOCIETY
• Find out about the uses of common materials and relate these to their observed properties.

VERSE

SOCIAL STUDIES

Students will gain knowledge, skills and experience to:

- Understand how belonging to groups is important for people.

- Understand that people have different roles and responsibilities as part of their participation in groups.

- Understand how the past is important to people.

- Understand how places in New Zealand are significant for individuals and groups.

- Understand how the cultures of people in New Zealand are expressed in their daily lives.

TECHNOLOGICAL PRACTICE

Students will:

PLANNING PRACTICE
- Outline a general plan to support the development of an outcome, identifying appropriate steps and resources.

BRIEF DEVELOPMENT
- Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available.

OUTCOME DEVELOPMENT AND EVALUATION
- Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.

TECHNOLOGICAL KNOWLEDGE

Students will:

TECHNOLOGICAL MODELLING
- Understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes.

TECHNOLOGICAL PRODUCTS
- Understand that technological products are made from materials that have performance properties.

TECHNOLOGICAL SYSTEMS
- Understand that technological systems have inputs, controlled transformations, and outputs.

NATURE OF TECHNOLOGY

Students will:

CHARACTERISTICS OF TECHNOLOGY
- Understand that technology is purposeful intervention through design.

CHARACTERISTICS OF TECHNOLOGICAL OUTCOMES
- Understand that technological outcomes are products or systems developed by people and have a physical nature and a functional nature

ACHIEVEMENT OBJECTIVES

LEVEL 2

LISTENING, READING, AND VIEWING

PROCESSES AND STRATEGIES

Students will:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

Indicators:

- Selects and reads texts for enjoyment and personal fulfilment
- Recognises connections between oral, written, and visual language
- Selects and uses sources of information (meaning, structure, visual and graphophonic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts
- Uses an increasing knowledge of letter clusters, affxes, roots, and compound words to confirm predictions
- Selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence
- Thinks critically about texts with some confidence
- Monitors, self-evaluates, and describes progress with some confidence.
- By using these processes and strategies when listening, reading, or viewing, students will:

PURPOSES AND AUDIENCES

- Show some understanding of how texts are shaped for different purposes and audiences.

Indicators:

- Recognises how texts are constructed for different purposes, audiences, and situations
- Understands that texts are created from a particular point of view
  - Evaluates the reliability and usefulness of texts with some confidence.

IDEAS

- Show some understanding of ideas within, across, and beyond texts.

Indicators:

- Uses their personal experience and world and literacy knowledge to make meaning from texts
- Makes meaning of increasingly complex texts by identifying main ideas
- Makes and supports inferences from texts with some independence.

LANGUAGE FEATURES

- Show some understanding of how language features are used for effect within and across texts.

Indicators:

- Recognises that oral, written, and visual language features can be used for effect

- Uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to make meaning

  - Shows an increasing knowledge of the conventions of text

  - Recognises that authors have different voices and styles.

STRUCTURE

Show some understanding of text structures.

Indicators:

- Understands that the order and organisation of words, sentences, paragraphs, and images contribute to text meaning

- Recognises an increasing range of text forms and differences between them.

SPEAKING, WRITING AND PRESENTING

PROCESSES AND STRATEGIES

Students will:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

Indicators:

- Shows some understanding of the connections between oral, written, and visual language when creating texts

- Creates texts by using meaning, structure, visual and graphophonic sources of information, and processing strategies with growing confidence

- Seeks feedback and makes changes to texts to improve clarity and meaning

- Is reflective about the production of texts: monitors, selfevaluates, and describes progress with some confidence.

- By using these processes and strategies when speaking, writing, or presenting, students will:

PURPOSES AND AUDIENCES

- Show some understanding of how to shape texts for different purposes and audiences.

Indicators:

- Constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form
- Expects the texts they create to be understood, responded to, and appreciated by others
- Develops and conveys personal voice where appropriate.

IDEAS

- Select, form, and express ideas on a range of topics.

Indicators:

- Forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge
- Begins to add or delete details and comments, showing some selectivity in the process.

LANGUAGE FEATURES

- Use language features appropriately, showing some understanding of their effects.

