

# EVERGLADE SCHOOL CURRICULUM FRAMEWORK

**Vision: Becoming capable learners, effective communicators and responsible citizens.**



## Contents

1) <a href="#"><u>Principles</u></a>	2
2) <a href="#"><u>Treaty of Waitangi</u></a>	3
3) <a href="#"><u>Values</u></a>	4
4) <a href="#"><u>Curriculum</u></a>	5
5) <a href="#"><u>Key Competencies</u></a>	6
6) <a href="#"><u>Graduate Profile</u></a>	7

## New Zealand Curriculum Principles at Everglade School

<b>NZC Principle</b>	<b>Our Curriculum:</b>
<b>High Expectations</b>	<ul style="list-style-type: none"><li>- enables all students to achieve personal excellence</li></ul>
<b>Learning to Learn</b>	<ul style="list-style-type: none"><li>- encourages students to learn about how they learn and become more effective learners</li></ul>
<b>Treaty of Waitangi</b>	<ul style="list-style-type: none"><li>- acknowledges the treaty principles, and the bicultural nature of NZ's history</li><li>- provides opportunity for learning in Te Reo and Nga Tikanga Maori</li></ul>
<b>Community Engagement</b>	<ul style="list-style-type: none"><li>- connects with the wider community and lives of students</li><li>- provides authentic learning contexts</li></ul>
<b>Cultural Diversity</b>	<ul style="list-style-type: none"><li>- reflects and values the diversity of NZ society</li></ul>
<b>Coherence</b>	<ul style="list-style-type: none"><li>- links areas of learning, enabling further opportunities</li></ul>
<b>Inclusion</b>	<ul style="list-style-type: none"><li>- recognises and affirms students as themselves</li><li>- addresses learning needs of students</li></ul>
<b>Future Focus</b>	<ul style="list-style-type: none"><li>- encourages forward-looking learning contexts</li><li>- explores 'big issues' in relation to global and societal change</li></ul>

## Treaty of Waitangi

There are two aspects to the Treaty of Waitangi that we see as being important at Everglade School.

Firstly there is the aspect of our staff and students having knowledge and understanding of the treaty and its relevance in today's society.

This will be addressed in our learning to learn units at times throughout the years that a child is at Everglade School.

Secondly there is the aspect of having the principles of the treaty being lived out in our classrooms and through all interactions in the school.

Every teacher has the responsibility to teach aspects of the treaty and to ensure that the principles of the treaty are being lived in all interactions with other people at this school.

Wananga: Teachers demonstrate an open mind in exploring their own beliefs/culture and the beliefs/culture of others and be cognisant of these in your interactions.

Whanaungatanga: Teachers build respectful relationships with Maori learners (and other cultures) and their whanau.

Manaakitanga: Teachers demonstrate integrity, sincerity and respect towards Maori beliefs, language and culture.

Tangata Whenuatanga: Supporting Maori learners to achieve as Maori providing relevant cultural contexts for learning language and culture, (to learn as Maori).

Ako: Supporting Maori students (and others) to be responsible for their own learning and to learn from them. (Reciprocity, looking after each other).



## Values:

At Everglade school we value the [skills and attitudes](#) of a capable learner as well as these concepts...

**Diversity:** We all bring difference to the school in race, culture, skills, physical attributes, abilities and personal experiences. This all adds to what makes us special as individuals and as a group.

**Fairness:** We aim to act with fairness and honesty, displaying respect and acceptance as we interact with others.

**Sustainability:** We aim to act in a responsible manner as we interact with people, property and environment, considering the wellbeing and future of the world we live in.

