

CURRICULUM

Teaching, Learning, Planning and Assessment Handbook

Application of the New Zealand Curriculum
at Ponsonby Intermediate School



Ponsonby

Intermediate School

www.ponsonbyintermediate.school.nz

50 Clarence Street, Ponsonby, Auckland 1011 Tel (09) 376-0096
Email: office@ponsint.school.nz

Contents

Introduction

Message from the Principal

Section 1: Teaching and Learning

Learning Areas
Key Competencies
NZ Curriculum Principles
Attitudes and Values
Hauora
Ponsonby Values (Our GEMS)
Berliner Model and Implementing the
Specialist Teaching Model
Effective Pedagogy

Section 2: Planning

Planning Policy
Planning Cycle
Charter and Variance Report
Annual Strategic Goals

Section 3: Assessment

Assessment for Learning
Assessment Procedures
Assessment Rubrics

Section 4: Teaching as Inquiry - School Evaluation

Ponsonby's Curriculum Review
Curriculum Review Template
GROWTH Coaching

Section 5: Student Reporting Process

Reporting to Parents
Student led Conferences
Graduate Profile

Section 6: Student Transition Process

Primary to Intermediate Transition
Intermediate to High School Transition
Transition time-line

Section 7: Accelerating Student Success

Section 8: Professional Development

Section 9: Support for Students with Learning and Behaviour needs

Class descriptions
Learning Centre and learning Support
Individual Education Programmes
Behaviour/safety action Plans

Section 10: Learning Area Overviews

Introduction
English
Maths and Statistics
Science
Social Science
Learning Languages
Technology: Design and Technology
and Exploring Technology
The Arts: Music, Performing Arts,
Visual arts
Health and Physical Education,
Home Economics

Articulate, energised achievers, ready for the future. 

Introduction

Our school vision statement, "Articulate, energised achievers; ready for the future" is what drives our pedagogy and is the overarching philosophy of the school. Within each learning area, students learn this vision statement through not only the eight learning areas defined in the NZ Curriculum but also through the 'hidden curriculum': our school values and our Hauora programme.

This Handbook outlines, in detail, how teaching, learning, planning and assessment are applied within each learning area at Ponsonby Intermediate School using the New Zealand Curriculum, 2007.

This Teaching, Learning and Assessment Handbook is to be used in conjunction with the Policy and Procedure Handbook (Staff A-Z Handbook) and Behaviour Management Handbook (School Wide Behaviour Management System) in order to provide teachers with a uniform understanding of the expectations, learning environments and procedures at Ponsonby Intermediate.

Ponsonby Intermediate students are continually reminded of our school vision, through ongoing discussions, clear expectations and through the wide range of learning experiences available to them within each lesson. Basic skills will be learnt. Physical and aesthetic abilities will be enhanced. Realistic personal standards of achievement will be set. Accomplishments and attainment will be valued and encouraged at every level.

The Board of Trustees expects that every student in this school shall have the best possible learning opportunities. This involves the provision of a balanced curriculum which will enable all learners to build upon existing knowledge and skills, whilst at the same time developing capabilities to create understanding and practise new skills.

School Wide Goals:

- Life Long Learners
- Promotion of Academic, Sporting and Cultural growth
- The building of self-worth and resilience
- Equal rights and opportunities for every student
- Developing respect and concern for others
- Ensuring that every student is aware of the dual cultural heritage of New Zealand, and the multi-cultural nature of our society
- Developing an awareness of our global environment

It is intended that each curriculum area handbook is a real working document and should easily dovetail with teachers' day-to-day planning. The handbook will also be used specifically for long-term planning and specific unit outlines.

Nick Wilson
Principal



Overview of Handbook

This handbook is one of five documents that make up a complete picture of the schooling programme at Ponsonby Intermediate School. The documents are:

- Charter/Strategic Plan/Annual Plan/Variance Report
- The Staff Handbook
- Schooldocs - Policy and Procedures
- Administration, Policies and Procedures Folder
- Ponsonby Curriculum

The 'Ponsonby Curriculum - Teaching, Learning, Planning and Assessment handbook' will cover the following Curriculum Learning Areas in detail:

- English
- Mathematics and Statistics
- Science
- Social Science
- Learning Languages
- Technology
- The Arts (Visual Art, Music, Performing Arts)
- Health & Physical Education (Home Economics)

Each Learning Area within this Handbook follows a framework covering:

- Philosophy Statement
- Overview
- Achievement Objectives and Topics
- Key Competencies

The emphasis throughout this handbook is on:

- Key Competencies
- School Values
- The Acquisition and application of knowledge
- The development of positive attitudes towards learning and towards others
- The development of understanding through critical thinking and reflecting

Section 1:

Teaching and Learning

Learning Areas

The New Zealand Curriculum (2007) specifies eight essential learning areas which describe, in broad terms, the knowledge and understanding which all students need to acquire.

All eight learning areas are essential for a broad and balanced education. At Ponsonby Intermediate we ensure that all students partake in all the learning areas during their time in our school.

We achieve a balanced and broad curriculum in a number of ways, for example: organising our programmes around subjects, using an integrated approach, or using topic or thematic approaches. The essential learning areas are broad, recognisable categories of knowledge and understanding. They provide the context for the Key Competencies, in which attitudes and values are developed.

At Ponsonby Intermediate each essential learning area may cover a number of subjects. These are:

English	Writing, Reading, Speaking, Presenting, Listening, ESOL
Mathematics	Mathematics and Statistics
Science	Physics, Chemistry, Biology
Social Sciences	Geography, History, Global Awareness
Learning Languages	Te Reo Maori, Japanese, French, ESOL
The Arts	Music, Visual Art, Performing Arts
Health & Physical Education	Physical Education, Health Education Outdoor Education, Kori, Home Economics
Technology	Exploring Technology Design and Technology

The essential learning areas are broad, recognisable categories of knowledge and understanding. They provide the context for the Key Competencies, in which attitudes and values are developed. Other important areas of study such as the environment, culture and heritage are included in a number of essential learning areas.

Key Competencies

Key Competencies are the capabilities people need in order to live, learn, work, and contribute as active members of their communities. In relation to Key Competencies we align our views with Alan Reidin; a competency based approach as the starting point for curriculum discussion. We plan learning experiences to ensure students have the resources and support to achieve the competencies through content. As competencies are more complex than skills, multi level assessments monitor competency development in both formal and informal learning situations.



Key Competencies	Indicators	How do we implement the KCs at Ponsonby?
Relating to others	<ul style="list-style-type: none"> • Initiates interactions • Resolves conflict by negotiation • Takes different roles in groups • Knows when to compete – when to cooperate • Listens with empathy 	<ul style="list-style-type: none"> • Positively Ponsonby Representatives • Gold Cards • Year 7/8 Tuakana - Teina buddy classes • School Tours
Managing Self	<ul style="list-style-type: none"> • Sets and achieves goals • Able to make own choices • Has a strong personal identity • Strives for excellence • Resourceful and resilient • Responsible and persistent • Can self-monitor and self-evaluate 	<ul style="list-style-type: none"> • 2020 Smart Goals - Tools for Learning • Goal Setting - Ponsonby Pathway • Student Led Conferences • Student Planner and individual time tables
Participating and Contributing	<ul style="list-style-type: none"> • Takes part in extracurricular in a wide range of activities • Knows own place in the world • Gets involved in new contexts • Able to balance rights, roles, responsibilities 	<ul style="list-style-type: none"> • Lunchtime Interclass • Central and Interzone Sports • Recorded on Mid Year and End of Year Reports • Rubbish Duty, AV Monitors, Librarians
Thinking	<ul style="list-style-type: none"> • Uses both critical and logical processes to question • Makes sense of Habits of Mind • Draws on past knowledge to apply new thinking • Thinks about and reflects on own learning 	<ul style="list-style-type: none"> • ICAS Tests • Otago Problem Solving • Extension groups • Reflection and Goal Setting time in class • Self Assessment component for work
Using Language, Symbols and Text	<ul style="list-style-type: none"> • Creates a wide range of texts • Interprets how language has an effect on understanding and responses • Understands and uses technology in meaningful ways 	<ul style="list-style-type: none"> • Arts week • Ponsonby Press • PPTV • Weekly Assemblies • Market Week

NZ Curriculum Principles

The following clearly articulates how the Principles are implemented within the teaching and Learning at Ponsonby:

Principle	How and where do we implement the Principles at Ponsonby?
<p>High Expectations</p> <p>The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances</p>	<p>Teachers promote self-managing behaviours in all areas of school life</p> <p>D.E.E.P – Streamed so that students needs and talents are addressed Enrichment classes and programmes Literature Quiz Otago problem solving Zone Days Science Fair Production Art Exhibition</p> <p>Learning centre caters for students who have individual learning requirements Mentoring ICAS Testing SMART Targets House points School Values Professional Development for teachers Teachers Performance Management Folder Certificates Gold Cards Councillors Maths Development Programme ESOL Ponsonby Assessment for Learning Strategic Goals Class Treaty OTJ’s Differentiated learning (ability grouping) Self directed learning tasks</p> <p>Working in co-operative situations Habits of Mind Student Agency Student Voice Goal Setting Student Led Conferences Specialist subjects areas/ teachers Exemplars used in teaching are of high standard Teaching towards, at and above Level 4 OTJ’s enable students more than one opportunity for success Curriculum Review Pastoral Care folders Administration/management folders</p>
<p>Treaty of Waitangi</p> <p>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 Maori mena tikanga</p>	<p>Culture Week Field Trips to a Marae Professional Development for Staff Kapa Haka Enrichment Programme Maori Focus Group House Teams create sense of Whanau Te Reo evident in Planning Maori Tikanga expressed at school wide events PPTV – Korero Mai Positively Ponsonby Journal Writing School Wide Waiata Maori Language Week Specialist Te Reo Teacher Music Assembly</p> <p>English – Study of Maori authors Study of Maori artists Maori Language Wall Bullying Unit Diversity of Student Councillors Myths and Legends in Performing Arts Maori language evident in our grouping / routines Greetings in Maori Visual Prompts in Maori eg. Dates, objects Hauora</p>
<p>Cultural Diversity</p> <p>The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people</p>	<p>Culture Week Arts Week Smart Target Market Day Positively Ponsonby Options School Library School Values Exchange Groups Languages Social Sciences Art Performing Arts – Cultural dances DEEP – Pacific Islands and ESOL group Novel Studies Respectful discussions around food and traditions - Home Economics Social Sciences has a History focus</p>





Principle	How and where do we implement the Principles at Ponsonby?
<p>Inclusion</p> <p>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</p>	<p>School Values Smart Goals Habits of Mind All students included in all programs Boys’ Learning Strategies used in classes Catering for different styles of learning Differentiation Students’ Voice – PMI improves learning and teaching Positively Ponsonby School Councillors Special Needs Students mainstreamed World Challenge Diverse gender culture staff Enrichment and Remedial Programmes, ESOL Social Strategic Goals Monitoring Meetings Health Topics Learning Centre Learning Assistants DEEP and PIP programmes ESOL Students as Teachers Grouping to meet students needs Buddy Support Mentoring B Cool Reading Recovery Steps to Literacy Curriculum Review Learning Centre Programmes</p>
<p>Learning to learn</p> <p>The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p>	<p>Inquiry Based Learning Graphic Organisers Habits of Mind Self and Peer Assessment Goal Setting and Reflection Smart Targets Key Competencies Curriculum Reviews Writing Network focus on writing across the curriculum Success Criteria Learning Intentions Maths – Individualised Learning Pathways Student Led Conferences Student production of WALTs and rubrics Teacher / Peer Feedback Exemplars Journal Writing PMI’s</p>
<p>Coherence</p> <p>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.</p>	<p>Inquiry Model Triangle meetings QLC PMF’s Shared language eg: smart targets Transition behind primary and high school Curriculum Review process Professional Development School Wide Smart Target Reward Systems Camps Form Time Keys to Success Build on skills - doing a curriculum area in year 7 & year 8 Habits of mind Subject Links Pastoral Care English across the curriculum Teaching sustainability Teaching Financial Literacy</p>

Principle	How and where do we implement the Principles at Ponsonby?
<p>Community Engagement</p> <p>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.</p>	<p>Options Conferences Kapa Haka Showcase Guest speakers Mentoring Culture Week Arts Week Art Exhibition Camp E.O.T.C Speech Finals Science Fair Roadshow Community Survey Primary School Visits Mentoring Maori Focus Group Newsletter School Website Board of Trustees Charter Development Sport Team Coaches Zone Days World Challenge Open Mornings Opportunities Expo Homework Information evenings Maori and Pasifika Evening Meet the Teacher Evening Production evening Showcase Careers Links with organizations (world vision) Experts in classes – parents and ex pupils Community Models and businesses Guest Authors Enviro Week and Eco Warriors Careers Week Sports week Starship Charity Run Form-time reflections on Current events.</p>
<p>Future Focus</p> <p>The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.</p>	<p>Reports Fundraisers Student Leadership roles Assemblies (themed / current events) 40 hour Famine Overseas Trip IT Use Careers Week Councillors Positively Ponsonby Real World Models Goal Setting Eco Warriors Sustainable Coastlines Feed Forward Reflections Smart Target Science (sustainability, Climate Change) English focus on endangered earth Science Fair Gardening Option Careers Rubbish Market Day Home economics – final challenge Social Sciences Mentors Science – Research and Development in the future Decision making</p>





Attitudes And Values

Attitudes and values, along with knowledge and skills, are an integral part of the New Zealand Curriculum. Attitudes consist of the feelings or dispositions towards things, ideas or people which incline a person to certain types of action.