Indicators:

- Uses oral, written, and visual language features to create meaning and effect.
- Uses a large and increasing bank of high-frequency, topicspecific, and personal-content words to create meaning.
- Spells most high-frequency words correctly and shows growing knowledge of common spelling patterns.
- Uses a range of strategies to self-monitor and self-correct spelling
- Writes legibly and with increasing fluency when creating texts
- Gains increasing control of text conventions, including some grammatical conventions.

STRUCTURE

- Organise texts, using a range of structures.

Indicators:

- Uses knowledge of word and sentence order to communicate meaning when creating texts
- Organises and sequences ideas and information with some confidence
- Begins to use a variety of sentence structures, beginnings, and lengths.

UNDERSTANDING THE ARTS IN CONTEXT

Students will:

DANCE
- Identify and describe dance in their lives and in their communities.

DRAMA
- Identify and describe how drama serves a variety of purposes in their lives and in their communities.

MUSIC - Sound Arts
- Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

VISUAL ARTS
- Share ideas about how and why their own and others' works are made and their purpose, value, and context.

DEVELOPING PRACTICAL KNOWLEDGE

Students will:

DANCE
- Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships.

DRAMA
- Explore and use elements of drama for different purposes.

MUSIC - Sound Arts
- Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.

VISUAL ARTS
- Explore a variety of materials and tools and discover elements and selected principles.

DEVELOPING IDEAS

Students will:

DANCE
- Use the elements of dance in purposeful ways to respond to a variety of stimuli.

DRAMA
- Develop and sustain ideas in drama, based on personal experience and imagination.

MUSIC - Sound Arts
- Improvise, explore, and express musical ideas drawing on personal experience, listening, and imagination.
- Explore ways to represent sound and musical ideas.

VISUAL ARTS
- Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.

COMMUNICATING AND INTERPRETING

Students will:

DANCE
- Share dance movement through informal presentation and identify the use of the elements of dance.

DRAMA
- Share drama through informal presentation and respond to elements of drama in their own and others' work.

MUSIC - Sound Arts
- Share music making with others, using basic performance skills and techniques.
- Respond to live and recorded music.

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT

Students will:

PERSONAL GROWTH AND DEVELOPMENT
- Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care

REGULAR PHYSICAL ACTIVITY
- Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.

SAFETY MANAGEMENT
- Identify risk and use safe practices in a range of contexts.

PERSONAL IDENTITY
- Identify personal qualities that contribute to a sense of self-worth.

MOVEMENT CONCEPTS AND MOTOR SKILLS

Students will:

MOVEMENT SKILLS
- Practise movement skills and demonstrate the ability to link them in order to perform movement sequences

POSITIVE ATTITUDES
- Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.

SCIENCE AND TECHNOLOGY

- Use modified equipment in a range of contexts and identify how this enhances movement experiences.

CHALLENGES AND SOCIAL AND CULTURAL FACTORS
- Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.

RELATIONSHIPS WITH OTHER PEOPLE

Students will:

RELATIONSHIPS
• Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

IDENTITY, SENSITIVITY, AND RESPECT
• Describe how individuals and groups share characteristics and are also unique.

IDENTITY, SENSITIVITY, AND RESPECT
• Describe how individuals and groups share characteristics and are also unique.

INTERPERSONAL SKILLS
• Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

HEALTHY COMMUNITIES AND ENVIRONMENTS

Students will:

SOCIETAL ATTITUDES AND VALUES
• Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

COMMUNITY RESOURCES
• Identify and use local community resources and explain how these contribute to a healthy community.

RIGHTS, RESPONSIBILITIES, AND LAWS PEOPLE AND THE ENVIRONMENT
• Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments

"Appreciate and accept themselves and others as unique creations made in God's image."

MATHEMATICS AND STATISTICS 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.

- 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.

MATHEMATICS AND STATISTICS LEVEL 2

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 of chance, recognising equal and different likelihoods and acknowledging uncertainty.

NATURE OF SCIENCE

Students will:

UNDERSTANDING SCIENCE

- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

INVESTIGATING SCIENCE

- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

COMMUNICATING SCIENCE

- Build their language and develop their understandings of the many ways the natural world can be represented.

