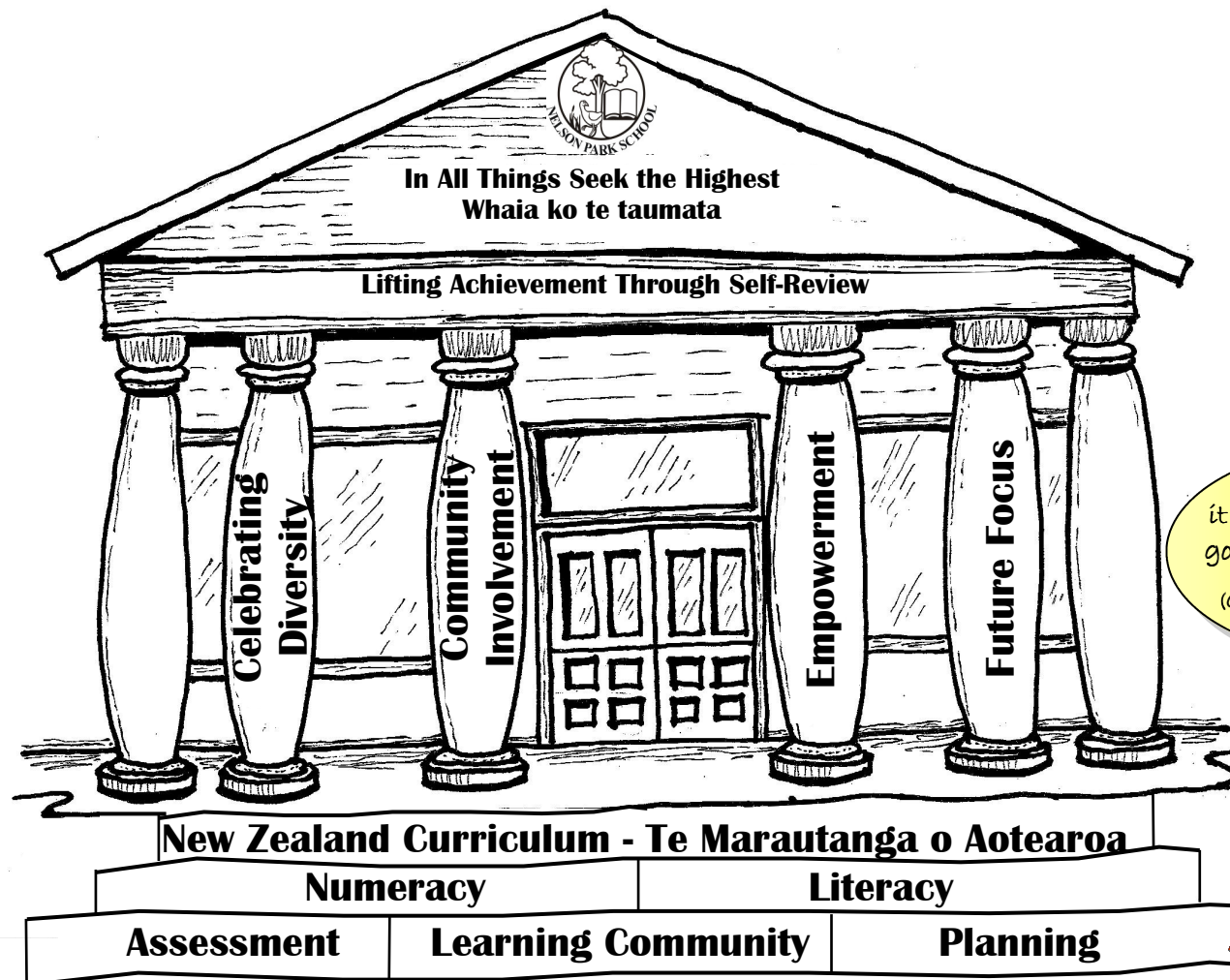
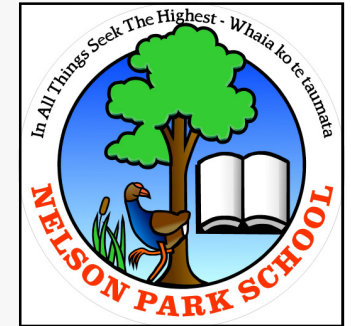


Nelson Park School

CURRICULUM



When I go to school
it makes me smile. I feel
good about my learning.