Attitudes to learning strongly influence the process, quality, and outcomes of learning and assessment. The school curriculum encourages positive attitudes towards all areas of learning. It provides challenging learning activities which are relevant to student experiences and appropriate to their levels of achievement. We encourage students to have a resilient attitude and to fail forward.

Values are internalised sets of beliefs, or principles of behaviour, held by individuals or groups. They are expressed in the ways in which people think and act. No schooling is value-free. Values are mostly learned through students' experience of the total environment, rather than through direct instruction.

At Ponsonby Intermediate we have two sets of interlinked values. One intrapersonal (how we relate to ourselves) the 'Whare Tapawha model', the other interpersonal (How we relate to others) our 'GEMS'. Each will be discussed below.

Hauora - Well being

Well-being underpins the way we operate at Ponsonby Intermediate. "Feeling good and functioning well" is our Kahui Ako's definition of well-being based on Positive Psychology. Hauora is given a set time slot during the school week on Friday mornings and is an important part of building a positive class and school culture. Hauora is taught by the form teacher and can also be used as a teaching tool during form times to help deal with issue or concerns that may arise within the form class. Hauora is based on the Maori 'Whare' (Gathering house) the students are encouraged to look after and create harmony between all aspects of their life, each representing a pillar; taha tinana (Physical), taha hinengaro (Mental and Emotional), taha whanau (Family and community), and taha wairua (Spiritual).

Taha tinana – Physical well-being

The physical body, its growth, development, and ability to move, and ways of caring for it.

Taha hinengaro – Mental and Emotional well-being

Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.

Taha whanau – Social well-being

Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring, and social support.

Taha wairua – Spiritual well-being

The values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (for some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not).

Ponsonby Values - 'Our GEMS'

The Ponsonby school curriculum, through its practices and procedures, reinforces the commonly held values of our School and Community. These are:

Growth Through Learning
We are open to change, treating each challenge as an opportunity to learn. As life long learners we strive to be the best we can be.

Expressing Ourselves
We explore and share our thoughts, talents, feelings and beliefs because these make us who we are. We get the most out of life when we are true to ourselves.

Making Connections
As members of a class, a school and a community, we are part of a whole. We come together from many different cultures to learn from each other.

Showing Respect for Other People
Because we have confidence in who we are, we are able to appreciate and let others be themselves. We care and support each other inside and outside the classroom.

Our Values are GEMS

The school curriculum and the explicit teaching of our vision statement helps students to develop and clarify their own beliefs, and to respect and be sensitive to the beliefs and rights of individuals, families, and groups, who may hold values and attitudes which are different from their own. Ponsonby's students are encouraged to examine the context and implications of their own values and those of others, and the value on which our current social structures are based. The 'Graduate Profile' based on our school values helps students to explicitly identify and reflect on those values they can apply and how and which values they need to further develop.

Application of the 'Berliner Model'

At Ponsonby, the Berliner Model is the educational philosophy which underpins and guides the specialist teaching model. This Model is particularly clear about the structure of the timetable and approach ensuring an emphasis on engagement and time allocation of each learning area.

What is effective teaching?

'An effective teacher delivers a curriculum that matches agreed-on outcomes'

Within this model Berliner defines what an effective teacher is and the way in which effective teachers run their classrooms. He also develops a simple theory of classroom instruction, a theory that should increase our understanding of what teacher behaviours and classroom activities might contribute to teacher effectiveness.

Berliner's Definition of Effectiveness

"Our definition of effectiveness is not dependent on arbitrary cut-off points or statistical correlations between measures of achievement and of socio-economic status; it should always be the result of a deliberative process by knowledgeable judges who use much more than test scores as indicators of student achievement."



These outcomes of instruction are hard to measure in any formal way. When making judgements about a teacher's effectiveness, then it is best to look at the academic performance of their students as merely one of a great number of indicators.

The researcher looks for neat, clean simple definitions of effectiveness to reduce the complexity of the research task and to communicate clearly with their colleagues. BUT at the same time they MUST take a broader perspective about the nature of teacher effectiveness than discussed here.

The Classrooms of Effective Teachers

The simplest summary of how the classrooms of more effective teachers differ from those of less effective teachers is that the more effective teachers deliver a curriculum that matches agreed-on outcomes.

Delivering the Curriculum through the Berliner Model

'The effective teacher delivers a curriculum that is matched to outcomes'

Berliner considers a curriculum to be "delivered" when students have the opportunity to spend sufficient time engaged in and succeeding at tasks that are related to the desired outcomes. Keep the fact clearly in mind that some curriculum areas will never be learned well if enough time is not allocated to them.

Berliner has developed four key concepts that help clarify the ways effective teachers run their classrooms: allocated time, engaged time and success rate. All of these work together under the concept of academic learning time (ALT).

Allocated Time

The decision about how much time to allocate to a curriculum area is a decision about what opportunity to learn a student will have. Since opportunity to learn is a crucial variable in discussions of classroom teaching, time allocated to instruction takes on special significance. At Ponsonby Intermediate students are allocated 5 lessons of English and Maths a week throughout the year. In addition to this each area of the curriculum is assigned an amount of time on a rotational basis, thus ensuring that students get to fully experience the breadth of the NZ Curriculum.

Engaged Time

If engaged time ('time-on-task') with the curriculum is too short, students will not have the opportunity to learn what they are supposed to learn. When a teacher's management or motivation system breaks down, time-on-task plummets reducing the amount of curriculum actually delivered to the students. Studies have evidenced a correlation between engaged time with a curriculum and substantial differences in achievement. Engaged time appears to be an important predictor of achievement.

It should be noted, however, that the desired levels of engagement within a classroom are more easily attained in schools where the entire staff is concerned about this issue. At Ponsonby Intermediate it is easier to be an effective teacher, as the school promotes safety, order, a businesslike atmosphere, high expectations for achievement and rewards for such achievement. Students are aware the 45 minute sessions or double (90 minute) sessions are there for them to be fully engaged in order to consolidate new learning or complete a task e.g. cooking sessions in Food Technology. Clear expectations and learning outcomes for each session help the students stay motivated and engaged.

Success Rate

Success Rate is the amount of success a student achieves in relation to the complexity of the task and the amount of tasks. Teachers can help build positive self-concepts by designing environments and creating assignments that students can have experience at attaining high levels of success, usually they are experiences that allow for mastery of concepts and procedures.

Students that have had many low-success experiences have a lower achievement. Low success is defined as those in which a student makes errors more than 80% of the time. It is therefore imperative for teachers to plan and design a variety of assessments and learning experiences to ensure that students experience a modicum of success and a belief in themselves. The students at Ponsonby Intermediate are encouraged to improve their success rate in all avenues of their schooling. Students are provided with ample opportunities to get involved, try something new and be challenged both in the class and out.

Academic Learning Time (ALT)

Academic Learning Time is the consolidation of allocated time, engaged time, success rate and the relationship of classroom activities to outcomes. When combined they are referred to as ALT.

ALT is important in teaching as it is a predictor of teacher effectiveness. It can be observed and measured and has clear positive benefits to student outcomes and creating high success rates. Effective teachers keep ALT in mind as they instruct, allocate enough time for students to complete tasks, engage students and create more chances for lower achieving students to experience high success rate environments.

Teachers at Ponsonby Intermediate are encouraged to improve the ALT through self reflections, student feedback and professional observations.

Specialist Teaching Model at Ponsonby Intermediate

There are additional learning areas that are explicitly taught outside the New Zealand Curriculum with the Specialist Teaching Model.

English Across The Curriculum

All subjects are instructed in English. It is hoped that the quality of discussion and questioning by teachers will influence the level of the pupils' understanding of work in all areas. Students get used to working, researching and getting feedback in a variety of subjects, all in English, thus allowing them to make stronger connections with the language and clear expectations among all the subjects.

Learning Support

The Learning Centre works in conjunction with the school programme. It can be referred to as a net as it catches students who are not currently working to their potential. The Learning Centre organises special learning programmes, one to one tutoring and liaises with the school counsellor and other learning support staff to ensure the enrichment and success of every child. The Learning Centre publishes a roster each term to inform the teachers which students are getting support, how the support is administered (in class/ out of class) and who will be supporting the student and the teacher. Below are the groups organised by the Learning Centre.

<p>Nessy</p> <p>A spelling programme targeted at students who need to work on their phonological skills.</p>	<p>Guided Reading</p> <p>A small group programme with a focus on supporting our well-below readers.</p>
<p>Reading Plus</p> <p>This is an online programme where students are given targeted lessons to support their gaps in reading. This is for our just below readers.</p>	<p>Maths Maintenance</p> <p>Students develop their basic facts and recall skills.</p>



Buddy Reading

Students are read to in order to extend their vocab and fluency.

Learning Village

This programme is for our foundation English speakers.

Apps group

Our dyslexic students learn some new skills to help with independence in the classroom.

Homework Club

A place where students can come once a week in order to get support and finish their homework

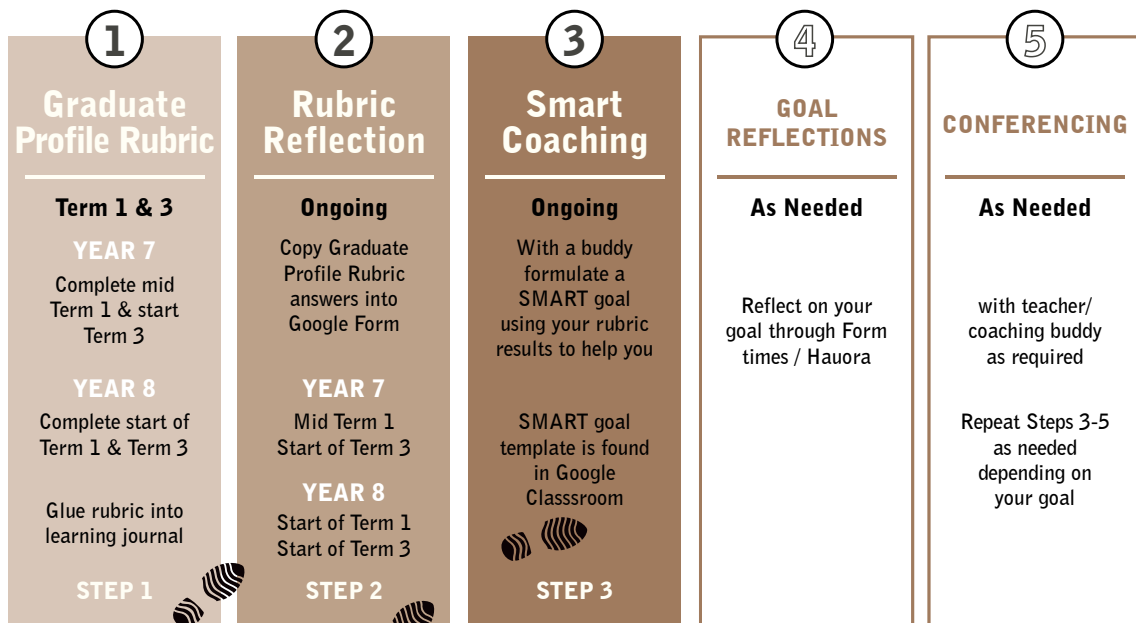
DEEP (Differentiation, Enrichment and Extension Programme)

This programme, through Terms 2, 3 and 4 runs on a Wednesday. All students will learn two Literacy and two Numeracy modules per year with their form teacher. The focus for these modules will be based on data from across the school, where there are gaps in learning. This allows the school to be proactive with the results from the formative assessment and plan and fill in gaps and areas that students are not comfortable in.

