

The Great Way
(Curriculum)

Ngongotaha
School

Pedagogy at Ngongotaha Primary School

G
R
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T

Acknowledge and encourage cultural inclusiveness- The values and beliefs of other cultures are respected through teacher practice/ lesson delivery/class tikanga

Teacher, student and whanau work together to create a shared vision for what educational excellence means for them.

Ensuring that pedagogy can be interactive, dialogic and spiraling - Ensure our teaching practice is hands on, reflective and responsive to the needs of our students.

Acknowledging the importance of the relationship between teacher and student.

Working in ways that support interdependence and power sharing -Working together to enhance learning

LEARNING and TEACHING - Everyone is a learner and everyone is a teacher. Learning from each other

CHILDREN feeling safe to express themselves and confident to ask questions and give things a go

EFFECTIVE teacher pedagogy

LEARNING to LEARN - problem solving, communication skills, team skills, creativity and innovation

AKO - reciprocaton - learning from each other

Having the SKILLS to reflect on our own learning and learning needs.

RAPPORT and relationship building

DEVELOPING a creative environment which allow students to express and explore their creativity

Allowing CREATIVITY and giving choices.

TAILORED to identity - language, location, culture and learning needs

CREATING interdependence and independence in a safe, inclusive environment

EVERYONE is a teacher and a learner.

Having CONVERSATIONS conversations and effective communication (sometimes hard, constructive.)

COMMUNICATION - Communication - Pronunciation and using culturally relevant resources.

LEARNER AGENCY - Student conference to establish current level choices, success, next steps. set SMART goals,Review and acknowledge/celebrate success

CULTURAL responsiveness and relational pedagogy -

AUTHENTIC - relevant topics, real life experiences

CELEBRATING cultural events (eg.Marau a kura / Poutama Ako)

COLLABORATION - Whanau Hui, shared goals, moderation, designing curriculum & resources

CONNECTEDNESS - Connectedness to local purakau

WHANAU INVOLVEMENT - Access to learning, results, next steps, ubiquity

UBIQUITY in learning - Demonstrating concepts of whanaungatanga, tiakitanga, mana motuhake these concepts have a place in the world anywhere, anytime.

CONNECTEDNESS - Teacher, learner & whanau accessibility to work

RECIPROCAL learning - Everyone's a learner, everyone is a teacher.



Ngongotahatanga

STRONG emphasis on Whānau engagement
COMMUNITY orientated
PURAKAU
SENSE of belonging and turangawaewae
MSA vision
Te Ao Maori
LOCAL curriculum / PB4L / - contextually relevant
Te Marau a kura o Te Whanau Maunga
GRADUATE Learner Profile (Maunga)

"Aim High, Stand Proud"

"Iti rearea teitei kahikatea ka taea"

Curriculum Rationale for Ngongotaha School

There will be:

- ❖ Strong foundation in oral language particularly in the early years.
- ❖ An enriching, all-inclusive, hands-on programme will be provided on entry to school.
- ❖ Emphasis placed on quality teaching in reading, writing and mathematics.
- ❖ Integration of Te reo Maori and tikanga across the school.
- ❖ Integration of ICT / Digital Technologies and associated tools across the school
- ❖ Emphasis placed on fitness and physical education in response to the needs and desires of the students and community.

Ngongotaha School Curriculum Model

The curriculum model for Ngongotaha School has been completed following consultation with the community, board and staff.