(Comments from a recent pupil
survey)



Table of Contents



About Nelson Park School	2	Future focus	15
Our Vision	3	Active Schools	16
Self Review	4	Discovery Learning	17
		Environmental Education	18
		Key Competencies	19
		Virtues	20
Celebrating Diversity	5	Library	21
Diversity	6	E-Learning	22
Community Partnerships	7	New Zealand Curriculum	23
Home & School Partnerships	8	NZ Curriculum Statement	24
Transition	9		
		Literacy	25
Empowerment	10	Numeracy	26
Learning Environment	11		
Learning Processes	12 - 13	Planning	27
Staff At Nelson Park	14	Curriculum Delivery	28
		Learning Plan	29
		Assessment	30
		Assessment Statement	31





This Nelson Park School Curriculum was developed by the school's staff to reflect our Formative Child Centred Philosophy and finalised after consultation with the school community during 2011.





Our School's Vision



In All Things Seek The Highest
"Whaia ko te taumata"

Our Values and Beliefs

Our Core Beliefs are lived out in the culture of our school. They are a reflection of *the way we do things* at Nelson Park School.

- All children have the right to achieve their learning potential.
- We create a community of life long learners.
- Our environment provides child-centred learning.
- We value and nurture creativity.
- We find joy in learning through the wonder of discovery.
- We celebrate diversity and difference in an inclusive school climate.
- We maintain a strong value-centred culture where virtues are practised.
- We are a happy school where fun and laughter is an everyday occurrence.



Our Logo

The **Circle** symbolises the development of whole child

The **Tree** reflects the growth of the child into adulthood

The **Raupo** and **Pukeko** represent an understanding of nature and environment

The **Book** links the importance of knowledge and learning



Self Review



In All Things Seek The Highest
"Whaia ko te taumata"

Principles of Self Review

At Nelson Park School the principles underpinning robust self review ensure continuous improvement to raise achievement.

- Self Review keeps us focused on what matters.
- It is linked to student engagement, progress and achievement.
- Ensures high quality outcomes for all students.
- Is supported by current theory and research.
- Is consistent with acknowledged good practice.
- Is observable or measurable.
- Builds on the concept quality learning and teaching.



Celebrating Diversity



Embracing the Principles of the NZ Curriculum 2007 - Pg 9

Diversity

We like learning
about different
things with lots of
different people.



Diversity



He Manga wai, koia kia kore whitikia.

"It is a big river indeed that cannot be crossed."

At Nelson Park School diversity and difference are acknowledged and celebrated in an inclusive school environment.

We recognise, value and cater for the diverse abilities and needs through our special needs, accelerant, enrichment, cultural and ESOL programmes.

- Communication at enrolment with parents and support agencies will provide information of needs to be catered for.
- IEPs/IBPs will support the child's learning and full integration into school.
- Information sharing will include families and staff and be continued throughout all levels of the school.
- Identification processes are established early each year to enable an inclusive approach for all our programmes.
- Enrichment programmes are provided, based on student needs, programmes offered and teacher strengths.
- The "Gifted" register and "Special Needs" register are frequently updated to ensure all children are catered for.
- Identified needs will inform our allocation of personnel and resources to support programmes.



Community Partnerships



Embracing the Principles of the NZ Curriculum 2007 - Page 9

Home and School Partnerships

Transition

At our school everyone
works together, my
parents and teachers
and lots of other people
too.



Home and School Partnership



**Ko ōu hikoinga i runga tōku whāriki. Ko tōu noho i tōku whare,
e huakina ōku tatau, ōku matapihi.**

"Your steps on my floor. Your respect for my home, opens doors and windows."

At Nelson Park School the aim of Home School Partnership is to enhance learning relationships between our school and our community. We acknowledge and celebrate the pivotal role of family and aim to strengthen collaborative teaching and learning approaches between parents, children and teachers, whilst embracing cultural diversity.

- Home School partnerships will be supported and promoted through allocation of resources and staffing and will take a variety of forms.
- Maori and Pacific children and their families will be embraced and invited to contribute fully in the learning experiences of their children.
- All cultural groups within the school community will be acknowledged and celebrated, recognising cultural identities.
- The Home-School Philosophy will permeate all aspects of the school culture to support all children in their learning.