Graduate Profile

The Student Graduate is a two year programme focusing on the students as a whole. They are encouraged to improve and goal set in a more holistic way. By using the book and reflecting on the goals and prompts, students develop. Resilience, empathy and cultural awareness.

Students complete a self-review using a rubric linked to the school GEMS each term. The students then peer coach each other to come up with their specific SMART goal. This goal may be a short term or long term goal. During the peer coaching the students will come up with the steps needed to achieve their goal. Throughout the term/year the students reflect on their goals and complete conferencing as needed.



Te Reo Maori

Te Reo Maori and the culture are covered directly during the Learning Language time. Indirect learning of Te Reo occurs during music assembly and Friday assembly. Students and teachers are encouraged to engage with the language and culture. During the Learning Languages time students are taught about the principles of the Treaty, partnership, protection and participation. These themes are also covered in the GEMS and the school values.

E-Learning Across The Curriculum (ICT)

Technology is not just used as a tool but is integrated in the everyday learning in the school. Teachers are expected to create interactive and engaging learning environments that utilize the technology and resources available to them. At Ponsonby Intermediate, students are encouraged to develop the skills necessary to use technology in all curriculum areas.

PIP (Ponsonby Intermediate Pathway)

This takes place in Term 1 in conjunction with the EOTC programme and focuses on our school values and learning their importance within our school culture. This programme also helps set the culture and tone for the class and creates a safe space for the Year 7's to understand their place in the school. This culture building is very important as the students are with us only for two years

Hauora

As mentioned previously, this Maori based philosophy focuses on the overall well-being of a student, a class and the whole school. It is mainly taught by the classroom teacher during form time with the focus being on the area students have the biggest need in.

Positively Ponsonby

Each year, Ponsonby Intermediate runs a programme called "Positively Ponsonby". The aim of the programme is to create a safe, happy environment for every child at the school.

Our programme involves school and class representatives taking part in a whole day workshop, exploring issues around peer interactions and developing possible action plans. Students have a say in the direction and content that is covered in the class with the support of the teacher and the school counsellor.

Each class embarks upon a plan, that they have decided on, to help build a supportive and friendly class culture. The lessons take place during Friday morning Form Time. They are taken by the class teacher and/or the 2 representatives who took part in the training day.

In addition to this programme we also have a Positively Ponsonby Award (Gold Card) at every Friday morning assembly. Students who see someone in the school being a positive role model may nominate them for this special award. Students are also encouraged to seek help throughout the school by having private links to the school counsellors in the daily notices. This normalises seeking and getting support.

Form Time

Apart from admin type tasks (roll and notices), the main focus of this time is for teachers to ensure that the class is set up for success for the day. Teachers use this time to help students reflect on their learning and set meaningful goals. Teachers may also use this time to build class culture and deal with any pastoral care issues that may arise.

ESOL

There is a separate programme for ESOL students that is timetabled daily. These students are regularly tested and assessed. However, we also ensure that ESOL students are immersed in the Ponsonby Experience so are very deliberate as to when and how much time they spend in the ESOL programme.



Options

Each term, students are able to choose one other subject that they would like to take. This takes place on a Thursday afternoon for one hour every week. This changes every term to ensure that by the end of the year, students will have participated in four different subjects of their choice. Some examples of the contexts for options are: Photography, Languages, Digital animation, Drama, Sports development, Cooking, Problem solving, Scrapbooking and many more.

EOTC – Education Outside The Classroom

This takes place every Wednesday for Term 1 and features a number of adventures around Auckland. There are also trips throughout the year such as eco-trips or Marae trips that help students experience learning outside of the class and in different contexts. Another purpose for Ponsonby is to provide social type interactions that differ from in school interactions that will help build student relationships.

Camp

Camps are part of the EOTC programme but are also an important place for the hidden curriculum to thrive. Students are encouraged to attend the yearly camp. The school uses 12 different campsites and classes are put together with their kori/buddy class; the hope is that the friendships the students have built over the year will ensure that students are confident enough to leave home and feel safe and cared for while on camp. The year 7 camp focuses on team building and adventure based learning, whereas the year 8 camps are more about risk taking and being pushed outside your comfort zone.

Financial Literacy

This is delivered through the Maths programme and usually runs for a week known as “Money Week”. An outside agency (ASB Get Money Wise) programme runs lessons to provide ‘real world’ learning experiences to help students define and apply financial literacy skills.

Sports

Students are assigned P.E. lessons and Health lessons twice a week. In addition to this, students have an opportunity to experience a large range of sports organised by the school. The programme is designed to provide variety and give as many students a chance as possible. This means that there is a range of individual and team sports, seasonal and year round sports, as well as ones that require trialling to later compete at central zone and interzone, and ones such as the afterschool table tennis club or skate school.

Kori

Kori means to move and play. This takes place Monday to Thursday, 15 minutes for all classes. Kori is how we energise our students ready for a busy school day. Students participate in a range of activities and exercises that ensures they are using a range of movements and skills with a variety of equipment.

Effective Pedagogy

All teachers at Ponsonby must ensure that their teaching has a positive impact on the students' learning. The evidence tells us that students learn best when teachers:

- Create a supportive learning environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
- Facilitate shared learning
- Make connections to prior learning and experience
- Provide sufficient opportunities to learn
- Inquire into teaching-learning relationship

(The New Zealand Curriculum, p. 34 & 35)

Further Considerations and Guidance for Teachers

Do you have a secure knowledge and understanding of what you teach?

Are you aware of what you know and need to improve on? Are there people and resources in the school that can help you? Is there Professional Development you could do in the area to upskill? Is there a clear progression of learning and reasoning?

Is the teaching purposeful?

Are you clear about what you are teaching and why? Are the objectives of the lesson easy to understand? Are they being met and reflected on at the end of the lesson? What could make the teaching session more focused and effective? Have you reviewed your planning? Have you asked your mentor/ team leader for feedback?

Does your teaching create and sustain engagement and motivation?

This includes providing a variety of learning objectives in order to promote student progress and linking tasks to the students' own interests and life experiences.

Does your teaching cater for the abilities and needs of all pupils?

Are you aware of the students abilities? Are you using a mixture of formative and summative assessment to help the student fill in gaps and reach their potential? Are they being given the support they need during assessments and class e.g. reader-writer support? Is there a range of teaching techniques and styles that you use to meet the needs of all students? Is there differentiated work for the different students/groups? Are students involved in the review of what is working and what can be improved?

Are your expectations appropriate for all students irrespective of gender, ability, and social circumstances?

What are the expectations you have for the class and individual students? Are your expectations clearly mentioned and are students reminded of them? Are students encouraged and praised when they meet or exceed expectations? How often are these expectations explicitly shared and reviewed? Are there clear exemplars of work that students can emulate? Do you have a bias towards students based on their gender, ability or social circumstances?



Are your lessons managed efficiently and well structured?

What management strategies are you using? What is effective? How do you structure your lessons? What systems are in place that promote positive behaviour? Are students encouraged to self manage? Are you following the school behaviour management plan?

Is there effective interaction between you and your students?

Are you conferencing regularly with students? Ensure that student v teacher engagement is regular and recorded when necessary, particularly if this informs your assessment outcomes.

Is the evaluation of your students' progress used to support and encourage them to challenge themselves?

How are the students made aware of the evaluation to improve their learning? Teachers need to ensure students are aware of where they are at and how they can progress to the next level in their learning. Success Criteria and regular conferencing allows students to be made aware exactly where they are at and should be.

Hidden Curriculum

Within the New Zealand Curriculum there is a hidden curriculum where 'things are learnt but are not necessarily what is deliberately taught. It is often a result of unspoken values and principles'.

— *ero.govt.nz*

At Ponsonby, the hidden curriculum is delivered through our Vision statement, Principles, Key Competencies and the School Values. As teachers, we will often teach things that are implicit and not always intended or planned. The programmes where this will most often take place at Ponsonby, outside of the learning areas, are:

- Positively Ponsonby
- Careers
- Hauora/Well being
- Health classes
- Critical Thinking strategies
- Ponsonby Intermediate Pathway (PIP)
- Form-time activities
- Graduate Profile Reflections and Goal Setting

Section 2: Planning

Effective teaching in the classroom requires comprehension, planning and preparation. Planning is part of a cyclical process that all staff must follow when planning their teaching and learning.

Planning is part of the attestation process and is checked by team leaders on a weekly basis.

Planning is informed by the following:

- NZ Curriculum
- Student voice and student agency
- School Values
- Curriculum Review
- Annual Strategic plan
- School Charter
- Annual Community Survey
- Hauora Survey
- Professional Development

Planning Cycle





Charter and Variance report

At the end of Term 3, the leadership team review the school Charter and provided feedback on how successfully the charter was implemented and followed.

In Term 4 the Charter is set and the variance report completed for the March deadline.

Board of Trustees are shared this information and are required to contribute and provide feedback where needed.

Annual Strategic Goals

Within the Charter, the leadership team sets annual goals based on the school values and curriculum areas.

These goals are shared with staff and implemented at the beginning of the year.

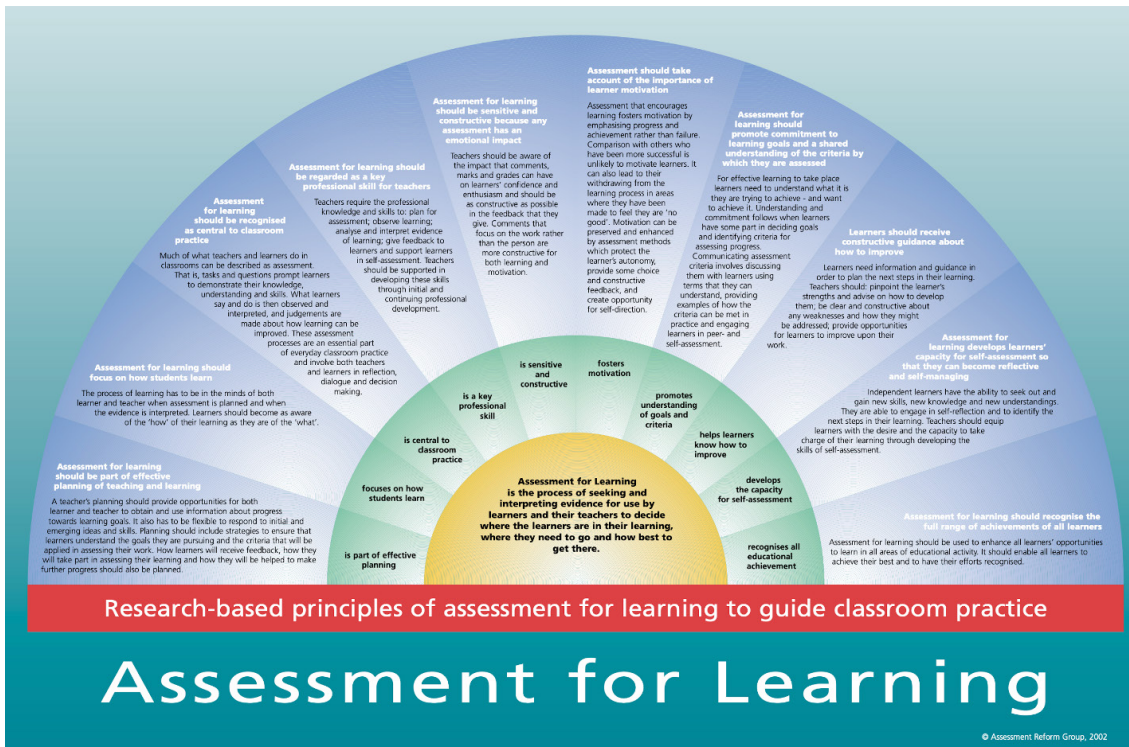
Section 3: Assessment

Assessment for Learning

Ponsonby Intermediate uses Assessment for Learning as a tool to maximise students' learning. AFL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

As seen in the diagram below Assessment for Learning should:

- be part of effective planning of teaching and learning
- focus on how students learn
- be recognised as central to classroom practice
- be regarded as a key professional skill for teachers
- be sensitive and constructive because any assessment has an emotional impact
- take account of the importance of the learner motivation
- promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Learners should receive constructive guidance about how to improve
- develop learners' capacity for self-assessment so that they can become reflective and self-managing
- recognise the full range of achievements of all learners





A three-pronged approach to assessment is used to generate a graded assessment for the students. This three-prong approach includes the following:

Observation of Process

The everyday observations of the teacher and a student learning journey and the process that is undertaken to accurately record these observations.