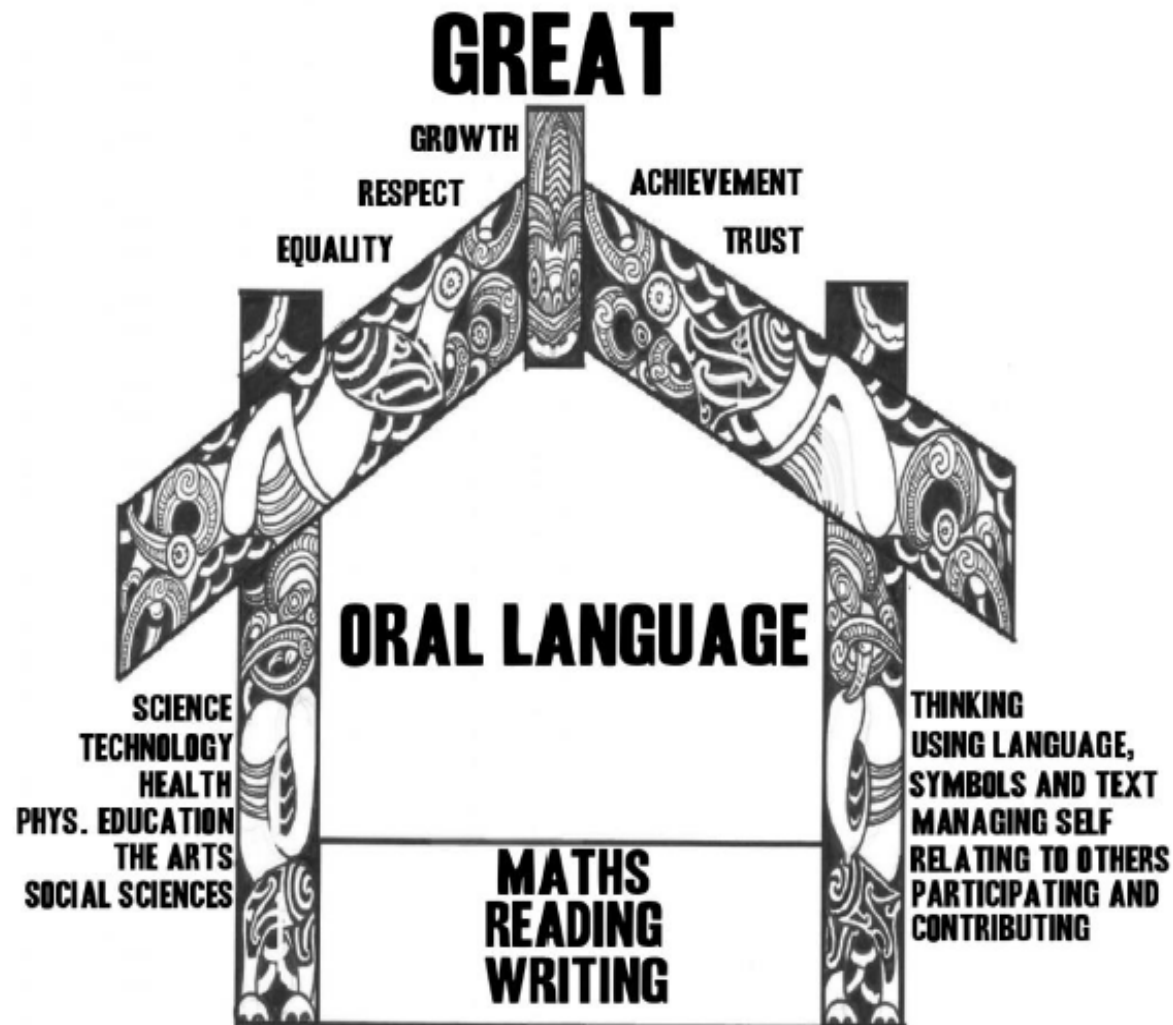
The visual representation of a whare is used following on from our work with the community in relation to Māori student achievement.

We see the development of oral language as central to the development of our curriculum learning areas.

The work carried out through our engagement in PB4L is incorporated into our Curriculum model through the overarching GREAT values. These will be explicitly taught through our PB4L modules, matrices and planning.

Our students will model Growth, Respect, Equality, Achievement and Trust in a safe, supportive learning environment so they can take their place in the world.

