



# Curriculum Framework

## Our School Vision

*Inspiring Curious Minds*

*Whakahihiri i ngā hinengaro pakiki*

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# Graduate Leaver Profile



We want our graduates to be

caring, confident, successful learners who respect themselves, others, and the environment.

They will display **curiosity** in the world around them, and live by our shared values of

**Respect / Whakaute**

**Integrity / Pono**

**Community / Hapori**


**Courage / Māia**

Our learning design model guides teaching and learning through cycles of

**GET IT - SORT IT - USE IT.**


# Our School Vision Progressions

## Curiosity / Whakamatemate


	<p><b>I am curious about the world around me and want to learn new things.</b></p>		
<ul style="list-style-type: none"> <li>• I want to learn new things</li> <li>• I am willing to take risks</li> <li>• I have a strong desire to find out about myself and the world around me</li> <li>• I ask questions and investigate the answers</li> </ul>	<p><b>Beginning</b></p>	<p><b>Developing</b></p>	<p><b>Applying</b></p>
	<p><i>I can talk about what I would like to learn.</i></p>	<p><i>I am willing to take risks in my learning to learn new things, and with support I can plan the steps I need to take to find things out.</i></p>	<p><i>I can independently identify a new area of learning for myself, plan my inquiry, locate my resources, and carry it out.</i></p>
	<p><i>I work with others to investigate the answers.</i></p>	<p><i>I am able to ask good questions and investigate the answers with a little support most of the time.</i></p>	<p><i>I am able to take my learning further by reflecting on my new knowledge and applying it to other situations.</i></p>

# Our School Values Progressions


## Respect / Whakautu

	<p><b>I show respect for myself, others, and the environment.</b></p>		
<ul style="list-style-type: none"> <li>• I respect myself and others</li> <li>• I treat others as I would like to be treated</li> <li>• I use my manners when I am speaking or listening to others</li> <li>• I am careful with school property and other people's belongings</li> </ul>	<p><b>Beginning</b></p>	<p><b>Developing</b></p>	<p><b>Applying</b></p>
	<p><i>I can talk about what respectful behaviour towards others looks like.</i></p>	<p><i>I make good choices in regards to my words and actions towards others, most of the time.</i></p>	<p><i>My respectful words and actions are visible to others, and I help others to do the same.</i></p>
	<p><i>I can talk about what respectful behaviour towards school property and people's belongings looks like.</i></p>	<p><i>I make good choices in regards to my actions towards school property and people's belongings most of the time.</i></p>	<p><i>My good choices in regards to my actions towards school property and people's belongings are visible to others, and I help others to do the same.</i></p>


## Integrity / Pono

	<h3 style="color: red;">I am honest and truthful, and take responsibility for my actions.</h3>		
<ul style="list-style-type: none"> <li>● I do the right thing because it is the right thing to do</li> <li>● I am honest and truthful to myself and others</li> <li>● I take responsibility for my actions and their consequences</li> </ul>	<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>
	<i>I can talk about what doing the right thing looks like, and usually tell the truth.</i>	<i>I do the right thing and tell the truth most of the time.</i>	<i>I always do the right thing, and support others to do the same.</i>
	<i>I am learning that I am responsible for my actions and their consequences.</i>	<i>I understand that I am responsible for my actions and their consequences.</i>	<i>I reflect on my actions, and their consequences to myself and others, before I do things.</i>

## Community / Hapori

	<h3 style="color: red;">I contribute towards our school and community, and build positive relationships with others.</h3>		
<ul style="list-style-type: none"> <li>● I work together with others to contribute to our school and support our community</li> <li>● I recognise and accept individual differences</li> <li>● I build positive relationships with others</li> <li>● I care for others and look out for them</li> </ul>	<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>
	<i>I can talk about what contributing to our school and the community looks like, and share basic ideas about what I could do.</i>	<i>I contribute positively to our school and the community, without being prompted, most of the time.</i>	<i>I independently look for new ways to contribute to our school and the community.</i>
	<i>I can talk about how we are all different and unique, and share basic ideas on what being a good friend looks like.</i>	<i>I show respect and acceptance towards others, and am friendly and caring towards others most of the time.</i>	<i>I am respectful and caring towards others, celebrate our individual differences, and support others to do the same.</i>