Evidence is obtained from, but is not limited to, self, group and peer assessment, workbooks, observation of practical tasks, anecdotal notes

Learning Conversations

Informal and formal conversations with students about their learning, discussing their next steps, goals and feedforward.

Evidence is obtained from, but is not limited to, conferencing, questioning, discussing, reflecting, explaining

Assessment Tools

Tools that are used to obtain where students are at based on the success criteria within each subject.

Evidence is obtained from, but is not limited to, rubrics, summative testing, presentations

Section 4: Teaching as Inquiry

Since any teaching strategy works differently in different contexts for different students, Effective pedagogy requires that teachers inquire into the impact of their teaching in their students.

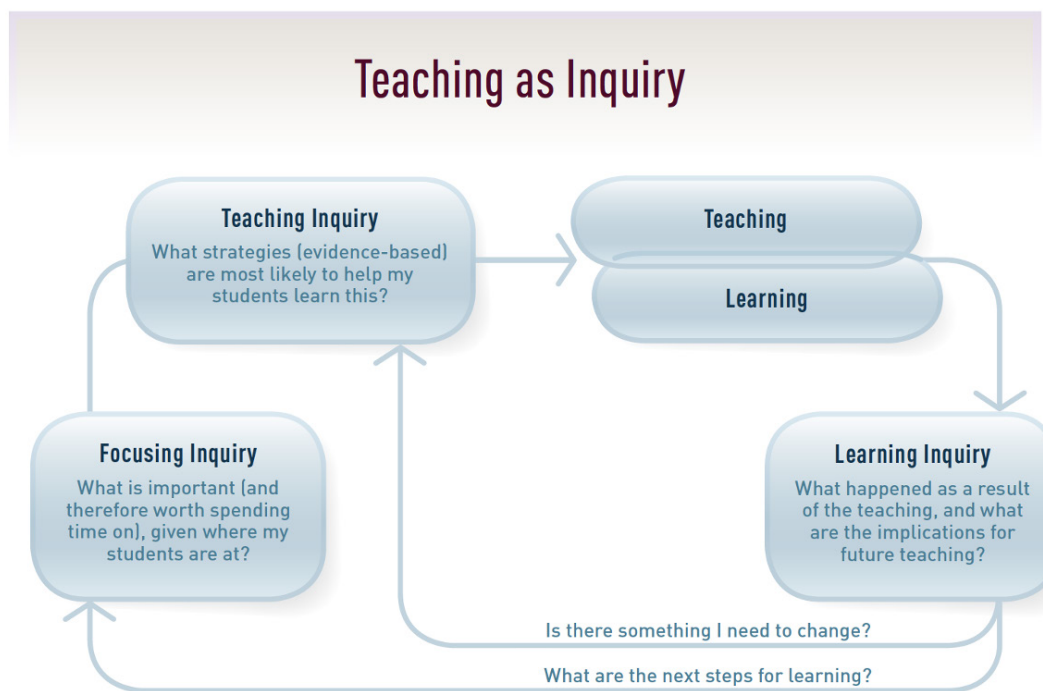
Inquiry into the teaching-learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place) day by day, and over the longer term.

New Zealand Curriculum, p. 35

Ponsonby Intermediate's Curriculum Review

Ponsonby uses the term 'Curriculum Review' as the tool that teachers use to evaluate, reflect and Inquire about their teaching and learning on a regular basis. Teachers are required to reflect throughout the year and report twice a year on their programme. The following areas are the focus for the discussion based on teachers' weekly reflections, GROWTH coaching and assessment data (testing and OTJ):

- Areas of strength
- Areas for improvement
- Basis (evidence) for identifying areas for improvement
- Planned action for lifting achievement
- Student Voice



(The New Zealand Curriculum p. 35, 2007)



Curriculum Review Template

NAG2A (b)(i) Areas of strength

Discussion:

NAG2A (b)(i) Areas for improvement

Discussion:

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

Which Principles were considered in this curriculum review process and why? (High expectations, Treaty of Waitangi, Cultural diversity, Inclusion, Learning to learn, Community engagement, Coherence, Future focus)

Discussion:

Student Voice PMI

Positives:

Minus:

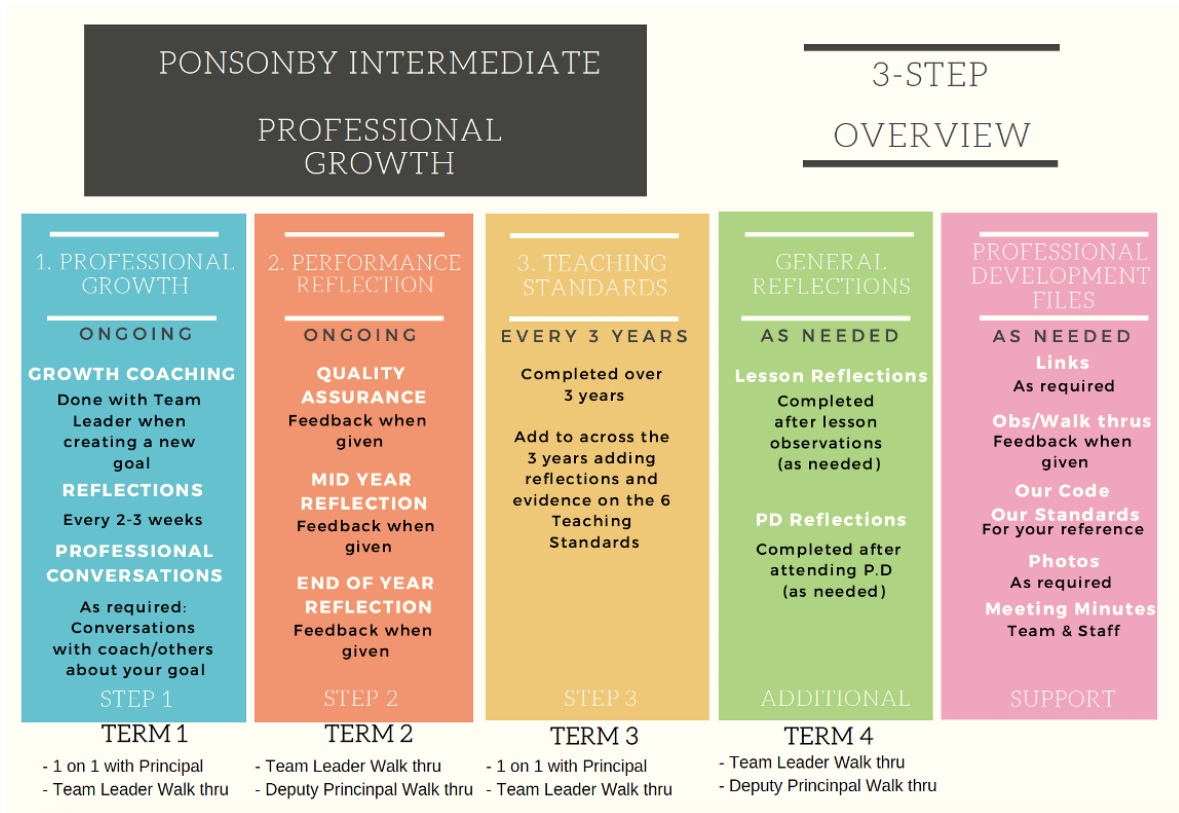
Improvements/Ideas:

Assessment Evaluation

Within the Curriculum Review process, assessment procedures are reviewed and analysed as well. Changes are made where needed and implemented into the planning process for the following year or term. Professional development also assists in the process of evaluating assessment and is required to be reviewed by each team within a formalised meeting. Once there has been staff discussion and input, this information will inform the annual Plan goals and Targets within the Charter for the following year.

Growth Coaching

Through structured conversations, coaches support others to use evidence to reflect on their learning and explore their own practice from multiple perspectives. This leads to goals and a focus for the teachers' continual learning. These conversations take place at the beginning of each year and then as needed throughout the year. Notes are recorded in the teachers' appraisal folders on google docs along with the teachers' reflections and evidence. The HOD and Principal will comment on these folders twice a year.



Section 5:

Student Reporting Process

Reporting to Parents

Frequent communications on student progress is vital to ensure that home and school are working together in the schooling process.

Frequent informal discussions are bound to occur in the general day to day contact between parent/caregiver and individual classroom teacher, but the more formal reporting procedure is as follows:

Term 1 Week 2: Meet the Teacher

Module Interviews are held half way through each term with reports written at the end of each term.

Maths and English interviews are held twice a year, in Terms 1 and 3. They are held over three nights in Term 1 and two nights during Term 3.

Reports are collated to be sent home at the end of Terms 2 and 4.

Other interviews and contacts are arranged throughout the year as appropriate and necessary. Again, regular professional development is undertaken on the style of the written reports that are completed.

Student Led conferences

(also refer to 'Reporting to Parents')

Core subjects (English and Mathematics) hold conferences twice a year in Term 1 and Term 3. Modular conferences happen once every term.

During these conferences students are able to share what they have learnt and what goals they have set for themselves/next steps. These conferences are 5 minutes long for modular conferences and 10 minutes long for core conferences. Parents are able to book these online via the school interviews website.

Graduate Profile

Our graduate profile is based on our school values and is a reflection tool for our students. Over their two years, student will be regularly reflecting on how they are achieving with regards to the four school values. They are provided with clear rubric/success criteria on which to assess themselves. The teachers will use these reflections and provide more accurate report to parents.

Section 6: Student Transitioning Process

Throughout the year there is a specific timetable that is followed when transitioning students from primary school and on to high school. This timetable or sequence is about ensuring continuity and transparency when students continue their educational journey in another school or when beginning their 'Ponsonby Experience'.

Primary to Intermediate

The Road Show takes place in Term 2 and Term 3, whereby a group of students from Ponsonby Intermediate showcase their performing arts, music and other talents to the Year 6 students. The Principal attends this and students can ask questions about life at intermediate.

The Principal, AP, and Guidance Coordinator make contact with primary schools (within our catchment area) early in Term 3, to secure times to visit in Term 4. In Term 4 the AP and Guidance Coordinator meet with the Year 6 students who have expressed interest in attending Ponsonby Intermediate. We discuss what life is like at Ponsonby and answer any questions students may have. A short assessment is taken to establish Reading and Maths levels. Students write a letter to their new teacher explaining who they are, what their strengths and interests are, and who they would like to be placed with.

At this time Year 6 teachers, or an assigned person from the school who knows the Year 6 students well, meet with the Guidance Coordinator to discuss the students' learning styles, challenges, strengths and pastoral care concerns. Prior to this meeting, Year 6 teachers fill out an online form whereby they elaborate on their learning levels, strengths and other pertinent information required for the student to succeed, an example may be splitting a group of students or behaviour needs. Upon meeting the GC can elaborate further on this information to gain a better understanding of students coming to Ponsonby Intermediate.

Students who require further support in their transition are offered a visit or multiple visits to Ponsonby Intermediate where they get to meet key people, take photos and create a social story which they can refer to over the holidays. On some of these visits students get to meet past students that they knew when they were at primary school, they can ask questions and get shown around the school. These visits may be with parents, or with a staff member from their primary school.