Ngongotahā Curriculum Model



Te Whare Wānanga o Ngongotahā

Ngongotahā Curriculum Model

TAU KE



Te Whare Wānanga o Ngongotahā

Curriculum Rationale for Ngongotaha School

- ❖ The curriculum will be delivered through overarching themes based on issues and ideas worthy of exploration.
- ❖ These overarching themes / concepts will reflect a specific key understanding.
- ❖ All curriculum strands are covered at each level of the curriculum

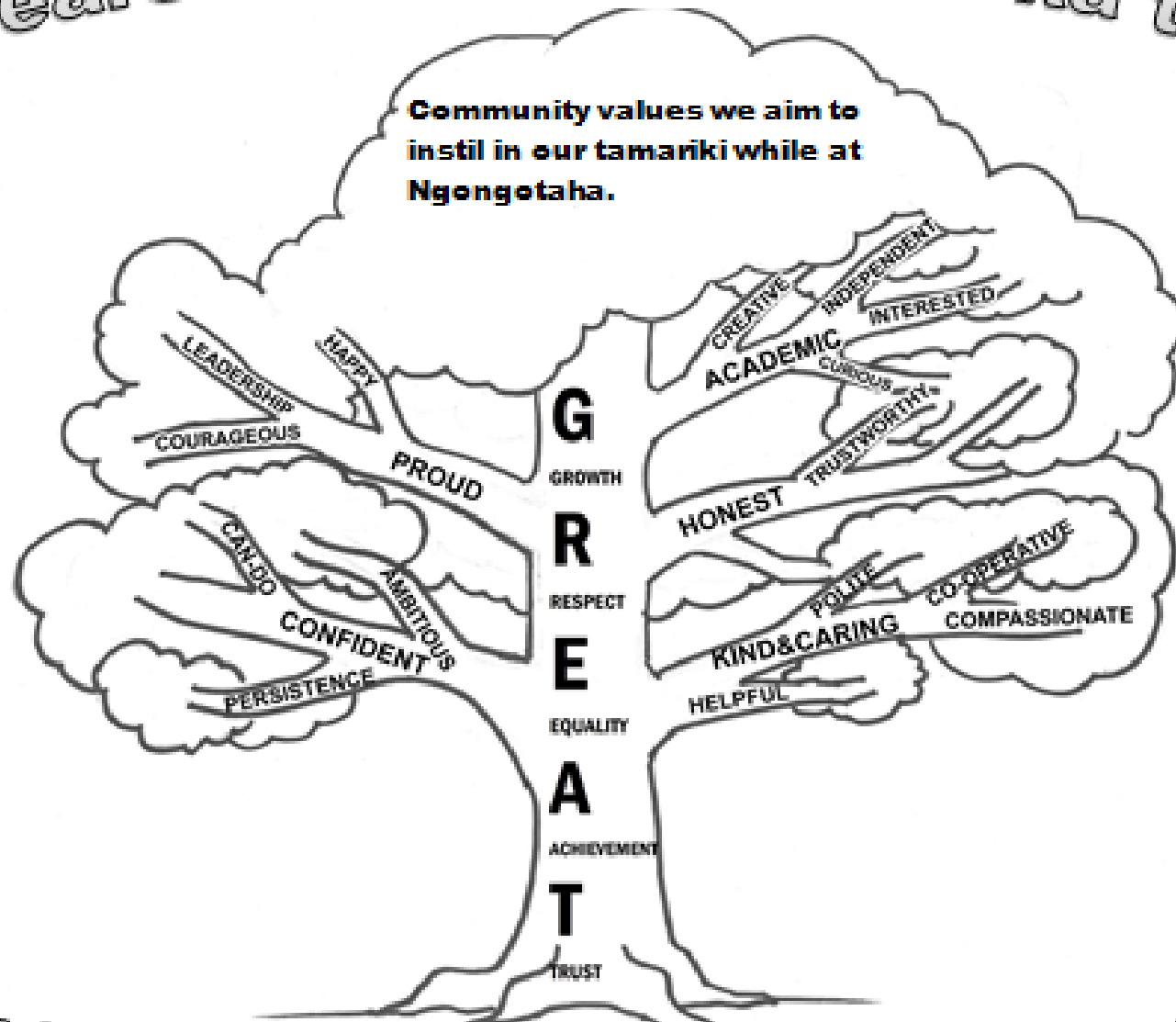


Incorporated across all learning are:

- ❖ The Key Competencies - Managing Self; Respect; Participating and Contributing; Using Language Symbols and Text; Thinking
- ❖ Te Ao Maori
- ❖ Information Communication Technology / Digital Technologies

Iti rearea teitei kahikatea ka taewa

Community values we aim to instil in our tamariki while at Ngongotaha.