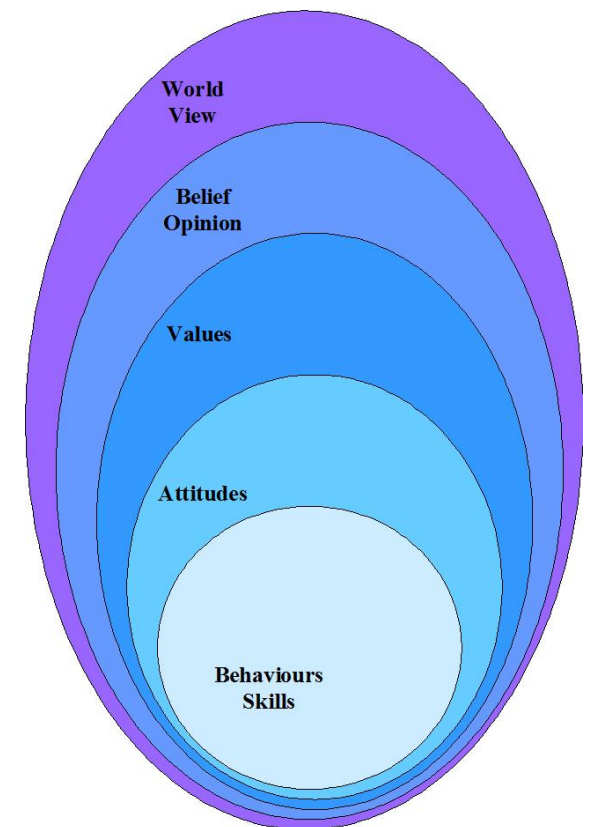
## The Values in action at Everglade School

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

- express what they value
- explore, with empathy, what others value
- critically analyse what people value and the actions resulting from this
- discuss disagreements that arise from differences and negotiate solutions
- make ethical decisions and act on them.

We will use, where appropriate, the World View diagram to help students understand the links between beliefs, values, attitudes and behaviour.

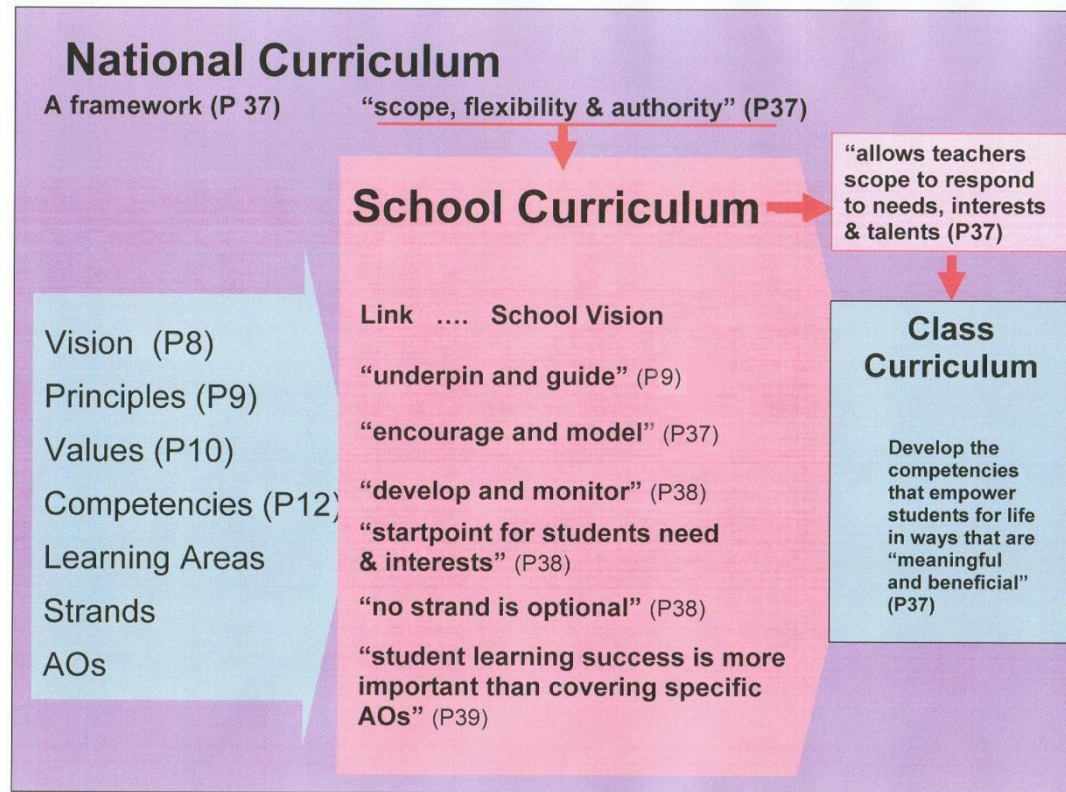
The attitudes and skills of effective learners will be addressed in every learning encounter, as outlined in the Competency section.