Intermediate to High School

Links between Intermediate and High School are made in Term 4, as students enrol into High Schools. The High School or Guidance Coordinator makes contact and information is shared to support students transitioning, key people in these meetings are deans, HOD of Learning Support, and Counsellors.

Some High Schools require a form to be completed which asks key information about students' academics, pastoral care and learning needs. Some schools bring key people to Ponsonby Intermediate to meet with the Year 8 Form teacher.

If a student requires further transitioning to High School, contact is made with appropriate people, and an additional tour/s is offered. Students go in a group with others and take photos of key people such as deans and create a social story once back at Ponsonby Intermediate.

The Guidance Coordinator will make time with the High Schools to elaborate on important information pertinent to the success of the student's transition. IEP's, strategies, and other documentation is shared with whanau consent to appropriate personnel.

Once students start at Intermediate, or High School and further information is still required further phone meetings take place early in Term 1.



Transition timeline

Term 2

Year 7

- Initial visits to Primary schools. Councillors visit with a management team member and hand out school prospectus. Councillors discuss their passions and share what the 'Ponsonby Experience' is all about

Term 3

Year 7

- Roadshow visits to all primary schools to showcase what Ponsonby has to offer and the range of extra-curricular activities are offered

Year 8

- School report provided for year 8 high school applications
- Transition forms filled out and discussed with team leaders to ensure accurate information is provided about the student

Term 4

Year 7

- Visit all primary schools to test incoming year 6 students. This allows clear information to be used to create the classes
- Testing is also offered at Ponsonby intermediate for other schools and students who were absent

Year 8

- Provide Year 8 with strategies around school transition and sitting tests.
 - Provide testimonials/referees where needed
-

Section 7:

Accelerating Success for Ponsonby Students

Ponsonby has a number of ways that ensures students, who are not achieving at an expected level, have the opportunity and support to enable them to achieve at an expected level. Below are systems, procedures and programs that allow students to not only achieve at an expected level, but thrive in the "Ponsonby Experience".

Accelerating students and providing differentiation in classrooms

All subject areas have differentiation and grouping to ensure that students experience success during each lesson.

To ensure that this takes place a number of systems and procedures are in place so that teachers are supported with this expectation and there are quality assurance checks throughout the year. These include:

- Curriculum review through data analysis and anecdotal evidence
- Implementation of Curriculum review recommendations in weekly and term planning
- Planning checks by team leaders
- Quality assurance checklist in Performance Management Folder
- Team meeting focus on lifting achievement - actions that need to be applied that are stated in the curriculum review analysis
- GROWTH Coaching focus- if this is an area for improvement
- Following the Curriculum assessment within each subject so the OTJ procedure is followed

The following Programmes also assist staff and the school to help accelerate students:

- Learning Centre time allocation
- Reading Recovery
- Basic facts programme
- NESSY
- Teacher Aide time allocation specific to needs
- Yearly Professional Development specific to subject area and PMF goals
- Whole staff and Teacher Only Day Professional Development

Ka Hikitia – Accelerating Success for Maori Students

Focus/Goals

- For all Maori students to be engaged in the Ponsonby Experience through the teaching and learning programmes
- For all teachers to have the tools and resources to ensure Maori success is a focus within each subject

- Increase curriculum and extra-curricular opportunities for Maori, that provides a sense of identity and celebration of their culture
- Stronger connection with local Marae and Ngati Whatua through community liaison person

Planned Actions

Te Reo - Employ a full-time teacher with strengths in Te Reo. All students, including Maori, are to be taught by the Te Reo specialist teacher. Maori students are identified, enriched and extended as part of this Languages programme. As well as Te Reo, the specialist programme has a focus on Tikanga, culture and waiata.

Kapa Haka - Establish a strong and powerful Kapa Haka programme. The Kapa Haka Club was formed. To be led by an enthusiastic teacher, and given sufficient academic learning time on a regular timetable for all students interested in Kapa Haka able to participate.

The Kapa Haka programme offers enrichment opportunities above and beyond the normal school curriculum – Educational trips, excursions and events.

For students who participate in Kapa Haka to become the natural cultural leaders of the school and adopt leadership positions within the school.

Participation for all – Whole school events and programmes include our weekly Hauora programme which is focused on Mental and emotional well-being, Social well-being, Physical well-being and Spiritual well-being. Also all students will participate in an educational full day Marae visit.

Maori Language Week and Matariki are two events that bond the school together and each year a whole range of activities will be planned and celebrated. It is expected that students with a sound knowledge of Te Reo “step-up” during these times of the year - Ako Ako – students as the teachers.

Accelerating Priority Learners – All students working at the ‘Well Below’ level will be individually targeted and given ongoing assistance via the Ponsonby Learning Centre. The Guidance Coordinator will look after communication, regular feedback and feed forward. The Guidance Coordinator will also oversee the careful transitions from primary to intermediate School and on to the secondary school. The three tier system also assists with priority students and ensures each student receives the right amount of time and resource allocation.

Community and Whanau - Community Consultation and communication with Whanau. The school will continue in its regular bi-annual survey practice and continue to implement improvements from this feedback.

School Leadership – School leaders to ensure the planned actions above are given priority and included in Annual and Strategic planning.

Tapasa - Accelerating Success for Pasifika Students

“Pacific parents, families and communities value education. Education is part of their narrative for migrating to New Zealand, the country they have chosen to establish their families and communities, and educate their children and the generations to come. Driven by their aspirations they want their children to reach their full potential. New Zealand’s world class education system needs to deliver equitable outcomes for all learners, including Pacific learners. Research shows that quality teaching can make the biggest difference in learner educational achievement. The research also tells us that parents and families play a critical role in the success of their children within early learning settings and in schools.”

Tapasa (MoE)

Focus/Goals

- For all Pasifika students to be engaged in the Ponsonby Experience through the teaching and learning programmes
- For all teachers to have the tools and resources to ensure Pasifika students gain success is a focus within each subject
- Increase curriculum and extra-curricular opportunities for Pasifika students, that provides a sense of identity and celebration of their culture
- Stronger connection with local Pasifika groups through community liaison person, Laurayne Tafa

Planned Actions

Participation for all – Whole school events and programmes include our weekly Hauora programme which is focused on mental and emotional well-being, social well-being, physical well-being and spiritual well-being.

Samoan, Tongan, Niuean, Cook Island, Fijian Language Weeks are events that bond the school together and each year a whole range of activities will be planned and celebrated throughout the week corresponding with the National Pasifika Language Week celebrations.

Student-run by our Cultural Leaders, the events include: dance, singing Pasifika national anthems at Assemblies, a dedicated celebration item during a segment in PPTV which includes students promoting their Pasifika culture, information and videos in the Daily Notices as well as lunchtime competitions and games specific to a Pasifika Culture are run over the entire week.

Accelerating Priority Learners – All students working at the 'Well Below' level will be individually targeted and given ongoing assistance via the Ponsonby Learning Centre. The Guidance Coordinator will look after communication, regular feedback and feed forward. The Guidance Coordinator will also oversee the careful transitions from primary to intermediate School and on to the secondary school. The three tier system also assists with priority students and ensures each student receives the right amount of time and resource allocation.

Community and Aiga/Kainga - Community consultation and communication with school and our Pasifika families will continue in its regular bi-annual survey practice and continue to implement improvements from this feedback.

School Leadership – School leaders are informed of new practices during talanoa with other leaders in our Kahui Ako O Waitemata. Guided and mentored by Laurayne Tafa on a monthly basis through Zoom Meetings and in face-to-face interactive sessions, meetings held are at all schools in our community. These meetings are centred around Whakawhanaungatanga - Feveitokai'aki - Fa'aaloalo: 'The continuous process of using talanoa to make people family-like and to maintain harmonious and respectful relationships is the driving "HOW" of effective learning'. It provides space and status to:

- Being heard and listening to understand others and/or different perspectives
- Re-balance power - see and treat everyone as knowledge holders
- Gives time to make meaning through dialogue
- Resolving conflict, clarifying misunderstandings, co-creating together
- Seeing, relating, connecting and understanding each other as core business

Stretch

Both Maths and English have stretch programmes that ensure students who are sitting at or just above are also being accelerated.

Maths Stretch is timetabled and targeted for specific students each term. English provides stretch within each English class through implementation of special projects and activities.

Section 8: Professional Development

During the Annual Leadership Review meetings, areas for improvement or concern are identified based on planned actions set forth by the charter. Many of these planned actions are influenced by a number of areas which are stated in the below diagram.

Professional development must have a specific focus and educational outcome that is student centred.

Once professional development is undertaken, the staff member is required to reflect on the content and how they will implement changes or improvements. This is reflected in the Professional Management folder and is discussed with either a team leader, their coach or a tutor teacher. Some PD requires all staff to be informed and this is where a staff meeting presentation can be undertaken.

This ensures there is accountability that the Professional development is being used to improve student outcomes at Ponsonby Intermediate and that staff are investing in the learning experiences of students.



Section 9: Support for Students with Learning and Behaviour needs

Learning Profiles and Class descriptions

The Learning Profile is a detailed description of each student's learning needs within each class what extra support or extension each student may require.

The class description part is focused on the 'personality' of the class and strategies teachers can use to help make sure the class has a successful lesson that is well planned and structured.

This is a particularly useful tool for relievers as they have a clear picture of the class and anything they need to know to ensure students are safe and engaged.

There is information about students specific learning needs and how best they can be supported. The teacher has also set clear goals for the class to work on, making sure that the class is explicitly aware of this goal(s) and it can often be created collaboratively with the students.

Teachers are required to complete the class description by March and review again in July as there may be a number of changes that need to be added.

Learning Centre and learning Support

Students are identified through initial testing when students transition or throughout the year through the Maths, English or Form teacher. The Learning Centre provides either in class support to work with a small group of supported learner students or works with another group to free the teacher to work with supported learners. The Learning Assistants work with students on learning that the teacher has planned to provide a space for further questioning and scaffolding. This primarily takes place in English and Maths sessions.

The Learning Centre provides additional interventions to support students in reading, writing, spelling and math maintenance. These programmes are additional and aim to accelerate learners' levels in these areas.

Some students come with Ministry of Education funding through (ORS) or (ICS), these students will receive Learning Assistant time which will be utilised where the student needs this support the most.

Collaborative Action Plan (CAP) / Individual Education Programme (IEP)

An IEP/CAP is planned and implemented for those students who require extra support with their learning. This is done collaboratively with teachers, parents and any external agencies involved (where relevant) and input from the student. Each plan is personalised to the learner and is reviewed regularly to ensure the plan is achieving the desired outcomes.

SENCO teacher leads this process and facilitates any meetings that take place. CAP's and IEP's are reviewed every 6 months to ensure goals are being met, and adjusted to suit the needs of the learner.



Behaviour Action Plan / Safety Action Plan

Depending on the behaviour, a plan is put in place to ensure the students and others are safe and can continue to learn. Plans will vary due to a number of factors but the overall goal is the same, which is to ensure that all staff and students are safe and that a student’s time at school is productive and engaging.

In some cases, outside agencies may be brought in to assist the school in creating the plan, but is ultimately the school that will implement and review the plan on a regular basis.

The Deputy Principal leads this process and ensures that all parties involved are kept informed and up to date.

Section 10: Learning Areas Overviews

Introduction

At Ponsonby, each learning Area has its own **Philosophy Statement** as to what the subject is about within the context of the specialist teaching model. This philosophy provides meaning and purpose for the teachers that ensures they have a clear direction when planning their lesson.

Within each learning Area there are **Achievement Objectives**. These are learning processes, knowledge and skills relative to 8 levels of learning that are clearly planned for in each yearly overview. These desirable levels of knowledge, understanding and skills represent progress towards broader outcomes that ultimately amount to deeper learning. At Ponsonby Intermediate, we have chosen learning needs that best suit our students' needs.

Within each learning area at Ponsonby Intermediate, achievement objectives are clearly planned throughout the year and are achieved through specific topics. The learning intentions and big questions for each of these topics can be found within the teachers weekly and termly planning.