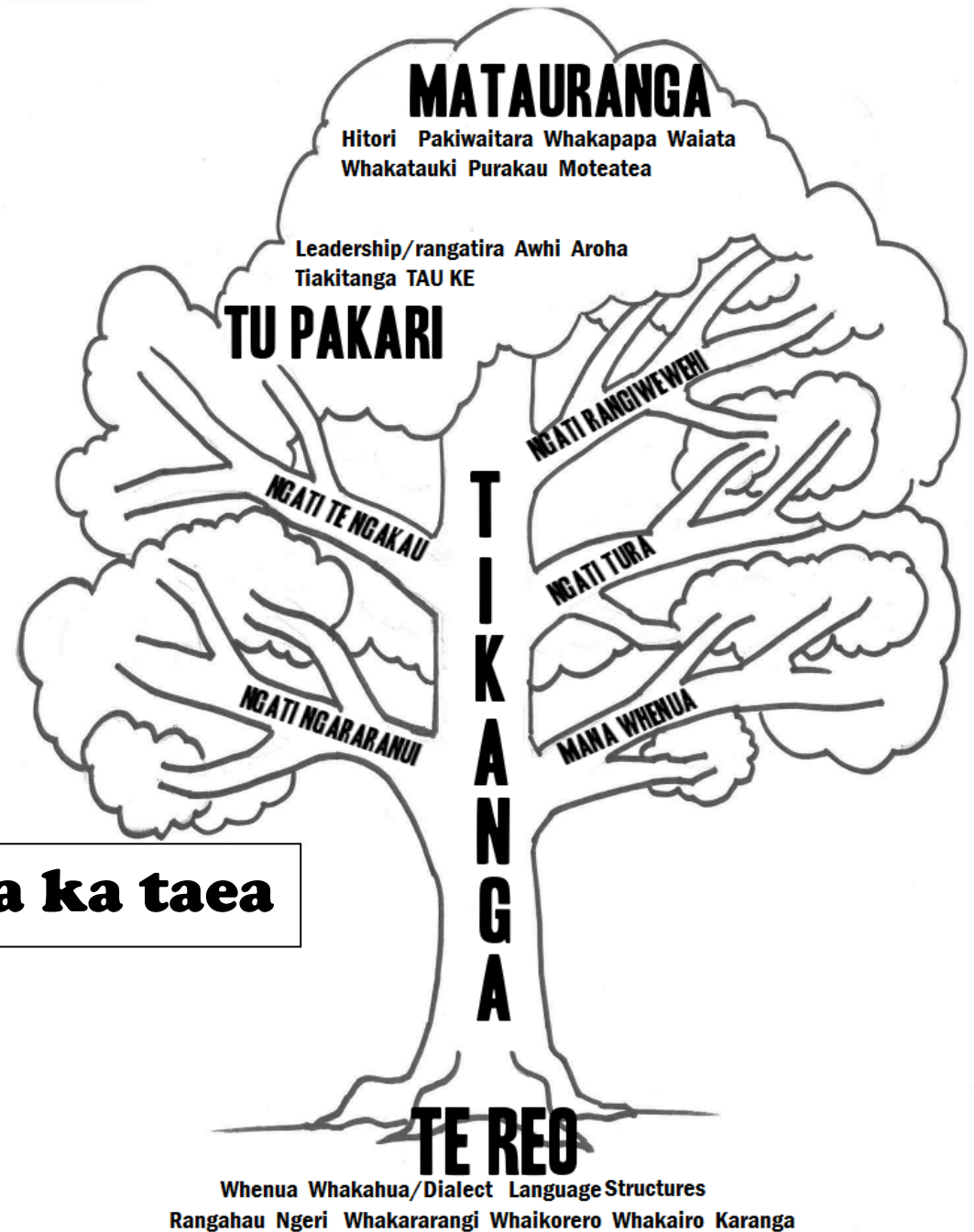


Aim High, Stand Proud.