Transition



Ma te huruhuru ka rere te manu.

“Adorn the bird with feathers so it can fly.”

At Nelson Park School we recognise that Transition occurs and needs to be supported through all levels of the school and delivery of the curriculum. We believe that children come to school with valuable learning experiences. We aim to recognise this prior learning and build on it to enable children to confidently and competently contribute and belong in the school environment. We recognise and celebrate the diversity, both cultural and social, that the children bring to the new learning environment. Our transition philosophy values and celebrates the importance of developing strong connections with family and whanau through providing a culture of respect and shared responsibility for all our children.

Nelson Park learning environment

- Recognises the seamless nature of the Te Whariki Curriculum which links across into the NZ Curriculum (Early Childhood to Primary).
- Takes children from where they are, allowing them time to develop and grow at their own pace.
- Allows children to learn through responsive and reciprocal relationships.
- Recognises the importance of holistic development, empowering children to follow their own interests and learning styles.
- Provides for the active exploration of the environment through the provision of indoor/outdoor learning opportunities.



Empowerment



I am learning
leadership skills so I
can be a better role
model and help
others.



Embracing the Principles of the NZ Curriculum 2007 - Page 9

Learning Environment
Learning Processes
Staff at Nelson Park School



Learning Environment



He kai kei āku ringa.

"There is food at the end of my hands"

At Nelson Park School the Learning Environment is valued as a teaching and learning resource. The Environment is designed to facilitate interactive experiences enabling discovery type learning which caters for the holistic needs of all children.

The Learning Environment is :

- formative - making the most of authentic learning opportunities.
- flexible.
- responsive to the changing needs of children, enabling them to be risk takers in a supportive environment.
- not confined by buildings, physical structures or prejudices.
- co-constructed by teachers and children, reflecting high standards and expectations.
- responsive to the cultural diversity of the school community.
- designed to cater for the children's physical and emotional needs, which are recognised and valued.
- reflective of our natural heritage.



Learning Processes



Kua takoto te mānuka.

"The manuka branch has been laid down."

Inquiry Learning

Inquiry based learning is a constructivist approach in which children have ownership of their learning. It starts with exploration and questioning and leads to investigation into worthy questions, issues problems or ideas. It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking actions.

Experimental Learning

The Experimental Learning process allows for the development of learning opportunities through experimentation, utilising the scientific method as its basis for quality, robust learning to occur.

While having its roots in the science curriculum it is also used in other learning areas. Individuals have the control to proceed in a sequential manner that tests prior knowledge. Research has shown that learning is enhanced by a hands-on approach, questioning and discussion.

Experimental learning is supported by our Inquiry Learning model, helping make connections for the child to make sense of the world.

Explicit Teaching

Explicit instruction is a deliberate act of teaching to address an identified need. It includes modelling and explanation of skills/strategy/knowledge and discussion of why and when they are useful.

It is directed towards specific outcomes, enabling children to build on existing knowledge/skills/strategies, and how to apply them to new contexts.

Children also need time to practice and consolidate their new learning, have meaningful feedback and be guided towards their next steps.



Learning Processes - continued



Problem solving

The learning environment will provide opportunities for children to actively seek, use and create knowledge to solve problems.

They will be given opportunities to reflect, draw on personal knowledge and intuitions, ask questions and challenge the basis of assumptions and perceptions.

This is the basis for the development of the Key Competency of Thinking.

Authentic Learning

Authentic Learning positions children at the centre of the learning and is related to their needs and interests. Children are involved in researching, designing, planning, creating and critically evaluating, solutions to real-life problems.

Authentic Learning experiences are those which enable learners to be engaged with their learning, learning solutions are meaningful to the life of the child and connected to real-life events. Children are able to make links between prior experiences, current and future learning.

The teacher's role is one of facilitation and guidance.

These processes are inter-related/interwoven and not used in isolation.

The Teachable Moment

The Teachable Moment is an unplanned opportunity that arises with children. A flexible teacher, using a formative approach uses a fleeting spontaneous opportunity, often sensed and seized by the teacher. The "Teachable Moment", can be a digression, a temporary sidetrack, inadvertently capturing children's interests and attention.

This also refers to times when a child is most receptive to learning, involving the children's interest or responses. It is inter-woven with other learning processes.