PARTICIPATING AND CONTRIBUTING

- Explore and act on issues and questions that link their science learning to their daily living.

LIVING WORLD

Students will:

LIFE PROCESSES

- Recognise that all living things have certain requirements so they can stay alive.

ECOLOGY

- Recognise that living things are suited to their particular habitat.

EVOLUTION

- Recognise that there are lots of different living things in the world and that they can be grouped in different ways.
- Explain how we know that some living things from the past are now extinct.

PLANET EARTH AND BEYOND

Students will:

EARTH SYSTEMS

- Explore and describe natural features and resources.

INTERACTING SYSTEMS

- Describe how natural features are changed and resources affected by natural events and human actions.

ASTRONOMICAL SYSTEMS
- Share ideas and observations about the Sun and the Moon and their physical effects on the heat and light available to Earth.

PHYSICAL WORLD

Students will:

PHYSICAL INQUIRY AND PHYSICS CONCEPTS
- Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat.
- Seek and describe simple patterns in physical phenomena.

MATERIAL WORLD

Students will:

PROPERTIES AND CHANGES OF MATTER
- Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

CHEMISTRY AND SOCIETY
- Find out about the uses of common materials and relate these to their observed properties.

SOCIAL STUDIES

Students will gain knowledge, skills and experience to:

- Understand that people have social, cultural, and economic roles, rights, and responsibilities.

- Understand how people make choices to meet their needs and wants.

- Understand how cultural practices reflect and express people's customs, traditions, and values.

- Understand how time and change affect people's lives.

- Understand how places influence people and people influence places.

- Understand how people make significant contributions to New Zealand's society.

- Understand how the status of Maori as tangata whenua is significant for communities in New Zealand.

TECHNOLOGICAL PRACTICE

Students will:

PLANNING PRACTICE

• Develop a plan that identifies the key stages and the resources required to complete an outcome.

BRIEF DEVELOPMENT

• Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available.

OUTCOME DEVELOPMENT AND EVALUATION

• Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes; select and develop an outcome. Evaluate the outcome in terms of the need or opportunity.

TECHNOLOGICAL KNOWLEDGE

Students will:

TECHNOLOGICAL MODELLING

• Understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose.

TECHNOLOGICAL PRODUCTS

• Understand that there is a relationship between a material used and its performance properties in a technological product.

TECHNOLOGICAL SYSTEMS

• Understand that there are relationships between the inputs, controlled transformations, and outputs occurring within simple technological systems.

NATURE OF TECHNOLOGY

Students will:

CHARACTERISTICS OF TECHNOLOGY

• Understand that technology both reflects and changes society \ and the environment and increases people's capability.

CHARACTERISTICS OF TECHNOLOGICAL OUTCOMES

• Understand that technological outcomes are developed through technological practice and have related physical and functional natures.

ACHIEVEMENT OBJECTIVES

LEVEL 3

LISTENING, READING, AND VIEWING

PROCESSES AND STRATEGIES
Students will:

- Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

Indicators:

- Selects and reads texts for enjoyment and personal fulfilment.

- Recognises and understands the connections between oral, written, and visual language.

- Integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts.

- Selects and uses a range of processing and comprehension strategies with growing understanding and confidence.

- Thinks critically about texts with developing confidence.

- Monitors, self-evaluates, and describes progress with growing confidence.

- By using these processes and strategies when listening, reading, or viewing, students will:

PURPOSES AND AUDIENCES

- Show a developing understanding of how texts are shaped for different purposes and audiences.

Indicators:

- Recognises and understands how texts are constructed for a range of purposes, audiences, and situations.

- Identifies particular points of view and begins to recognise that texts can position a reader.

- Evaluates the reliability and usefulness of texts with increasing confidence.

IDEAS

- Show a developing understanding of ideas within, across, and beyond texts.

Indicators:

- Uses their personal experience and world and literacy knowledge confidently to make meaning from texts.

- Makes meaning of increasingly complex texts by identifying main and subsidiary ideas in them.

- Starts to make connections by thinking about underlying ideas in and between texts.

- Recognises that there may be more than one reading available within a text.

- Makes and supports inferences from texts with increasing independence.