Te Pou o Te Whanau Maunga

The whanonga pono /values our school,
community and whanau wish to instill in
the tamariki of our Rumaki.

Iti rearea teitei kahikatea ka taea



Poutama Ako

Progressive Learning in Te Reo and Tikanga at Ngongotaha School

Poutama Ako (Progressive Learning) design is indicative of the growth, development and continual positive progression of students (akonga) through stages of measurable understanding/ comprehension and expectation.

It comprises five (5) individual strands, each representative of one (1) of the G.R.E.A.T values of Ngongotaha School.

This highlights how the application of these values by students will contribute to their growth, development and success in our shared learning environment and wider community.

Tāniko (Geometric) Design is representative of the fish reward system of Ngongotaha School where we recognise concerted effort and application of our G.R.E.A.T values.

The components of this design are of varying shapes, sizes and colours like the members of our shared learning environment.

They are all grouped together and are focused toward the two (2) pointed directional prompts which represent 'Planning and Practice'.

Fish travel in 'schools' so the grouping of these forms show that we as a 'school', must collectively contribute and move forward together in order to achieve any desired outcome irrespective of context.

Poutama Ako

Te Whanau Ngahere	KUPU Oral Language base	EOTC <u>Te Marae</u> 2X day visits Parts of the Marae Games - rakau, whai etc Vocabulary	Achievement Objectives: 1.2 Waiata: Tiro tiro, E hara, Tau ke, Iti Rearea, Te Arawa E
			Achievement Objectives: 1.5, 2.3, 2.4, 2.5 Colours, Numbers, Shapes
			Achievement Objectives: 1.3, 1.6, 1.7 Pepeha Waiata: Utahina, Ara Po
Te Whanau Wai	Tikanga Oral language -sentence structure	EOTC <u>Te Marae</u> Overnight noho: Tikanga Parts of Wharenui Purpose of whare	Hitori & Pakiwaitara AOs: 2.1 Detailed pepeha
Te Whanau Manu	Extending Tikanga Increased written work and conversations	EOTC* <u>Te Marae</u> Overnight noho: Formal powhiri Roles on the Marae Pepeha in formal setting	Achievement Objectives: 1.5, 2.3, 2.4, 2.5 Waiata: Kaore te Aroha, Ngongotaha E AOs: 1.4, 1.7, 2.1, 2.2 Whakapapa

NB: It is important to remember that even though we have listed the Achievement Objectives above that are suited to each level it is the TASK that comes first. Lessons should be task driven not AO driven. The AO should fit the task. Lessons should be as interactive as possible especially at the junior level.

Our Implementation Plan

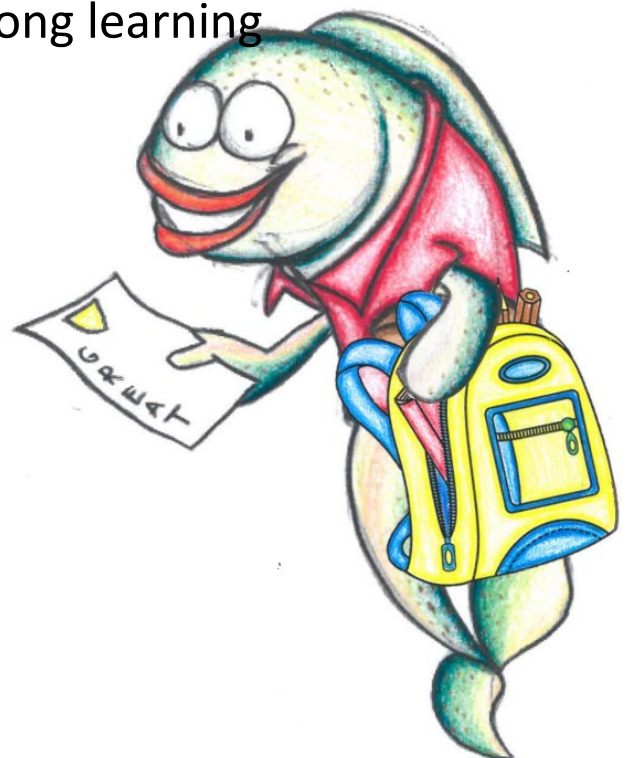
Developed through the implementation of the school culture	Yellow	Resilience
		Creativity
		Perseverance
		Compassion and empathy
		Finding humour
		Leadership
Developed through strategies, techniques and approaches	Orange	Critical thinking
		Independent thinking
		Curiosity and interest
		Co-operative skills
		Listening skills
Will be explicitly taught	Dark Red	School values, manners
		Questioning
		Problem solving
		Communication skills
		Thinking about thinking (metacognition)