Within the year, teachers are also required to clearly outline their **Assessment Procedures** and how their OTJ is informed by these procedures.

Assessment also needs a clear **Success Criteria** for students to follow and allow them to explicitly understand and process what the teacher is asking of them when they are undertaking a specific learning experience and then being assessed. Examples of this can be found in each of the 8 learning areas that follow.





English

Listening, Reading, Viewing, Speaking, Writing and Presenting

In **English**, students' study, use and enjoy language and literature communicated orally, visually or in writing.

New Zealand Curriculum, 2007

Philosophy Statement

What does English look like at Ponsonby?

English is the study, use, and enjoyment of the English language and its literature. It is the medium which enable students to use spoken, written and visual language for a range of purposes and audiences across a variety of text forms. Understanding, using and creating oral, written and visual texts of increasing complexity is at the heart of Ponsonby's English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Why do we teach it?

Success in English is fundamental to success across the curriculum. All learning areas at Ponsonby require students to receive, process, and present ideas or information using the English language as a medium.

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written, and visual communicators who are able to think critically and in depth.

Students learn to appreciate and enjoy texts in all their forms. The study of New Zealand and world literature contributes to students' developing sense of identity, their awareness of New Zealand's bicultural heritage.

How do we teach it?

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which students are primarily: • making meaning of ideas or information they receive (Listening, Reading, and Viewing); • creating meaning for themselves or others (Speaking, Writing, and Presenting).

The achievement objectives within each strand suggest progressions through which most students move as they become more effective oral, written, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understandings related to: • text purposes and audiences; • ideas within language contexts; • language features that enhance texts; • the structure and organisation of texts. Students need to practise making meaning and creating meaning at each level of the curriculum. This need is reflected in the way that the achievement objectives are structured. As they progress, students use their skills to engage with tasks and texts that are increasingly sophisticated and challenging, and they do this in increasing depth.

Ponsonby has a carefully constructed set of termly units for each year group which is designed to develop and build on students' learning as they progress through their two years here. Each unit is designed to allow students to achieve all of the learning progressions within the unit.

- all students have five scheduled 45 minute periods each week
- additionally, all curriculum areas cover reading, viewing, writing, speaking and presenting
- the five periods are roughly structured as 2 reading, 2 writing and 1 spelling, punctuation and grammar session
- students complete weekly homework that is directly related to the learning in the classroom. This includes spelling practise and an expectation to be reading at home

- there are five 15 minute sustained silent reading sessions each week taking place school-wide immediately after lunch
- classes are grouped and are differentiated for
- when grouping students all aspects of the NZ Curriculum principles are taken in consideration
- formative assessment is used throughout teaching sessions with Success Criteria rubrics used for summative assessment at the end of units. These assessments make up part of teachers' OTJs
- Extension and support programmes are established within classes, students receive a mixture of in class support as well attending targeted support programmes through the Learning Centre

How and Why do we integrate tikanga Māori in English?

In English, we integrate tikanga Māori through our choice of resources for our units. We have an emphasis on reading Māori authors during our Year 8 short story units and students undertake research into their lives and inspiration for writing. Māori myths and legends are looked at during the Year 7 short story unit. We are continually adding Māori writers with Māori stories to our novel study sets for our novel units. In poetry, we have an emphasis on both Māori and Pacifica writers. We have two non-fiction writing units - an information report on an environmental issue and opinion writing - as well as a speech writing unit. Students are supported to seek out topics of interest that explore Māori concerns and issues.

We do this to encourage students to seek out and appreciate Māori writing and culture.

Year Overview Achievement Objectives

Listening, Reading, and Viewing *Processes and strategies*

Students will	Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
Purposes and audiences	Show an increasing understanding of how texts are shaped for different purposes and audiences.
Ideas	Show an increasing understanding of ideas within, across, and beyond texts.
Language features	Show an increasing understanding of how language features are used for effect within and across texts.
Structure	Show an increasing understanding of text structures.

Speaking, Writing, and Presenting *Processes and strategies*

Students will	Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
Purposes and audiences	Show an increasing understanding of how to shape texts for different purposes and audiences.
Ideas	Select, develop, and communicate ideas on a range of topics.
Language features	Use a range of language features appropriately, showing an increasing understanding of their effects.
Structure	Organise texts, using a range of appropriate structures.





Term 1 Topics

Year 7	Year 8
Our Changing World Written slideshow with visual features Oral seminar Extension: Debates	What inspires us to write? Short story based on inspiration Illustration Oral presentation on an author with accompanying slideshow (visual) Extension: Author study essay
Summative Assessment Schonell Test 1 PAT vocab/comp Level 4 As needed: PROBE	Summative Assessment Schonell Test 3 PAT vocab/comp Level 5 As needed: PROBE

Term 2 Topics

Year 7	Year 8
Novel Study: How Conflict Drives the Narrative Written essay Visual: Book Cover Oral response to text: read aloud 3 minute prepared speech written Extension: Monologue written and presented	Science Fiction Written book review Visual: Movie poster Oral "movie pitch" seminar 3 minute prepared speech written Extension: Science Fiction short story
Summative Assessment AsTtle Reading	Summative Assessment AsTtle Reading

Term 3 Topics

Year 7	Year 8
What Makes a Great Story? Narrative - short story Story illustration 3 minute prepared speech presented Extension: Readers' Theatre	Novel study: Character Development Character novel study using activity matrix including written, visual and oral tasks Character development essay 3 minute prepared speech presented Extension: short story with character development
Summative Assessment	Summative Assessment

Term 4 Topics

Year 7	Year 8
The Power of Words - How should we use them?	Poetry
Opinion writing	Written poetry responses
Visual advertisement	Sophisticated Picture book
Radio advertisement	Poetry recitation
Extension: Television advertisement	Extension: Spoken Word Poetry Cafe
<hr/>	
Summative Assessment	Summative Assessment
Schonell Test 2	Schonell Test 4
	PAT vocab/comp Level 6

Key Competencies

Thinking

- Uses both critical and logical processes to question
- Draws on past knowledge to apply new thinking
- Thinks about and reflects our own learning
- Challenge the basis of assumptions and perceptions

Managing self

- Sets and achieves goals
- Able to make own choices
- Has a strong personal identity
- Strives for excellence
- Resourceful and resilient
- Responsible and persistent
- Can self-monitor, self-reflect and self-reflect

Relating to others

- Initiates interactions
- Resolves conflict by negotiation
- Takes different roles in groups
- Knows when to compete - when to co-operate
- Listen with empathy

Participating and contributing

- Takes part in extra curriculum in a wide range of activities
- Knows own place in the world
- Gets involved in new contexts
- Able to balance rights, roles, responsibilities

Uses Language Symbols and Text

- Creates a wide range of texts
- Interprets how language has an effect on understanding and responses
- Understands and uses technology in meaningful ways



Assessment Overview

At Ponsonby we use a 'three-pronged' approach in order to obtain an accurate and relevant Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is an holistic approach that looks at observation process, learning conversations and assessment tools. This also ensures it is consistent and fair for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways but must provide an overall grade from 1 to 5.

Observation of Process

Evidence will be obtained from:

- Book Work
- Peer assessment
- Focused classroom observations
- Peer assessment
- Group Presentations



Overall Teacher Judgment procedure in English



Learning Conversations

Evidence will be obtained from:

- Student led Conferences
- In class conferencing
- Presentations
- Group work learning conversations
- Questioning
- Interviewing



Assessment Tools

Evidence will be obtained from:

- Schonell Test
- PAT vocabulary and comprehension
- AsTtle Reading
- Summative test
- Essay writing
- Speech presentation
- As needed: PROBE

Mathematics

Number, Algebra, Geometry, Measurement and Statistics

In Mathematics and Statistics, students explore relationships in quantities, space, and time and learn to express these relationships in ways that help them make sense of the world around them.

New Zealand Curriculum, 2007

Philosophy Statement

What does Mathematics look like at Ponsonby?

Mathematics is the culmination of three areas of learning: Number and Algebra, Geometry and Measurement and Statistics. Combined they are the exploration of quantities, space and time. These areas also equip students with effective means for investigation, interpreting, explaining and making sense of the world in which they live.

Statistics is the exploration and use of patterns and relationships in data. These two areas are related but use different ways of thinking and of solving problems.

Mathematicians and statisticians use symbols, graphs and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental and economic contexts.

Why do we teach it?

Mathematics allows students to develop skills and strategies to solve real world problems. This encourages students to calculate with precision and look for alternative ways to think creatively, critically, strategically and logically. These skills will ideally create practical students with useful and relevant knowledge and applications of skills that will ensure success in everyday life and future employment. To help students understand that Mathematics has a broad range of practical applications in everyday life, in other learning areas, and in workplaces. Students also learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy the intellectual challenge.

The learning of mathematics should focus on understanding, not just recall of facts or reproduction of procedures. Understanding is necessary for deep learning and mastery. Only with understanding can students be able to reason mathematically and apply mathematics to solve a range of problems.

By studying Mathematics and Statistics, students develop the ability to think creatively, critically, strategically and logically. By learning Mathematics and Statistics, students develop other important thinking skills. They learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They learn to estimate with reasonableness, to calculate with precision, and to infer with an appreciation of variation.

How do we teach it?

- All students attend 5 periods of Mathematics Terms 1 - 4 and an extra Mathematics lesson Terms 2 - 4 (DEEP)
- The students who need to be accelerated receive intervention through Learning Centre support, Basic facts club
- The high achieving students are offered 'Stretch' with a Maths teacher (students working above expectation instead of high achieving)
- All students are offered international external examinations through ICAS, Mathex Challenge and Otago Problem Solving.
- Student achievement will be demonstrated and reported through formative (Pr1me Placement and

PAT Maths) and summative assessment (Pr1me Summative)

- DEEP: Students will be grouped within their form class and taught by their form teacher, the focus of which is determined by most need.
- All students are working on their own learning pathway and are learning different concepts at different levels throughout the term. Student's reflections on their progress informs report comments.
- Teachers developing students' conceptual understandings through carefully scaffolded lessons which are reflected on every term through a PMI
- Students being explicitly taught to apply what they know to problem solving situations and practical application.
- Homework will constitute a regular part of Mathematics. Mathematics teachers will set homework online to meet the specific needs of students in each class. The team leader will oversee the home work programme.

How and Why do we integrate tikanga Māori in Maths?

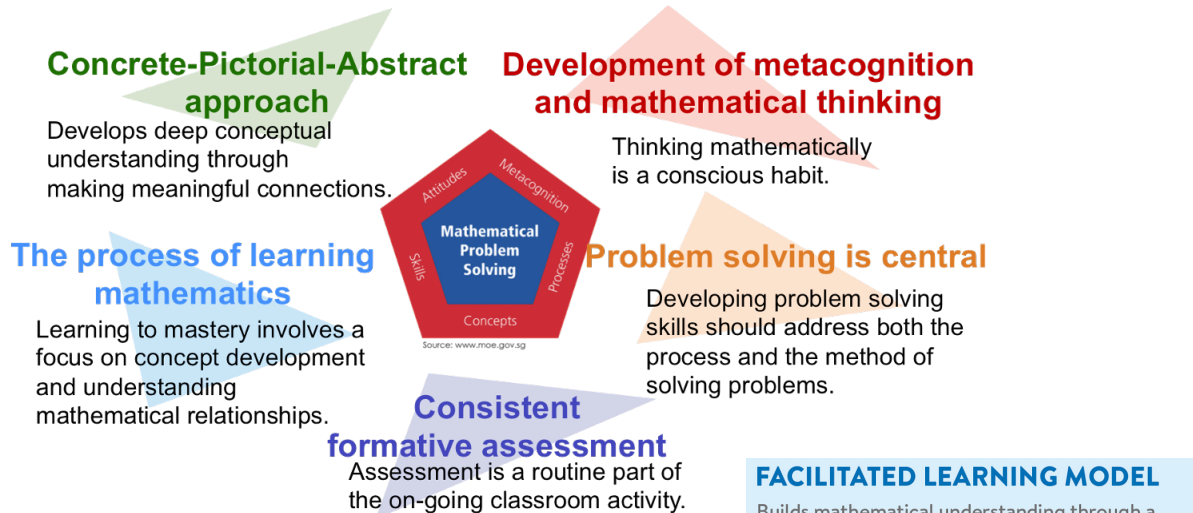
In Mathematics we include tikanga Māori through concepts such as kowhaiwhai patterns, group names, displays (including clocks and posters), counting and numbers, and general commands. Feedback, stickers and certificates also include Te Reo. Word problems are altered to be in a New Zealand context with Māori names.