Staff @ Nelson Park School



**E hara taku toa i te toa takitahi
Engari he toa takitini.**

"My strength does not come from me alone but from those around me"

At Nelson Park School staff are valued and supported in their role while showing empathy and respect for all members of our learning community.

A staff member at Nelson Park School will :

- focus on the needs of children.
- develop opportunities for all children to reach their full potential.
- facilitate and foster learning opportunities.
- successfully manage relationships and resources.
- through formative and reflective practice be professionally curious.
- apply the principles of self review.
- enjoy people and have a sense of humour.
- guide through learning partnerships, engaging children and their families.
- regard themselves as learners, being guided by current theory and best practice.
- be given opportunities to grow in Leadership and be supported in that role.



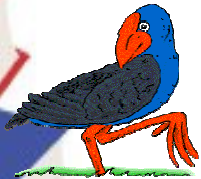
Future Focus



Embracing the Principles of the NZ Curriculum 2007 - Page 9

Active Schools
Discovery Learning
Environmental Education
Key Competencies/Virtues
Library
E-Learning

When I grow up I
want to be a pilot
and a T-Ball play-
er.



Active Schools



**Tangata tu tangata ora
Tangata noho tangata mate.**

*“Someone who is active is healthy
Someone who is inactive is unwell.”*

Nelson Park School recognises the need to cater for the well being of the whole child (holistic education). The concept of well-being encompasses the physical, mental and emotional, social and spiritual dimensions of health.

Nelson Park School promotes the interdependent concept of Hauora, (a Maori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana and tana whanau, each one influencing and supporting others).

- Children build resilience through strengthening their personal identity and self worth.
- Children learn to develop empathy, and skills that enhance relationships.
- Through active participation, children gain an understanding and appreciation of how their bodies move.
- Children have the opportunity to relate to others and demonstrate constructive attitudes and values.
- Physical activity has many forms: play, games, sport, exercise, recreation, adventure and expressive movement in a range of environments and contexts.



Discovery Learning



Hūtia te rito o te pū harakeke, kei whea te kōmako e kō.

"By removing the centre of the flax bush, the bellbird does not sing."

Discovery Time provides an environment where students are given the opportunity to direct and take responsibility for their own learning. They are given the freedom to develop skills which may not be promoted in the regular classroom. It provides opportunities for teachers to meet the cognitive, social-emotional and physical needs of children through flexible, activity-based experiences.

Discovery Time provides opportunities for children to:

- direct their own learning
- participate in new experiences
- encounter challenges
- extend existing skills
- work cooperatively
- interact socially
- reflect on their learning
- problem solve creatively

Discovery Time provides opportunities for teachers to:

- spend quality time with individual children
- observe children in a range of situations
- cater for children's individual learning styles
- provide ways to develop the Key Competencies
- use an integrated approach to curriculum coverage
- challenge children's thinking through questioning
- provide an environment that promotes risk taking
- provide fun learning experiences

Critical components:

- planning
- regular, timetabled sessions
- time for students to share and reflect on their learning
- skilled adult input
- additional equipment

Reference: Discovery Time, Developing key competencies through activity-based, child directed learning, Brenda Martin and Gay Hay.





Environmental Education



Toi tū te Whenua.

"The land shall always remain."

Environmental Education at Nelson Park School encourages a respect for the environment. Our goal is to develop eco-literate children who are able to apply numeracy and literacy skills in practical contexts and be independent thinkers. Through a respect for the environment children, staff and the community will develop the awareness required to create a sustainable nation.

Through authentic environmental issues children are encouraged to :

- identify issues.
- solve problems.
- make decisions.
- take action.
- to persist.
- to reflect.



Key Competencies



Tangata ako ana i te whare, te tūranga ki te marae tau ana.

"A person who is taught at home will stand collected on the Marae."

At Nelson Park School we can use Habits of Mind, Virtues and other practices to support the Key Competencies through integrated learning programmes that encourage children to become critical, responsible thinkers and life-long learners in today's society.

Opportunities to develop the competencies are made available to children as part of their classroom learning programmes and specifically taught through all levels of the school.

Our goals are :

- to support children to be independent users of the Key Competencies.
- to make the Key Competencies relevant to all ages.
- to deliver the Key Competencies through deliberate acts of teaching and through integrated learning experiences.
- to challenge and support the development of Key Competencies in increasingly wide ranging and complex contexts.
- to encourage and develop self assessment approaches through appropriate criteria which will enable children to make judgements about their own progress and setting of further goals.
- to use Virtues to reinforce the Key Competencies.