Auraki Graduate Profile

Iti rearea teitei kakikatea ka taea

When our Year Six students leave our school we believe they will be equipped with the skills and knowledge to:

- Achieve their individual potential
- Have successful educational outcomes
 - Reading at or above the expectation
 - High level numeracy skills
 - Able to independently find information
 - Well rounded in all curriculum areas and know their individual strengths.
- Be proud to be who they are
- Be responsible for their own actions – aware of choices and consequences
- Participate and contribute in society
- Respect themselves, others and the environment
- Be motivated and pursue lifelong learning
- Develop a good work ethic
- Use their initiative
- Apply skills to solve problems
- Succeed in further education
- Be resourceful and creative
- Live the school's values
- Effectively communicate





Our Graduate Profile for Te Whānau Maunga

Our aspirations and vision for the skills and knowledge we want our Year 6 students to have when they leave our kura.

Tū Pakari

Anō ko te whare whawhao o Te Ao Kapurangi

- ❖ **Treats themselves, others and things with respect**
- ❖ **Has leadership qualities**
- ❖ **Relates well to others**
- ❖ **Makes sound decisions**
- ❖ **Able to set goals**
- ❖ **Aware of choices and consequences**
- ❖ **Motivated**
- ❖ **Is responsible for own actions – manages self**



Te Reo

**Ko te reo kia tika,
Ko te reo kia rere,
Ko te reo kia Māori.**

- ❖ **Confident to speak, read and write in Te Reo Maori.**
- ❖ **Have the ability and confidence to continue Year 7 education at Kura Kaupapa Māori if they choose.**
- ❖ **Role models for others within the school in regards to Te Reo Māori.**
- ❖ **Te Reo is grammatically correct.**
- ❖ **Able to make a smooth and confident transition to different Māori medium settings.**