LANGUAGE FEATURES

- Show a developing understanding of how language features are used for effect within and across texts.

Indicators:

- Identifies oral, written, and visual language features used in texts and recognises their effects.

- Uses an increasing vocabulary to make meaning.

- Shows an increasing knowledge of how a range of text conventions can be used appropriately.

- Knows that authors have different voices and styles and can identify some of these differences.

STRUCTURE

- Show a developing understanding of text structures.

Indicators:

- Understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning.

- Identifies a range of text forms and recognises some of their characteristics and conventions.

SPEAKING, WRITING AND PRESENTING

PROCESSES AND STRATEGIES

Students will:

- Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

Indicators:

- Uses a developing understanding of the connections between oral, written, and visual language when creating texts.

- Creates a range of texts by integrating sources of information and processing strategies with developing confidence.

- Seeks feedback and makes changes to texts to improve clarity, meaning, and effect.

- Is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing confidence.

- By using these processes and strategies when speaking, writing, or presenting, students will:

PURPOSES AND AUDIENCES

- Show a developing understanding of how to shape texts for different purposes and audiences.

Indicators:

- Constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form.
- Conveys and sustains personal voice where appropriate.

IDEAS

- Select, form, and communicate ideas on a range of topics.

Indicators:

- Forms and expresses ideas and information with increased clarity, drawing on a range of sources.
- Adds or changes details and comments to support ideas, showing some selectivity in the process.
- Ideas suggest awareness of a range of dimensions or viewpoints.

LANGUAGE FEATURES

- Showing a developing understanding of their effects.

Indicators:

- Uses oral, written, and visual language features to create meaning and effect and engage interest.
- Uses a range of vocabulary to communicate meaning.
- Demonstrates good understanding of all basic spelling patterns and sounds in written English.
- Uses an increasing range of strategies to self-monitor and self-correct spelling.
- Writes legibly, fluently, and with ease when creating texts.
- Uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy.

UNDERSTANDING THE ARTS IN CONTEXT

Students will:

DANCE
• Explore and describe dances from a variety of cultures.

DRAMA
• Investigate the functions and purposes of drama in cultural and historical contexts.

MUSIC - Sound Arts
• 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
• 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

Students will:

DANCE
• Use the dance elements to develop and share their personal movement vocabulary.

DRAMA
• Use techniques and relevant technologies to explore drama elements and conventions.

MUSIC - Sound Arts
• Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

VISUAL ARTS
• 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 IDEAS

Students will:

DANCE

- Select and combine dance elements in response to a variety of stimuli.

DRAMA

- Initiate and develop ideas with others to create drama.

MUSIC - Sound Arts

- Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.
- Represent sound and musical ideas in a variety of ways.

VISUAL ARTS

- 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

Students will:

DANCE

- Prepare and share dance movement individually and in pairs or groups.
- Use the elements of dance to describe dance movements and respond to dances from a variety of cultures.

DRAMA

- Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work

MUSIC - Sound Arts

- Prepare and present brief performances of music, using performance skills and techniques.
- Respond to and reflect on live and recorded music.

VISUAL ARTS

- Describe the ideas their own and others' objects and images communicate.

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT

Students will:

PERSONAL GROWTH AND DEVELOPMENT
- Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.

REGULAR PHYSICAL ACTIVITY
- Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.

SAFETY MANAGEMENT
- Identify risks and their causes and describe safe practices to manage these.

PERSONAL IDENTITY
- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

MOVEMENT CONCEPTS AND MOTOR SKILLS

Students will:

MOVEMENT SKILLS
- Develop more complex movement sequences and strategies in a range of situations.

POSITIVE ATTITUDES
- Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.

SCIENCE AND TECHNOLOGY
- Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.

CHALLENGES AND SOCIAL AND CULTURAL FACTORS
- Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

HEALTH AND PHYSICAL EDUCATION LEVEL 3

RELATIONSHIPS WITH OTHER PEOPLE

Students will:

RELATIONSHIPS
- Identify and compare ways of establishing relationships and managing changing relationships.

IDENTITY, SENSITIVITY, AND RESPECT
- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

INTERPERSONAL SKILLS
- Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

HEALTHY COMMUNITIES AND ENVIRONMENTS

Students will:

SOCIETAL ATTITUDES AND VALUES
- Identify how health care and physical activity practices are influenced by community and environmental factors.