## Courage / Māia

	<h3 style="color: red;">I am brave in challenging situations, and do not give up when things are hard.</h3>		
<ul style="list-style-type: none"> <li>● I am brave when faced with new situations</li> <li>● I show resilience and determination when things are hard</li> <li>● I help others to be brave.</li> </ul>	<b>Beginning</b>	<b>Developing</b>	<b>Applying</b>
	<i>I can talk about what being brave looks like, and when I might need to be brave.</i>	<i>I take action in challenging situations, even though I am feeling afraid or uncertain.</i>	<i>I embrace challenges and demonstrate a willingness to step outside of my comfort zone.</i>
	<i>I am learning to be brave when faced with new situations.</i>	<i>I persevere when things are hard, and do not give up.</i>	<i>I act as a role model, inspiring and helping others to be courageous.</i>

# Our Fox Glacier School Inquiry Model



Our learning design model **GET IT - SORT IT - USE IT** defines the cycle of learning within a lesson, a unit, or a theme. The verbs below classify some of the actions that are appropriate at each stage.



<p style="text-align: center;"><b>Tuning In Finding Out</b></p> <p style="text-align: center;"><i>Think about different ways to build my knowledge</i></p>	<p style="text-align: center;"><b>Sorting Out Going Further</b></p> <p style="text-align: center;"><i>Deepen my understanding</i></p>	<p style="text-align: center;"><b>Making Conclusions Taking Action</b></p> <p style="text-align: center;"><i>Reflect on, share and apply my new knowledge</i></p>
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<p>1. Find out what I already know about this topic and what I still want to know.</p> <p>2. Form a question and use resources to help me find information.</p>	<p>3. Organise my information and check I have answered my question.</p> <p>4. Go further by adding more detail to my answers and asking more questions if I need to.</p>	<p>5. Think about what I know now and make conclusions about it by sharing what it means to me and others.</p> <p>6. Take action by using my new knowledge to help me in my next learning situation, or to make something better for myself or others.</p>
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<p style="text-align: center;">Brainstorm</p> <p style="text-align: center;">Practise</p> <p style="text-align: center;">Find</p> <p style="text-align: center;">Define</p> <p style="text-align: center;">Experiment</p> <p style="text-align: center;">Predict</p>	<p style="text-align: center;">Sort</p> <p style="text-align: center;">Order / Sequence</p> <p style="text-align: center;">Assemble</p> <p style="text-align: center;">Analyse</p> <p style="text-align: center;">Compare / Contrast</p> <p style="text-align: center;">Infer</p> <p style="text-align: center;">Summarise</p> <p style="text-align: center;">Consider</p> <p style="text-align: center;">Synthesise</p> <p style="text-align: center;">Negotiate</p> <p style="text-align: center;">Connect</p>	<p style="text-align: center;">Solve</p> <p style="text-align: center;">Decide</p> <p style="text-align: center;">Teach</p> <p style="text-align: center;">Innovate</p> <p style="text-align: center;">Generalise</p> <p style="text-align: center;">Justify</p> <p style="text-align: center;">Design</p> <p style="text-align: center;">Create</p>
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# Implementation of the Curriculum

## Responsive Curriculum Overview

- Teachers plan units of learning that are informed by the analysis of students' needs, passions, opportunities and individual teacher strengths.
- Students are encouraged and supported to take ownership of their learning by setting their own goals, and devising a plan to achieve them (where am I at? where do I want to go? how will I get there?).
- Units of work include rich collaborative learning opportunities, allow for student agency, and utilise both local expertise and our local environment wherever practicable and appropriate.
- Teachers use the Backward By Design planning process to identify desired results, assessment tasks, and learning events.
- Science, Social Sciences, the Arts, and Technology, feature at least once each year as a main focus in inquiry units planned for the classroom.
- Students have opportunities to learn languages and/or other curriculum areas with specialist teachers through the Virtual Learning Network programme.
- English and Mathematics is taught separately, and links into units of work wherever possible.
- Te Reo Māori is incorporated into the daily life and learning of the school, and taught specifically for at least 2 terms per year. Units of inquiry include aspects of te Ao Maori and bicultural perspectives. Student expertise is utilised and is an important part of our programme.
- Health and Physical Education is taught at least twice a week each term.

