



1.02 Awahou School Pedagogy Plan

Purpose: To explain the direction of the Learning and Teaching that will take place at Awahou School.

- Section 1: Vision Pg 1
- Section 2: Values Pg 2
- Section 3: Key Competencies Pg 4
- Section 4: Learning Areas Pg 7
- Section 5: Principles Pg 10

Section 1: Vision

1.00: New Zealand Curriculum Vision

Our vision is for young people:

- who will be creative, energetic, and enterprising
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country
- who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives
- who will be confident, connected, actively involved, and lifelong learners.

1.01 Confident

Positive in their own identity
Motivated and reliable
Resourceful
Enterprising and entrepreneurial
Resilient

1.02 Connected

Able to relate well to others
Effective users of communication tools
Connected to the land and environment
Members of communities
International citizens

1.03 Actively involved

Participants in a range of life contexts

Contributors to the well-being of New Zealand – social, cultural, economic, and environmental

1.04 Lifelong learners

Literate and numerate

Critical and creative thinkers

Active seekers, users, and creators of knowledge

Informed decision makers

1.10: Awahou Mission & Vision

A) Mission:

“To meet the educational needs of the Pohangina Valley Community by fostering individual excellence in a dynamic and caring environment”

B) Vision:

“Excellent local learning for a global future”

Section 2: Values

2.00: New Zealand Curriculum Values

To be encouraged, modelled, and explored

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

The values on the list below enjoy widespread support because it is by holding these values and acting on them that we are able to live together and thrive. The list is neither exhaustive nor exclusive.

2.01 Students will be encouraged to value:

- **excellence**, by aiming high and by persevering in the face of difficulties

- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively
- **diversity**, as found in our different cultures, languages, and heritages
- **equity**, through fairness and social justice
- **community and participation** for the common good
- **ecological sustainability**, which includes care for the environment
- **integrity**, which involves being honest, responsible, and accountable and acting ethically and to **respect** themselves, others, and human rights.

2.02 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.

2.03 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.

2.10: Awahou School Values

After consultation with our community the following values were identified as our “core” values at Awahou School:

2.11 Respect

- ✓ for themselves
- ✓ for each other
- ✓ for adults
- ✓ for property
- ✓ for the environment

2.12 Honesty

- ✓ with self
- ✓ with others

2.13 Effort

- ✓ at work

- ✓ at play
- ✓ Relating to Others
- ✓ Participating & Contributing
- ✓ Managing Self
- ✓ Thinking
- ✓ Using Language Symbols & Text

2.14 Underlying Expectations:

- a) "I must learn"
- b) "I must help others learn"

Section 3: Key Competencies:

3.00 New Zealand Curriculum Key Competencies:

Capabilities for living and lifelong learning

The New Zealand Curriculum identifies five key competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also 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.

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. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

3.01 Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

3.02 Using language, symbols, and texts

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

3.03 Managing self

This competency is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

3.04 Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

3.05 Participating and contributing

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

3.10 Awahou Schools Delivery of the Key Competencies:

At Awahou School the Key Competencies will be woven through all teaching and learning experiences. Some learning situations may focus more on one competency than others. Teachers will ensure all competencies will have a focus in the learning experiences provided. This will be evidenced in planning.

3.11 Tools that may be used in the delivery of the Competencies at Awahou include:

- Art Costa's 16 Habits of Mind
- SOLO Taxonomy
- Trevor Bonds Questioning Model
- De Bono's Thinking Hats
- Bloom's (Anderson's Revised) Taxonomy
- Robin Fogarty's Three Storey Intellect
- Tony Ryan's Thinker's Key's
- Success Criteria
- Self Evaluation

Section 4: Learning Areas:

4.00 New Zealand Curriculum Learning Areas

The New Zealand Curriculum specifies eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology.

The learning associated with each area is part of a broad, general education and lays a foundation for later specialisation. Like the key competencies, this learning is both end and means: valuable in itself and valuable for the pathways it opens to other learning.

All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies.

4.01 Learning areas and language

Each learning area has its own language or languages. As students discover how to use them, they find they are able to think in different ways, access new areas of knowledge, and see their world from new perspectives.

For each area, students need specific help from their teachers as they learn:

- the specialist vocabulary associated with that area
- how to read and understand its texts
- how to communicate knowledge and ideas in appropriate ways
- how to listen and read critically, assessing the value of what they hear and read.

In addition to such help, students who are new learners of English or coming into an English-medium environment for the first time need explicit and extensive teaching of English vocabulary, word forms, sentence and text structures, and language uses.

As language is central to learning and English is the medium for most learning in the New Zealand Curriculum, the importance of literacy in English cannot be overstated.

4.02 English

Students study, use, and enjoy language and literature communicated orally, visually, or in writing.

4.03 The Arts

Students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

4.04 Health and physical education

Students learn about their own well-being, and that of others and society, in health-related and movement contexts.

4.05 Learning languages

Students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

4.06 Mathematics and Statistics

Students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

4.07 Science

Students explore how both the natural 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.

4.08 Social Sciences

Students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

4.09 Technology

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

4.10: Awahou School Learning Areas

At Awahou School the curriculum will be delivered via the following areas:

4.11 Literacy

- ❖ This includes the delivery of Listening, Reading, and Viewing and Speaking, Writing and Presenting
- ❖ Refer to Policy 1.01 Awahou Curriculum Plan

4.12 Numeracy

- ❖ This includes the delivery of Number and Algebra, Geometry and Measurement, and Statistics.
- ❖ Refer to Policy 1.01 Awahou Curriculum Plan

4.13 The Arts

- ❖ This includes the delivery of Music, Dance, Drama and the Visual Arts.
- ❖ Refer to Policy 1.01 Awahou Curriculum Plan

4.14 Physical Education

- ❖ This includes the delivery of Movement Concepts and Motor Skills and Regularly Physical Activity
- ❖ Refer to Policy 1.01 Awahou Curriculum Plan

4.15 Inquiry

- ❖ This includes the delivery of:
 - Social Sciences
 - Social Studies
 - Health
 - Personal Health & Physical Development
 - Relationships with other people
 - Healthy Communities & Environments
 - Technology
 - Technological Practice
 - Technological Knowledge
 - Nature of Technology
 - Science
 - Living World
 - Material World
 - Physical World
 - Planet Earth & Beyond
- ❖ Refer to Policy 1.01 Awahou Curriculum Plan

Section 5: Curriculum Principles:

5.00 Awahou School & New Zealand Curriculum Principles:

The principles set out below put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised in a 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 curricula should be consistent with these eight statements:

5.01 High expectations

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

5.02 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 Māori me ōna tikanga.

5.03 Cultural diversity

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

5.04 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.

5.05 Learning to learn

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

5.06 Community engagement

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

5.07 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.

5.08 Future focus

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