COMMUNITY RESOURCES
- Participate in communal events and describe how such events enhance the well-being of the community.

RIGHTS, RESPONSIBILITIES, AND LAWS
- Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.

PEOPLE AND THE ENVIRONMENT
- Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

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:

    - 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.

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.

NATURE OF SCIENCE

Students will:

UNDERSTANDING 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 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 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.

LIVING WORLD

Students will:

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.

PLANET EARTH AND BEYOND

Students will:

EARTH SYSTEMS

- Appreciate 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 WORLD

Students will:

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.

MATERIAL WORLD

Students will:

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.

CHEMISTRY AND SOCIETY

- Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.

SOCIAL STUDIES

SOCIAL STUDIES

Students will gain knowledge, skills and experience to:

- Understand how groups make and implement rules and laws.

- Understand how cultural practices vary but reflect similar purposes.

- Understand how people view and use places differently.

- Understand how people make decisions about access to and use of resources.

- Understand how people remember and record the past in different ways.

- Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.

Understand how the movement of people affects cultural diversity and interaction in New Zealand.

TECHNOLOGICAL PRACTICE

Students will:

PLANNING PRACTICE

- Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.

BRIEF DEVELOPMENT

- Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.

OUTCOME DEVELOPMENT AND EVALUATION

- Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.

TECHNOLOGICAL KNOWLEDGE

Students will:

TECHNOLOGICAL MODELLING

- Understand that different forms of functional modelling are used to inform decision making in the development of technological possibilities and that prototypes can be used to evaluate the fitness of technological outcomes for further development.

TECHNOLOGICAL PRODUCTS

- Understand the relationship between the materials used and their performance properties in technological products.

TECHNOLOGICAL SYSTEMS

Understand that technological systems are represented by symbolic language tools and understand the role played by the "black box" in technological systems

NATURE OF TECHNOLOGY

Students will:

CHARACTERISTICS OF TECHNOLOGY

- Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function.

CHARACTERISTICS OF TECHNOLOGICAL OUTCOMES

- Understand that technological outcomes are recognisable as fit for purpose by the relationship between their physical and functional natures

ACHIEVEMENT OBJECTIVES

LEVEL 4

LISTENING, READING, AND VIEWING

PROCESSES AND STRATEGIES

Students will:

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

Indicators:

- Selects and reads texts for enjoyment and personal fulfilment.
- Recognises and understands the connections between oral, written, and visual language.
- Integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.
- Selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence.
- Thinks critically about texts with increasing understanding and confidence.
- Monitors, self-evaluates, describes progress, and articulates learning with confidence.
- By using these processes and strategies when listening, reading, or viewing, students will:

PURPOSES AND AUDIENCES

- Show an increasing understanding of how texts are shaped for different purposes and audiences.

Indicators:

- Recognises and understands how texts are constructed for a range of purposes, audiences, and situations.
- Identifies particular points of view and recognises that texts can position a reader.
- Evaluates the reliability and usefulness of texts with increasing confidence.

IDEAS

- Show an increasing understanding of ideas within, across, and beyond texts.

Indicators:

- Makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them.
- Makes connections by thinking about underlying ideas within and between texts from a range of contexts.
- Recognises that there may be more than one reading available within a text.
- Makes and supports inferences from texts with increasing independence.

LANGUAGE FEATURES

- Show an increasing understanding of how language features are used for effect within and across texts.

Indicators:

- Identifies oral, written, and visual features used and recognises and describes their effects.

- Uses an increasing vocabulary to make meaning.

- Shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively.

  - Knows that authors have different voices and styles and can identify and describe some of these differences

STRUCTURE

- Show an increasing understanding of text structures.

Indicators:

- Understands that the order and organisation of words, sentences, paragraphs, and images. contribute to and affect meaning in a range of texts

- Identifies an increasing range of text forms and recognises and describes their characteristics and conventions.

SPEAKING, WRITING AND PRESENTING

PROCESSES AND STRATEGIES
Students will:

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

Indicators:

- Uses an increasing understanding of the connections between oral, written, and visual language when creating texts.