## National, School, and Classroom Curriculum:

The Everglade School curriculum is designed to fit within the guidelines of the National Curriculum and is aimed at providing teachers and students the guidelines, resources and support that will enable them in terms of achieving our learning vision. The intent is to engage students in learning while facilitating the skills that will empower them as lifelong learners.

*Curriculum is designed and interpreted in a three-stage process: as the **national curriculum**, the school curriculum, and the classroom curriculum. The national curriculum provides the framework and common direction for schools, regardless of type, size, or location. **It gives schools the scope, flexibility, and authority they need to design and shape their curriculum** so that teaching and learning is meaningful and beneficial to their particular communities of students. In turn, **the design of each school's curriculum** should allow teachers the scope to make interpretations in response to the particular needs, interests, and talents of individuals and groups of students in their classes.*  
P37 2007 National curriculum





## The Key Competencies

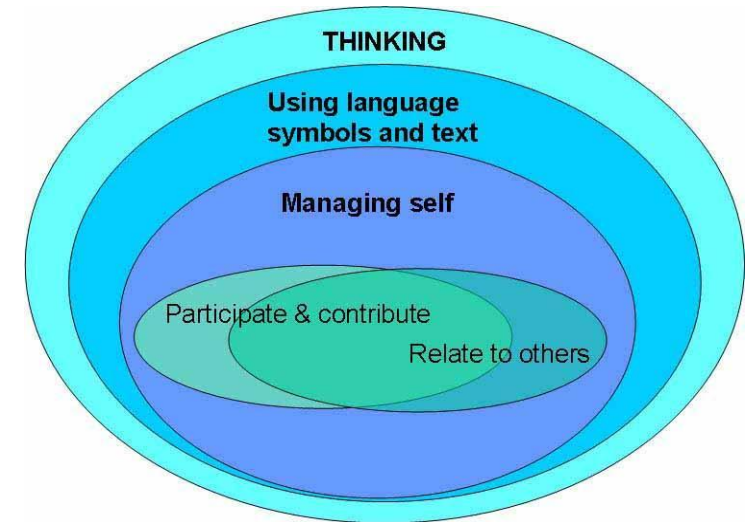
### Key Competencies:

Though each competency can be identified on a stand-alone basis, the reality is that the 5 competencies are woven together in a powerful and inseparable manner. This occurs as we interact with people and the world around us as thinkers, contributors and communicators.

Thinking is the central skill that empowers us as learners, making us effective communicators. It enables us to manage ourselves effectively as we interact, build and maintain relationships, and participate and contribute in a changing world.

“They are not separate or stand-alone” P12 NZC

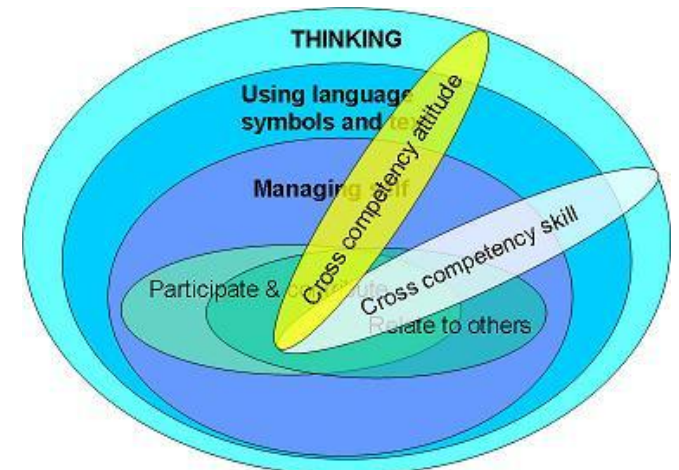
“In practice the key competencies are most often used in combination” P38 NZC



Within this approach to the competencies we identify a core set of attitudes and skills that empower us as capable learners, self-managers, participators and contributors.