Matauranga

Iti rearea teitei Kahikatea ka taea

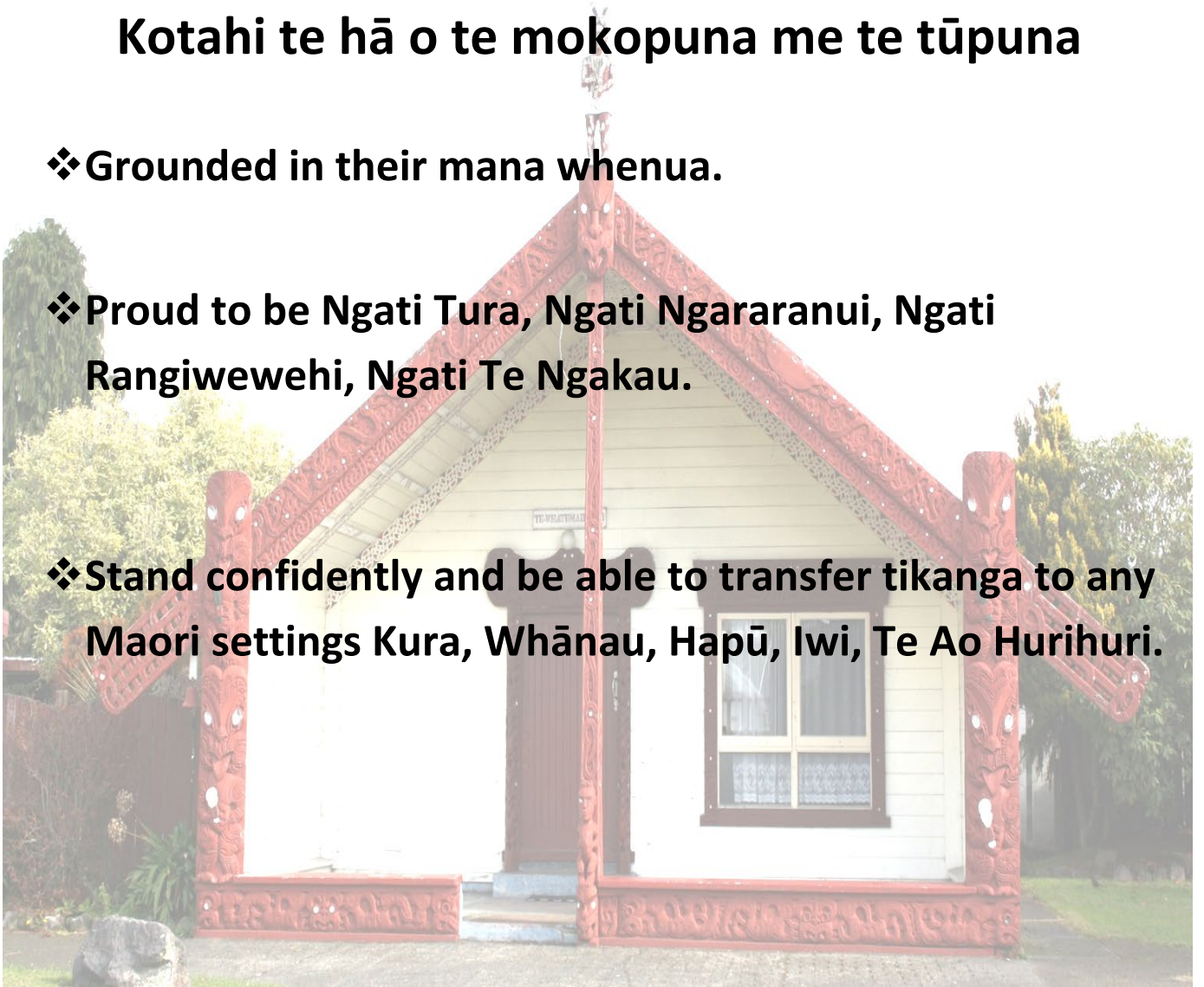
- ❖ **Reading at or above expectation.**
- ❖ **High levels of numeracy skills appropriate to age and year level.**
- ❖ **Well rounded student in other curriculum areas.**
- ❖ **Has research skills and can find information.**
- ❖ **Has a strong knowledge of local stories.**



Tikanga

Kotahi te hā o te mokopuna me te tūpuna

- ❖ **Grounded in their mana whenua.**
- ❖ **Proud to be Ngati Tura, Ngati Ngararanui, Ngati Rangiwehehi, Ngati Te Ngakau.**
- ❖ **Stand confidently and be able to transfer tikanga to any Maori settings Kura, Whānau, Hapū, Iwi, Te Ao Hurihuri.**



Assessment Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Why	Where
Term One	AsTTle Writing/Tuhituhi Yr. 1-6 PAT: Target Group				Year 3 -Star Reading						To inform teaching	Input online - samples in students folder
	AsTTle Reading Year 5 & 6											
	Running Records: Year 1-3 children and Year 4+ reading gold or below. Each child to have at least one record per term. 5.1, Six Year Nets and KLST will be on-going. GLOSS TESTING: to be done throughout the term.											To inform teaching and report to Board
Term Two							AsTTle Reading/Panui Year 5 & 6		Colour based/Literacy OTJ Maths OTJ		To inform teaching and BOT	Input online
	Running Records: Year 1-3 children and Year 4+ reading gold or below. Each child to have at least one record per term. 5.1, Six Year Nets and KLST will be on-going. MATHS OTJ: will be done for all Yr. 1-3 children on their birthday											To inform teaching and report to Board
Term Three	AsTTle Writing/Tuhituhi Yr. 1-6 PAT: Target Group							AsTTle Reading/Panui Year 5 & 6			To inform teaching	
	Running Records: Year 1-3 children and Year 4+ reading gold or below. Each child to have at least one record per term. 5.1, Six Year Nets and KLST will be on-going. GLOSS TESTING: to be done throughout the term.											To inform teaching and report to Board
Term Four						Colour based/Literacy OTJ Maths OTJ						
	Running Records: Year 1-3 children and Year 4+ reading gold or below. Each child to have at least one record per term. 5.1, Six Year Nets and KLST will be on-going.											To inform teaching and report to Board