- Creates a range of texts by integrating sources of information and processing strategies with increasing confidence.

- Seeks feedback and makes changes to texts to improve clarity, meaning, and effect.

- Is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence.

- By using these processes and strategies when speaking, writing, or presenting, students will:

PURPOSES AND AUDIENCES

- Show an increasing understanding of how to shape texts for different purposes and audiences.

Indicators:

- Constructs texts that show an awareness of purpose and audience through deliberate choice of content, language, and text form.

- Conveys and sustains personal voice where appropriate.

IDEAS

- Select, form, and communicate ideas on a range of topics.

Indicators:

- Forms and communicates ideas and information clearly, drawing on a range of sources.

- Adds or changes details and comments to support ideas, showing thoughtful selection in the process.

- Ideas show increasing awareness of a range of dimensions or viewpoints.

LANGUAGE FEATURES

- Use a range of language features appropriately, showing an increasing understanding of their effects.

Indicators:

- Uses a range of oral, written, and visual features to create meaning and effect and to sustain interest.

- Uses a range of vocabulary to communicate precise meaning.

- Demonstrates a good understanding of spelling patterns in written English, with few intrusive errors.

- Uses a wide range of strategies to self-monitor and self-correct spelling.

- Writes with increasing speed and endurance to suit the nature of the task and its purpose, without significant loss of legibility.

- Uses a range of text conventions, including grammatical conventions, appropriately, effectively, an with increasing accuracy.

STRUCTURE

- Organise texts, using a range of appropriate structures.

Indicators:

- Achieves some coherence and wholeness when constructing texts

- Organises and sequences ideas and information for a particular purpose or effect

- Uses a variety of sentence structures, beginnings, and lengths for effect.

UNDERSTANDING THE ARTS IN CONTEXT

Students will:

DANCE

• Explore and describe how dance is used for different purposes in a variety of cultures and contexts.

DRAMA

• Investigate the functions, purposes, and technologies of drama in cultural and historical contexts.

MUSIC - Sound Arts

• 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

• 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

Students will:

DANCE

• Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others.

DRAMA

• Select and use techniques and relevant technologies to develop drama practice.

• Use conventions to structure drama.

MUSIC - Sound Arts

• Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.

VISUAL ARTS

• Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

DEVELOPING IDEAS

Students will:

DANCE
- Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes.

DRAMA
- Initiate and refine ideas with others to plan and develop drama.

MUSIC - Sound Arts
- 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
- 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

Students will:

DANCE
- 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
- 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
- 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
- Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.

PERSONAL HEALTH AND PHYSICAL DEVELOPMENT

Students will:

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 CONCEPTS AND MOTOR SKILLS

Students will:

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.

HEALTH AND PHYSICAL EDUCATION LEVEL 4

RELATIONSHIPS WITH OTHER PEOPLE

Students will:

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.

HEALTHY COMMUNITIES AND ENVIRONMENTS

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.

NUMBER AND ALGEBRA

NUMBER STRATEGIES AND KNOWLEDGE

• Use a range of multiplicative strategies when operating on 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 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 linear 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, angle, and time.

• Convert between metric units, using whole numbers and commonly used decimals.

• Use side or edge lengths to find the perimeters and areas of rectangles, 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).

STASTISTICS

STATISTICAL INVESTIGATION

- Plan and conduct investigations using the statistical enquiry cycle:

    – determining appropriate variables and data collection methods

    – gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends

    – comparing distributions visually

    – 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 from models of the possible outcomes, acknowledging variation and independence.

- Use simple fractions and percentages to describe probabilities.

NATURE OF SCIENCE

Students will:

UNDERSTANDING 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 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 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.

LIVING WORLD

Students will:

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.

PLANET EARTH AND BEYOND

Students will:

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 WORLD

Students will:

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.

MATERIAL WORLD

Students will:

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.

SOCIAL STUDIES

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 informal groups make decisions that impact on communities.

- Understand how people participate individually and collectively in response to community challenges.

- Understand how the movement of people affects cultural diversity and interaction in New Zealand.

TECHNOLOGICAL PRACTICE

PLANNING 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 feasible alternative functions.