## The New Zealand Curriculum Learning Areas

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 the 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 **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.

In **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.

In **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.

In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

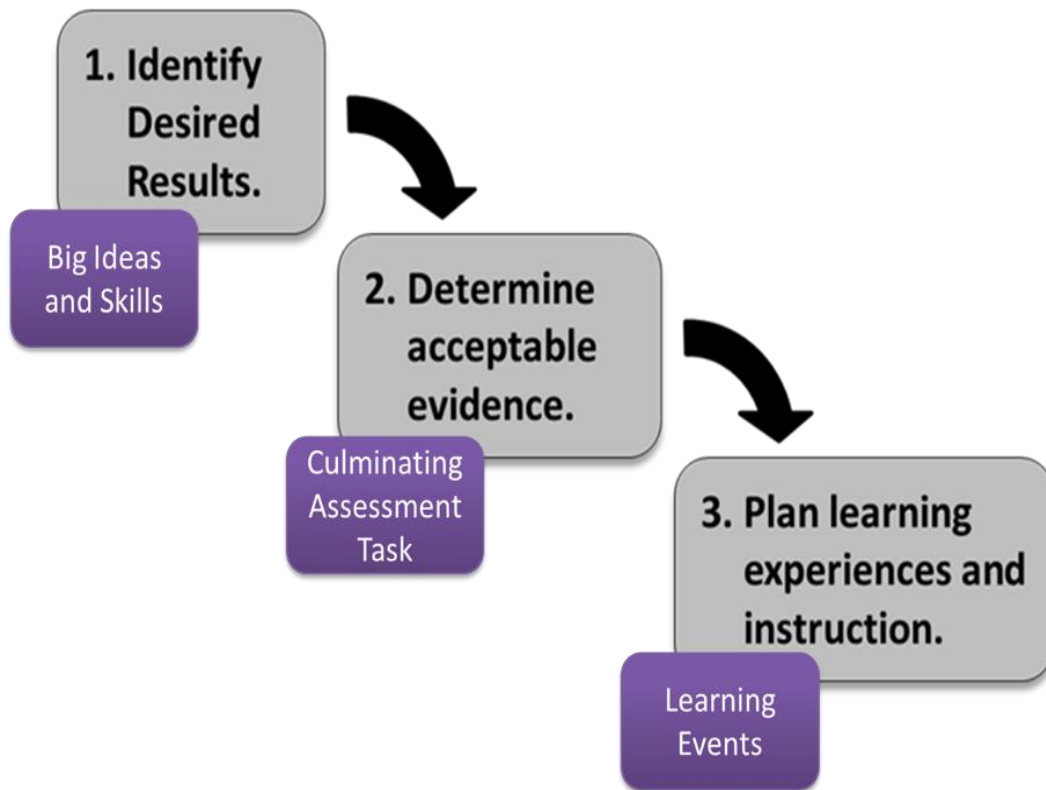
In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.





# An Overview of the Planning Process

**Understanding By Design** is the planning framework used in order to plan learning programmes. It is a fully integrated 3-step planning framework that enables professionals to teach for understanding.



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

## Links to Key Supporting Documents

[Inclusive Procedures](#)

[Literacy Progressions \(reading and writing\)](#)

[Mathematics and Statistics Progressions](#)

[Maori Progressions](#)

[Student Agency](#)

[Fox Glacier School Implementation of the New Zealand Curriculum](#)