Virtues



Kāore te kūmara e kōrero mo tōna ake reka.

“Doesn’t the kumara speak about its sweetness.”

At Nelson Park School we use the Virtues programme to create a total environment of caring and respect where the best qualities within each person are nurtured and developed.

Virtues are:

- integrated into every aspect of our school culture
- selected on a formative basis
- regularly revisited with one particular focus each term
- woven into our everyday language
- used to celebrate success



Library



Ko te manu e kai ana i te miro, nōna te ngahere.
Ko te manu e kai ana te matauranga, nōna te Ao.

*"The bird that consumes berries, the forest is theirs.
The bird that consumes knowledge, the world is theirs."*

Library

The Nelson Park School Library is an interesting and stimulating learning environment that is accessible to all children and staff.

It provides a current, well maintained collection of books and resources.

Staff promote a positive atmosphere for children to gain enjoyment, information and skills.

The school library is :

- a learning environment central to the development of an information-literate school community providing resources selected to meet the curriculum and information needs of the school.
- a foundation for the school's literacy programmes and a catalyst for the development of lifelong readers.
- a managed centre of professional expertise and support for the school community.



E-Learning



**Te tīmatanga o te mātauranga, ko te wahangū.
te whānga tuarua, ko te whakarongo.**

*"The beginning of knowledge is silence.
The second stage is listening."*

Through E-Learning our school enhances teaching and learning to meet the needs and aspirations of our children.

E-learning assists in the making of connections by allowing children to explore new learning environments and overcoming barriers of distance and time. It facilitates shared learning by allowing children to join or create learning communities that extend into and beyond the classroom.

The school will ensure:

- children will have access to up-to-date technologies.
- there are systems in place to guarantee children's safety while using technologies.
- teachers will be up skilled as needed.
- E-learning will be integrated through the school curriculum.
- all children will be able to access e-learning through a supportive learning environment.
- budget considerations will account for future developments in E-learning.



New Zealand Curriculum



Embracing the Principles of the NZ Curriculum 2007 - Page 9

NZ Curriculum Statement

At our school it's fun
and I am encouraged
to share my ideas.



New Zealand Curriculum



**E hī ake ana te Atakura.
He tio, he huka, he hauhunga.**

*"The red dawn comes with a sharpened air.
A touch of frost, the promise of a glorious day."*

At Nelson Park School the NZ Curriculum provides the foundation for all teaching and learning. The Principles embodied in the NZ Curriculum will underpin all decision making at Nelson Park.

Through the learning areas of English, The Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Sciences and Technology children will be engaged, challenged, forward looking and inclusive.

The NZ Curriculum will be used as a guide to ensure children are given the broad, general education that lays a foundation for future specialisation. By working with the NZ Curriculum and the Nelson Park School Curriculum children are able to experience a wide range of integrated learning experiences making use of the natural connections that occur between the learning areas.

Our Charter is guided by our Vision and Strategic Goals, which are developed by the Board of Trustees, staff, children and community.



Literacy



Tōku reo, tōku ohoho.

"My language, my awakening."

At Nelson Park School we aim to provide meaningful and purposeful child-centred literacy programmes that develop the skills needed to become effective communicators within our world.

Through motivation and success we aim to foster a love of language that will remain with children throughout their lives.

Children will be given the opportunity to explore and develop literacy skills through deliberate acts of teaching in an integrated and rich learning environment.

- Teaching programmes are based on current assessment data.
- Teachers will analyse assessment data to develop next steps in learning and teaching.
- Children's progress will be monitored as a part of the daily teaching programmes targeting identified needs.
- The literacy programme will be flexible, responding to the changing needs of the children.
- Teachers will regularly work together to moderate learning samples against accepted tools.





Mathematics and Statistics



Nāku te rourou, nāu te rourou, ka ora ai te iwi

"With your basket and my basket the people will thrive."

At Nelson Park School we believe Numeracy is a major influence in all aspects of our daily lives.

Through Mathematics and Statistics children will explore a range of thinking skills which develop knowledge and strategies. This will enable them to explore mathematical ideas to solve problems and to think creatively, critically, strategically and logically.

All teaching and learning in Numeracy at Nelson Park School will foster success and enjoyment, while utilising appropriate resources to provide quality learning experiences.