We do this, is to normalise and encourage the use of Te Reo and create an understanding and appreciation of one of the official languages of New Zealand.

Pr1me

Pr1me is a programme based on problem solving and real life practical application of Mathematics

PR1ME Mathematics focuses on 5 areas and teachers will use the Facilitated Learning Model to deliver the Pr1me programme.



FACILITATED LEARNING MODEL

Builds mathematical understanding through a CONCRETE – PICTORIAL – ABSTRACT approach

CONCRETE



Hands-on learning:

Concepts are first modelled using concrete materials (e.g. cubes, base ten blocks, sticks, beans, pattern blocks, etc)

PICTORIAL



Pictured representations:

Concepts are modelled by pictures that represent the concrete objects previously used

ABSTRACT



Symbolic representations:

Concepts/skills are modelled at the abstract level using only numbers, mathematical symbols and involve mental working

Curriculum Overview

Whole Year – Year 7 and 8

Achievement Objectives:

Throughout the year the students will cover all Achievement Objectives set out under the New Zealand Curriculum at the level they are working at from Levels 1 to 8.

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. The strands the students will cover are:

Number and Algebra

- Number strategies
- Number knowledge
- Equations and expressions
- Patterns and relationships

Geometry and Measurement

- Measurement
- Shape
- Position and orientation
- Transformation

Statistics

- Statistical Investigation
- Statistical literacy
- Probability

Problem solving and real-life Mathematics is also threaded throughout every lesson and teaching of every strand also.

Key Competencies

Thinking

- Reflecting on what they are doing, how that helps their learning, and what they can do differently to improve their learning
- mathematical and logical thinking
- self-knowledge of our own strengths and passions

Managing self

- working to complete an activity or project by a deadline, and to a certain standard
- setting a challenging goal, and then working towards it independently
- being willing to take learning risks, try new things, make mistakes, learn from them, and try again
- understanding that it's okay to make mistakes – they are an essential and important part of learning
- understanding that sometimes there is no one "right" answer, and that you have to make decisions even when you don't have perfect information (you then need to be aware of how those decisions are working out and be willing and able to change tack as you gain information).

Relating to others

- work in different groups on tasks where different points of view can be heard, thought about, and acted on

Participating and contributing

- classroom/group discussions
- working with a wide range of peers to solve problems
- help other members of the class with their learning



Assessment Overview

At Ponsonby, we use a 'three-pronged' approach in order to obtain an accurate and informed Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is an holistic approach that looks at observation process, learning conversations and assessment tools. This also ensures it is consistent for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways and this will inform the teachers' ability to provide a grade.

Observation of Process

Evidence will be obtained from:

- Informal assessment opportunities eg quiz
- Focused classroom observation
- Student workbooks
- Student peer assessment



Overall Teacher Judgment procedure in Mathematics and Statistics



Learning Conversations

Evidence will be obtained from:

- Conferencing
- Questioning
- Interviewing
- Explaining
- Discussing
- Reflecting (digital and oral)
- Student Led Conferences



Assessment Tools

Evidence will be obtained from:

- Pr1me placement and summative tests
- PAT
- Education Perfect
- AWS

Placement Test

Placement tests are completed at the beginning of the year to see what levels the students are working at and a general indication about what gaps the students have in their learning.

Summative test/Reviews

The summative test takes place at the beginning of the year (after the placement test) and half way through the year. to check on gaps across multiple areas of Mathematics.

Reviews happen throughout the year when the students have completed a book/section of work to ensure that they have full comprehension before moving on to the next area of learning.

PAT

PAT tests are completed online at the beginning of Year 7, End of Year 7 and End of Year 8.

Learning Conversations (Formative)

During group work reflections on the students' learning conversations will be recorded to help in the future planning for the students as well as reporting. Learning conversations will also be observed during the lesson of the students who are working independently, as the teacher roves.

Book work

Book work will be monitored and marked regularly. Students will write reflections about their learning weekly also. Any students who are finding it difficult will be noted as well as students who are finding it easy.

Observations (Formative)

General observations will guide the teachers planning for the students. Observations around engagement will also assist the teachers if there are any issues around the level of the work.

Science

Living World, Planet Earth and Beyond, Physical World, Material World

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 society in which science plays a significant role.

New Zealand Curriculum, 2007

Philosophy Statement

What does Science look like at Ponsonby?

Science at Ponsonby Intermediate School is taught with the philosophical ideal that 'the world is Science', everything we do and experience in life has a scientific reason and explanation. Students at Ponsonby Intermediate undertake a two year learning rotation that covers all four of the Science Curriculum strands. The Science that is taught is topical and relevant to the students' world and interests. It is taught through practical, hands-on activities, theory and student-led inquiry. Students who wish to extend their Science learning are able to challenge themselves through an annual Science and Technology Fair.

Why do we teach it?

At Ponsonby Intermediate, Science is a key curriculum area. Explicitly teaching Science is important for students as they are able to address ideas and understandings that are topical, relevant and are constantly evolving. It allows students to confront world issues in a safe and secure environment. This fits in with Ponsonby Intermediate's pedagogy of student wellbeing through Haoura and Positively Ponsonby. "Many of the major challenges and opportunities that confront our world need to be approached from a scientific perspective, taking into account social and ethical considerations." (NZ Curriculum). We teach Science to prepare students for their Secondary School education and to instil a life-long passion for Science. Through their Science education at Ponsonby Intermediate School we believe students will become "articulate, energised achievers; ready for the future."

How do we teach it?

Science at Ponsonby Intermediate School is taught using a two year learning rotation that covers all four of the NZC Science Curriculum strands. In Room 15 the strands taught are Planet Earth and Beyond (even years) and The Living World (odd years). The strands taught in Room 14 are The Material World (even years) and The Physical World (odd years). Students spend three hours a week in their Science classes. Ponsonby Intermediate's Modular programme enables students to learn all four of the Science strands over a 2 year period. Lessons are designed to be a mix of interactive project based activities as well as traditional theory learning. Ponsonby Intermediate enables students to extend their Science interests and experiences with the annual Science and Technology Fair.

How and Why do we integrate tikanga Māori in Science?

Tikanga Māori is integrated within Science by using Māori terms - for days of the week, certain instructions, posters on the wall, to name a few examples. The Science Department acknowledges the cultural aspects of tikanga Māori by respecting their beliefs - for example - no sitting on tables. It is also a prerequisite that we ask all cultures if they are able to do certain activities. On the classroom walls we have an explanation of how tikanga Māori will be incorporated into the new Science Curriculum in the upcoming years.



Year Overview

Odd Year

Physical World
Year 7 & 8

Living World
Year 7 & 8

Achievement Objectives:

Physical inquiry and physics concepts

Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.

Topics:

Movement, forces, electricity, magnetism, light, sound, waves, heat, physics in everyday objects

Achievement Objectives:

Ecology

Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced

Life processes

Recognise that there are life processes common to all living things and that these occur in different ways

Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

Evolution

Begin to group plants, animals and other living things into science-based classification

Explore how the groups of living things we have in the world have changed over long period of time and appreciate that some living things in New Zealand are quite different from living things in other areas

Topics:

evolution of bees, history of the relationship between humans and bees, anatomy, life cycle, pollination, bumblebees and honeybees, bee products, biodiversity, endangered bees= problems and solutions.

Neuro-Science, Forensics.

Evolution of humans and other animals. Looking at fossils, genetics and DNA.

Even Year

Material World Year 7 & 8

Planet Earth and Beyond Year 7 & 8

Achievement Objectives:

Properties and changes of matter

Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials

Compare chemical and physical changes.

The structure of matter

Begin to develop an understanding of the particle nature of matter and use this to explain observed changes

Chemistry and society

Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes

Topics:

Chemistry & Society, The Periodic Table, States of Matter, Physical and Chemical Changes, Acids and Bases, Atoms & Particles

Achievement Objectives:

Planet Earth and Beyond

increase awareness of climate change and explain the role science plays in understanding it; understand both the response to and impacts of climate change – globally, nationally and locally; explore and act on opportunities to contribute to reducing and adapting to the impact of climate change on everyday life

Earth systems

Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources

Interacting systems

Investigate the water cycle and its effect on climate, landforms, and life

Topics:

geology, meteorology, climate change, volcanology

Key Competencies

Thinking

- Students will challenge the existing ideas they hold about Science and the world around them. Thinking is also required when students complete a variety of Inquiry tasks during their Science Lessons. In this process, students will need to conduct research and evaluate results and present their thinking to the class .

Managing Self

- Students will be required to make good choices in the Science lab and when working around the materials. They will also be encouraged to show this competency by making sure they catch up with any missed learning by using the slides shared on Google classroom or organising time to meet with the teacher, to go over the key learning of the session.

Relating to Others

- Students will undertake a variety of learning tasks where they will be required to work in pairs, groups and as a whole class. The students will be expected to maintain a high level of respect to the classroom and lab, their classmates and teacher.





Participating and Contributing

- Students will participate in all activities and learning investigations, contributing to the activity when and where required.

Uses Language Symbols and Text

- Students will be required to use Science specific language, symbols and text during the scientific process when completing and analysing experiments. They will be asked to make notes of important information and listen to information provided in relevant videos. Throughout the unit they will also be asked to draw diagrams, summarize their results and provide an analysis of what occurred.

Assessment Overview

At Ponsonby, we use a 'three-pronged' approach in order to obtain an accurate and informed Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is a holistic approach that looks at observation processes; learning conversations and assessment tools. This also ensures it is consistent for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways and this will inform the teachers ability to provide a grade.

Observation of Process

Evidence will be obtained from:

- Bookwork
- Online work
- Student Reflections
- PMI tasks
- Mind Maps
- Scientific Drawings



Overall Teacher Judgment procedure in Science



Learning Conversations

Evidence will be obtained from:

- Student led conferences
- One to one discussions
- Group conferencing
- Whole Class Discussion



Assessment Tools

Evidence will be obtained from:

- Testing
- Multi-choice Quizzes
- Practical Assessments
- Group Projects
- Rubrics
- Procedural Writing
- Report Writing

Social Sciences

Identity, Culture and Organization
Place and Environment
Continuity and Change
The Economic World

In the Social Sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens

New Zealand Curriculum, 2007

Philosophy Statement

What does Social Sciences look like at Ponsonby?

Social Sciences at Ponsonby establishes a foundation for the separate Social Sciences disciplines offered at High School. We explore the unique nature of New Zealand society that has evolved through the Musket Wars, Te Tiriti o Waitangi, The Land Wars and Our Communities. Our focus is on learning about people, places, cultures, and histories of New Zealand and the world around us. We explore how people respond differently (through our school, and that their values and viewpoints are all equally important in understanding both ourselves and others. The overall aim of Social Sciences at Ponsonby is to encourage students to work towards becoming actively involved contributors in New Zealand society and global communities.

Why do we teach it?

Social Sciences (New Zealand Histories) is a subject that teaches students about New Zealand's diverse and complex history. It teaches them to look at New Zealand history from a range of perspectives, how to create deep and meaningful questions and how research the information required to answer questions in depth. Social Sciences is about the world but most importantly it is about people, their interactions, relationships and impact on each other and the world at large.

He aha te mea nui o te ao. He tāngata, he tāngata, he tāngata

What is the most important thing in the world? It is people, it is people, it is people.

How do we teach it?

Social Sciences is taught in stages using the Westhaven Inquiry Model. We use New Zealand School Journals and a range of New Zealand based books and educational websites (as suggested from the New Zealand Histories website) to support understanding. Students learn to work independently, cooperatively and in groups for discussion and a variety of tasks. Classes are initially grouped into reading groups (based on their English PAT results and OTJ. A range of online teaching and learning tools are in place to assist students via Zoom (as a support tool), an online planner and WebQuests using critical thinking skills/strategies, Graphic Organizers and self assessment tools using Rubrics (ie G.E.M.S) to support learning and understanding. Using these tools provides opportunities for one on one time and feedback/forward and self-reflection for students.