It is important to realise that skills and attitudes empower each other. Having the skills but lacking the attitudes is like having the car with no petrol, and vice versa.

The identified skills and attitudes form the basis of our graduate profile.



### **Graduate Profile:**(Our goals for students leaving Everglade School)

A life-long learner is a capable communicator, numerate and demonstrates the following skills and attitudes drawn from across the key competencies.

#### **Attitudes**

- **Curiosity:** They will actively seek, create and use understanding. They will ask questions and challenge ideas and information.
- **Open-mindedness:** They will look for more information and other opinions that may challenge their own thinking. They will objectively judge new information, and be aware of underlying agendas.
- **Perseverance:** They will work to overcome challenges, being consistent with their effort and willing to try varying approaches. They will be resilient, not give up at the first sign of difficulty.
- **Empathy:** They can imagine how others might feel or respond, consider views, opinions and cultural differences, using this to inform thinking and/or promote co-operation.

#### **Skills:**

- Identify needs and problems.
- Identify, understand and use relevant contextual vocabulary appropriately.
- Ability to create and use relevant questions to guide thinking and gain information.
- Acquire relevant information, validate and use.
- Ability to create, and critique argument, belief and theory.
- Ability to make informed decisions.

Our success criteria for a graduate student are captured in the skills rubrics.

For each skill we have set our success criteria which outlines what we are aiming for in terms of graduating students from this school. This is supported with an outline of the possible layers a student may pass through as they develop these skills.



**Communicating:** A capable communicator can, across a range of media, effectively share and respond to messages in a manner appropriate to the context. ([English Document](#))

**Mathematics and Statistics:** A capable mathematician can utilise a sound knowledge base to apply problem solving strategies in real life contexts. ([Maths Document](#))

**Physical Education:** Our students will be starting to take responsibility for their own physical health and well-being. ([PE Document](#))

**The Arts:** Our students will, through the Four Arts disciplines, expressively convey messages and ideas. Our students will be able to craft and communicate a personal response to the works of others. ([Arts document](#))

**Te Reo:** Our students will be exposed to foundational vocabulary and tikanga, in order to become more aware of the context of New Zealand society. Senior students should be able to express their Whakapapa confidently in a simple mihi. ([Te Reo document](#))

**Learning to Learn (SPICE):** Our students will develop an understanding of the process of learning, developing the skills and attitudes of an effective learner. ([SPICE Document](#))

## Allocation of Learning Time

It is the curriculum that drives the organisation of the day; the day should not dictate to the curriculum.

A sample Learning Day timetable is set out below.

TIME	LEARNING AREA
8.55-10.55	ENGLISH
10.55-11.15	MORNING BREAK
11.15-12.45	MATHS, PE, TE REO MAORI
12.45-1.45	LUNCH
1.45-3.00	SPICE (Learning to Learn), The ARTS (ASSEMBLY time included)

This framework enables the time available for teaching to be best utilised. There is **flexibility**, in that teams may switch the second block for the third block. Another option would allow Maths to be taken in part of the first block, while part of English (e.g. Written Language) is taken in the second block.

Similarly, within each block, teachers may arrange lessons to suit. The actual breakdown of 'what goes where' is open. This enables teachers to utilise time more effectively in providing learning opportunities. **The basic expectation is that each day will include Literacy, Numeracy and SPICE/The Arts.**

A total of two hours weekly meets P.E. requirements; Te Reo Maori and Music (one discipline of The Arts) are each taught for a thirty minute session weekly.