- Mathematics programmes will be based on the Numeracy Project pedagogy, with all strands covered throughout the year.
- Teaching programmes are based on current assessment data which is analysed to inform next steps in teaching and learning.
- Children's progress will be monitored as a part of the daily teaching programmes targeting identified needs.
- The Numeracy programme will be flexible, responding to the changing needs of the children.
- Children will be involved in identifying where they are at, and where they are going in their learning.
- Teaching of Numeracy will be delivered consistently throughout the week, with up to 80% of teaching content based on "Number" or integrated with other strands.



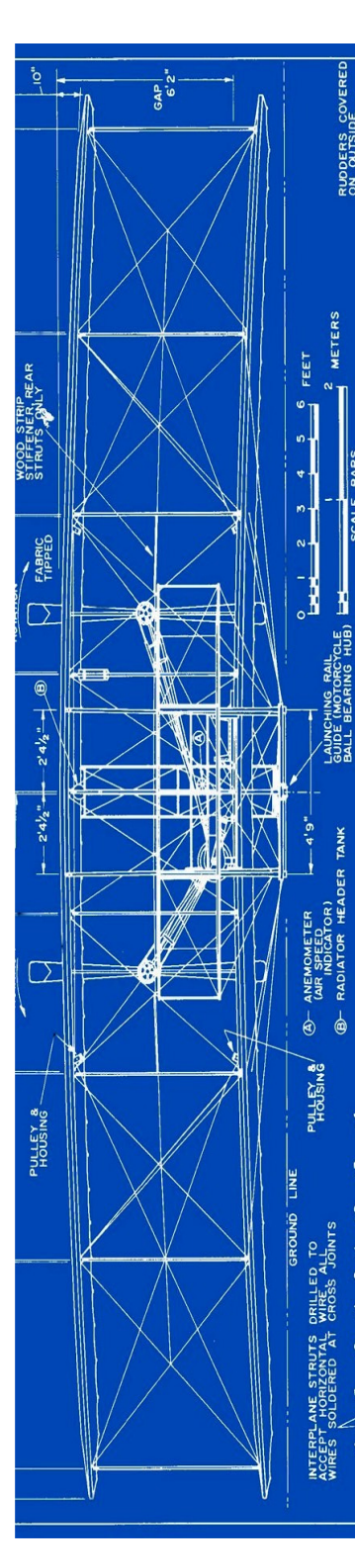
Planning



Embracing the Principles of the NZ Curriculum 2007 - Page 9

Curriculum Delivery Learning Plan

We learn lots of
cool things in lots
of different ways.



Curriculum Delivery



Manaaki whenua, manaaki tangata. Haere whakamua.

"Care for the land, care for the people. Go forward."

Big Ideas will be delivered twice over a 3 year period, using the context which is relevant to the children's needs, interests and level of maturity. We use teachers strengths to support the delivery of the curriculum.

Citizenship and Self

Children will be encouraged to :

- understand their own uniqueness.
- develop an awareness of the needs of others.
- explore their place in communities, starting with local and expanding to the global .
- develop an understanding of their rights and responsibilities as a member of a community.

Environment & Sustainability

Children will be encouraged to :

- explore the ways in which they affect the environment and are affected by the environment.
- examine issues that impact the environment and take action to enhance the environment .
- develop a care for the environment.

Scientific Me

Children will be encouraged to :

- investigate, understand and explain our natural, physical world and the wider universe.
- generate and test ideas.
- gather evidence through observations.
- carrying out investigations.
- communicate their findings in a variety of ways.

Technological Me

Children will be encouraged to :

- Investigate ways to adapt and innovate to solve meaningful problems.
- Apply the Inquiry process.
- Generate, test and evaluate new ideas.

Creative Me

Children will be encouraged to :

- Find opportunities to understand their distinct verbal and non-verbal language.
- Explore ways to express their ideas in a variety of ways.
- Discover the distinct languages of the arts.
- Develop an appreciation of the Arts.





Assessment



Embracing the Principles of the NZ Curriculum 2007 - Page 9

Assessment Statement

Learning by doing
with new challenges
and knowing my
next steps.