Running Records All to be done on seen texts, Comp level needs to be high, at least 60%. OTJ will be the Colour Level the teacher thinks the student is working at. Children above Gold should be reading at a curriculum level not on the colour wheel.

Moderation this should be on-going throughout the year.

Concept Curriculum Coverage

Year	Major	Minor
2009	Term 1 – Social Science Term 2 – PE and Health Term 3 – Arts – Music / Sound Term 4 - Health	Term 1 – Health Term 2 – Social Sciences Term 3 – Technology Term 4 – Science
2010	Term 1 – Social Science Term 2 – English Term 3 – Science Term 4 - Technology	Term 1 – Term 2 – The Arts Term 3 – Term 4 – Science

Concept Curriculum Design

	Overarching Concept	Term Focus
2011	Whanaungatanga	Term 1 – Whanaungatanga Term 2- Kaitiakitanga – Term 2 & 3 Term 3 – Whanaungatanga Term 4 – Whanaungatanga
2012	Taonga – Health, English, Social Sciences, Technology	Term 1 – Relating to Others Term 2 – Oracy Term 3 – Culture Term 4 – Visual Arts

Concept Curriculum Design

	Overarching Concept	Term Focus
2013	Change - Science	Term 1 – Think Like a Chemist Term 2- Think Like a Geologist Term 3 – Think Like a Physicist Term 4 – Think Like a Biologist
2014	Ko au ko koe ko au ko tāua ko tātau I am you and you are me we are us - Social Sciences	Term 1 – Identity - Us Term 2 – Identity - Me Term 3 – Language as a Living Thing Term 4 – Culture - Aotearoa
2015	The Migration of Music – The Arts	Term 1 – Sounds of Music Term 2 – Journeys of Music Term 3 – Creating Music Term 4 – Celebrating Music
2016	Everything Counts – Maths Across the Curriculum	Term 1 – Artful Angles – Geometry in Art Term 2 – Counting Your Cash – Financial Literacy Term 3 – Statistical Sports – The Olympics Term 4 – Making Maths Matter – Science

Concept Curriculum Design

	Overarching Concept	Term Focus
2017	<p>Survival</p> <p>Whaia to Matauranga hei orange mo koutou</p> <p>Seek after learning for the sake of your well being</p>	<p>Term 1 – Sense of Belonging</p> <p style="padding-left: 40px;">What connects me to my world?</p> <p style="padding-left: 40px;">Be proud of who we are</p> <p>Term 2 - Survival Needs</p> <p style="padding-left: 40px;">What do I need to survive in the world?</p> <p style="padding-left: 40px;">Being the best, I can be</p> <p>Term 3 – Science informs how we survive</p> <p style="padding-left: 40px;">Exploring my world</p> <p>Term 4 – Our environment is rich in scientific wonders</p> <p style="padding-left: 40px;">Experiencing my world</p>
2018	<p>Term 1 – Citizenship – The relationship between a person and their community</p> <p style="padding-left: 40px;">Te Ao Maori concepts - Whakapapa and Turangawaewae</p> <p>Term 2 – Enterprise – Exploring what it is to be innovative and creative</p> <p style="padding-left: 40px;">Te Ao Maori concepts - Ako</p> <p>Term 3 – Globalisation – Becoming interconnected and interdependent across different settings</p> <p style="padding-left: 40px;">Te Ao Maori concepts -Whanaungatanga, Tangata Whenuatanga & Mana motuhake</p> <p>Term 4 – Sustainability – Maintaining and improving well-being, cultural, social, economic and environmental</p> <p style="padding-left: 40px;">Te Ao Maori concepts - Kaitiakitanga</p>	