Assessment Statement



The primary purpose of assessment at Nelson Park School is to improve children's learning and teachers' teaching. This occurs through the interaction between teaching and learning, based on timely gathering, analysis, interpretation and use of information that can provide evidence of children's progress. Not all assessment is formalized, much is based on OTJ's (Overall Teacher Judgment), that is evidence based.

Assessment at Nelson Park School is based on a Formative Model.

Assessment:

- clarifies what children know, can do, and still need to learn
- involves children in setting realistic goals, through self and peer assessment
- supports teaching and learning goals through understanding planned outcomes and success criteria, with guidance from teacher feedback
- is planned and communicated, with children knowing in advance how and why they are being assessed
- is suited to the purpose, using informal and formal approaches chosen to suit the information required
- outcomes are based on a variety of evidence to ensure professional judgments are valid and fair
- school wide data will be collected as outlined in the Assessment Procedures flow chart and analyzed, to review teaching and learning processes, as well as reporting to the BOT on learning trends and outcomes and the MOE.
- moderation discussions between teachers will ensure there is a shared understanding of the progressions in learning.
- will be linked to the teaching inquiry process, refer NZC pg 35.



Whakatauki



Whakatauki (proverbs) play a large role within Maori culture. They are used as a reference point in speeches and also as guidelines spoken to others day by day. It is a poetic form of the Maori language often merging historical events, or holistic perspectives with underlying messages which are extremely influential in Maori society.

He Manga wai, koia kia kore whitikia.

"It is a big river indeed that cannot be crossed."

Make light of a difficult situation and it will become more manageable. The virtue of perseverance.

Ko ōu hikoinga i runga tōku whāriki. Ko tōu noho i tōku whare, e huakina ōku tatau, ōku matapihi.

"Your steps on my floor. Your respect for my home, opens doors and windows."

Mutual respect for each other enhances growth.

Ma te huruhuru ka rere te manu.

"Adorn the bird with feathers so it can fly."

What is learned at home and school reveals how well prepared a child is for their future.

He kai kei āku ringa.

"There is food at the end of my hands"

A person who is able to use basic abilities and resources to create success.

Kua takoto te mānuka.

"The manuka branch has been laid down."

Accept every challenge as a stepping stone to success.

**E hara taku toa i te toa takitahi
Engari he toa takitini.**

"My strength does not come from me alone but from those around me"

Many great things can be easily achieved if we support and nurture each other.

**Tangata tu tangata ora
Tangata noho tangata mate.**

*"Someone who is active is healthy
Someone who is inactive is unwell."*

Healthy bodies, healthy minds.

Hūtia te rito o te pū harakeke, kei whea te kōmako e kō.

"By removing the centre of the flax bush, the bellbird does not sing."

We are all dependent on each other and our environment for a better future for all.

Toi tū te Whenua

"The land shall always remain."

Respect for our environment is respect for ourselves.



Whakatauki



Tangata ako ana i te whare, te
tūranga ki te marae tau ana.

*"A person who is taught at home will
stand collected on the Marae"*

When a child is taught good values at
home and school, that child will behave
well in society and in life.

Kāore te kumara e kōrero mo tōna
ake reka.

*"Doesn't the kumara speak about its
sweetness."*

Let others speak well of your
achievements, success accentuates the
values of ones humbleness.

Ko te manu e kai ana I te miro, nōna
te ngahere.
Ko te manu e kai ana te matauranga,
nōna te Ao.

*"The bird that consumes berries,
the forest is theirs. The bird that
consumes knowledge, the world is
theirs."*

To attain knowledge is to attain success.
Seek higher learning.

Te tīmatanga o te mātauranga, ko te
wahangū.
te whānga tuarua, ko te whakarongo

*"The beginning of knowledge is
silence.
The second stage is listening."*

There is much to be gained by
meditating/thinking about what one has
been taught.

E hī ake ana te Atakura.
He tio, he huka, he hauhunga.

*"The red dawn comes with a
sharpened air.
A touch of frost, the promise of a
glorious day."*

See each day as a rewarding challenge.

Tōku reo, tōku ohooho.

"My language, my awakening."

Language and identity lead to success.

Nāku te rourou, nāu te rourou, ka
ora ai te iwi

*"With your basket and my basket
the people will thrive."*

Cooperation and sharing leads to success
for all.

Manaaki whenua, manaaki tangata.
Haere whakamua.

*"Care for the land, care for the
people. Go forward."*

By treating your surroundings and
environment with respect a community
prosper.