How and Why do we integrate tikanga Māori in Social Science?

In Social Sciences, we include tikanga Māori through the core units for each year level. In Year 7, we are focusing on the NZ wars. In this unit, the students learn about the key wars from the 1800s, their causes and their impact on Māori. We focus on key Māori figures in the wars and important movements, such as Kingitanga. In Year 8, some of the learning involves events such as Bastion Point and the Dawn Raids. These lessons acknowledge the events and their importance for Māori culture and link to the significance of these events today. Both year levels also have some introductory lessons on te Tiriti o Waitangi.

During any lesson involving Māori names, we make an effort to pronounce the names or other words correctly. Additionally the date is used in Māori and students are reminded about respecting cultures - even if they are not their own.



Year Overview

Term 1/3

Year 8	Year 7
<p>Achievement Objectives: Understand how people remember and record the past in different ways</p> <p>Topics: Te Tiriti o Waitangi</p>	<p>Achievement Objectives: Understand how formal and informal groups make decisions that impact on communities</p> <p>Topics: Ponsonby's People, Past and Places Ponsonby and its diverse history- past and present</p>

Term 2/4

Year 8	Year 7
<p>Achievement Objectives: Understand how a shared history and actions have consequences for all people of New Zealand</p> <p>Topics: New Zealand Land Wars</p>	<p>Achievement Objectives: Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.</p> <p>Topics: navigators and their journeys</p>

Key Competencies

Thinking

- Use of Graphic Organizers and open-ended questions for research. Discussing metacognition of learning

Managing Self

- Being responsible for deadlines and output by working through stages on each task – teacher conferences and dialogue. Respecting others' views

Relating to Others

- Working independently and in groups. Connecting to each other in new ways and learning from one another in a collaborative situation

Participating and Contributing

- Sharing new learning within a group or class situation, teaching others new information and sharing understanding and respect for other cultures

Uses Language Symbols and Text

- Graphic Organizers, online tasks, WebQuests, Rubrics for feedback/forward, Cultural connections (whakapapa)

Assessment Overview

At Ponsonby, we use a 'three-pronged' approach in order to obtain an accurate and relevant Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is an holistic approach that looks at observation process, learning conversations and assessment tools. This also ensures it is consistent and fair for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways but must provide an overall grade from 1 to 5.

Observation of Process

Evidence will be obtained from:

- Peer assessment
- Self-assessment
- Book work
- Online work
- Presentations



Overall Teacher Judgment procedure in Social Science



Learning Conversations

Evidence will be obtained from:

- Student led conferences,
- Group discussions
- GEMS rubric
- Self-reflections shared online
- One on one conversations

Assessment Tools

Evidence will be obtained from:

- Rubrics
- Essay
- Online work
- Self-reflections
- Peer assessment
- Self-assessment
- (Yr7 self-assessment task is revisited in Yr8)





The Arts

**Dance, Drama, Music,
Visual Arts**

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.

New Zealand Curriculum, 2007

Philosophy Statement

What does The Arts look like at Ponsonby?

The Arts is a creative process that stimulates imagination, thinking and understanding while developing practical skills in a range of media and technologies. Through movement, sound, and image the Arts transform people's creative ideas into expressive works that communicate layered meanings. The Arts recognise, value and contribute to the unique culture of Ponsonby within the bicultural and multicultural diversity of Aotearoa.

Why do we teach it?

Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, community and culture. By participating in the Arts, student's personal wellbeing is enhanced and their confidence to take risks is increased. In the Arts students learn to work both independently and collaboratively to construct meanings, produce works and respond to and value other's contributions. Students will develop a life-long appreciation of the Arts.

How do we teach it?

The Arts at Ponsonby is taught through four disciplines: dance, drama, music and visual arts. Each discipline is structured around four strands: Understanding the Arts in Context, Developing Practical Knowledge, Developing Ideas and Communicating and Interpreting. The Arts is three separate modules (Dance/Drama, Music, Visual Arts) where each discipline is taught 1 term each year. Year 8 builds on and revisits learning from Year 7 providing progressions of learning in all four stands.

How and Why do we integrate tikanga Māori in Visual Arts?

Tikanga Māori is integrated in the **Visual Arts** through the introduction of mātauranga in art. This includes an exploration into how Māori traditionally used kowhaiwhai motifs and rakau as a form of expression and for practical and symbolic purpose. Students identify the relevance and importance of these art forms for Māori today and look at how Māori artists have been inspired and informed by these art forms. Students engage in their own artistic exploration through an understanding of these concepts and values.

In **Performing Arts**, Tikanga Māori can be seen in commands given to students, visual displays around the classroom and warm up games incorporating te reo and Māori philosophies. In Year 7, students explore Māori myths and legends. Both Year 7 and 8 students are exposed to New Zealand artists such as Neil Ieremia, choreographer and founder of dance company, Black Grace and New Zealand's Massive Theatre company. Both companies are excellent role models for expression of meaningful and exciting new works within a Māori context. Students are encouraged to express themselves in the same way.

In **Music**, students gain an appreciation of Tikanga through learning to sing and play a variety of Waiata. Through singing in Te Reo students increase their vocabulary and improve pronunciation and also get a wider understanding of tikanga.

Through listening to traditional Māori instruments and responding to these using graphic notation, students explore the resource 'Taonga pūoro' where they learn that musical instruments fulfilled many functions within Māori society including a call to arms, dawning of the new day, communications with the gods and the planting of crops.

Curriculum Overview

Music

Year 7	Year 8
<p>Achievement Objectives: Prepare, rehearse, evaluate music performances</p>	<p>Achievement Objectives: Use musical elements, instruments and technologies to create original music compositions</p>
<p>Understanding music in context Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.</p>	<p>Understanding music context Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.</p>
<p>Developing practical knowledge Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.</p>	<p>Developing practical knowledge Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.</p>
<p>Developing ideas Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation. Represent sound and musical ideas in a variety of ways.</p>	<p>Developing ideas Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation. Represent sound and musical ideas in a variety of ways.</p>
<p>Communicating and interpreting Prepare and present brief performances of music, using performance skills and techniques. Respond to and reflect on live and recorded music.</p>	<p>Communicating and interpreting Prepare, rehearse, and present performance of music, using performance skills and techniques. Reflect on the expressive qualities of their own and others' music, both live and recorded.</p>



Performing Arts

Year 7	Year 8
<p>Achievement Objectives: Develop skills, understanding and appreciation of dance/drama and its role as personal expression and as part of our society.</p>	<p>Achievement Objectives: Build on skills, understanding and appreciation of dance/drama and its role as personal expression and as part of our society.</p>
<p>Understanding Dance In Context Explore and describe dances from a variety of cultures</p>	<p>Understanding Dance In Context Explore and describe how dance is used for different purposes in a variety of cultures and contexts</p>
<p>Understanding Drama In Context Investigate the functions and purpose of drama in cultural and historical contexts</p>	<p>Understanding Drama In Context investigate the functions, purposes, and technologies of drama in cultural and historical contexts.</p>
<p>Developing Knowledge in Dance Use the dance elements to develop and share their personal movement vocabulary</p>	<p>Developing Knowledge in Dance Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others</p>
<p>Developing Knowledge in Drama Use techniques and relevant technologies to explore drama elements and conventions.</p>	<p>Developing Knowledge in Drama Select and use techniques and relevant technologies to develop drama practice</p>
<p>Developing Ideas in Dance Select and combine dance elements in response to a variety of stimuli</p>	<p>Developing Knowledge in Drama Use conventions to structure drama</p>
<p>Developing Ideas in Drama Initiate ideas and develop ideas with others.</p>	<p>Developing Ideas in Dance Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes.</p>
<p>Communicating and Interpreting in Dance Prepare and share dance movement individually and in pairs or groups</p>	<p>Developing Ideas in Drama Initiate and refine ideas with others to plan and develop drama.</p>
<p>Communicating and Interpreting in Drama Use the elements of dance to describe dance movements and respond to dances from a variety of cultures</p>	<p>Communicating and Interpreting in Dance Prepare and present dance, with an awareness of the performance context</p>
<p>Communicating and Interpreting in Drama Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work</p>	<p>Communicating and Interpreting in Drama Describe and record how the purpose of selected dances is expressed through the movement</p>
	<p>Communicating and Interpreting in Drama Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.</p>

Visual Art

Year 7	Year 8
<p>Achievement Objectives: Develop knowledge and understanding of visual art processes, skills and techniques.</p>	<p>Achievement Objectives: Develop ideas and respond to understanding of art processes and techniques through creative interpretation and communication.</p>
<p>Understanding Visual Arts In Context Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued</p>	<p>Developing Ideas Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.</p>
<p>Developing Knowledge Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes</p>	<p>Communicating and Interpreting Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work</p>
<p>Topics Native/Natural NZ and Pasifika Medium: Drawing, printing, sculpture</p>	<p>Topics Urban Art: Pop Art /Architecture Medium: Drawing, Painting, Design Multimedia</p>

Key Competencies

Thinking

- Development of skills, reflecting and evaluating their own work and the work of others, making reference to own lives, critical thinking

Managing self

- Managing time, taking breaks when needed, following routines specific to that skill, managing equipment and resources, responsibility for own creative works.

Relating to others

- Listening to others, giving constructive feed forward and feedback, respecting people's culture and considering different points of view, making connections to artists/ performers and their works.

Participating and contributing

- Working in groups to produce shared creative works, engaging in pair discussion and peer assessment. Presenting and evaluating each other's work.

Uses Language Symbols and Text

- Using symbols, patterns and motifs to communicate clear ideas about their identity, culture and community



Assessment Overview

At Ponsonby, we use a 'three-pronged' approach in order to obtain an accurate and informed Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is an holistic approach that looks at observation process, learning conversations and assessment tools. This also ensures it is consistent for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways and this will inform the teachers ability to provide a grade.

Observation of Process

Evidence will be obtained from:

- Formative and summative assessment.
- Peer and teacher conferencing
- Teacher observation and formative note taking/ grading
- Assessment Conversations



Overall Teacher Judgment procedure in Arts



Assessment Tools

Evidence will be obtained from:

- Formative conversations
- Presentation and evaluation of work
- Self and Peer assessment against criteria/ artist models, exemplars

Learning Conversations

Evidence will be obtained from:

- Formative evidence collected through student conferencing at steps throughout the learning process including 'next learning steps and progress conversations.
- Summative evidence collected through assessment conversations with teacher around how their work reflects the criteria/ objectives.

Health and Physical Education (with Home Economics)

**Personal Health and Physical Well Being
Movement Concepts and Motor Skills
Relationships with other People
Healthy Communities and Environments**

In Health and Physical Education students learn about their own well-being and that of others and society, in health-related and movement contexts

New Zealand Curriculum, 2007

Philosophy Statement

What does Physical Education look like at Ponsonby?

Physical Education is approached and viewed from a holistic stand-point. We always aim to incorporate the Whare Tapa Wha model in all we do.

The students are focusing on the acquisition and development of physical skills and their social interactions and connections in sporting contexts. We subscribe to positive reinforcement and encouragement amongst peers and student self-esteem, values and beliefs consistently comprise the core of our planning.

Physical Education is inclusive of all abilities and learning needs. Lessons are differentiated to enable the high achievers to engage in student agency, giving the lower students more teacher time. We value exposing students to a varied array of sports and activities and place great emphasis on non-specialised sporting practise. As an Intermediate, it is important to give students the chance from an early age to try multiple sporting pursuits rather than minimise their opportunities.

Physical Education enables students to explore the sporting spectrum in a safe and encouraging environment.

We want to foster positive attitudes and values, create healthy bodies and minds, through motivation, participation and developing new skills.

Why do we teach it?

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

This learning area makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by school policies and procedures and by the actions of all people in the school community.

Physical Education is another tool we have for fostering positive attitudes and values in our students. Through the medium of sport/physical activity, we are aiming to develop real, transferable skills they can use not just out of the classroom, but well after they have finished school. It is a chance for students to learn such skills in a fun and safe environment, where perhaps the learning was subtle/subliminal for them. Physical Education is not an obvious subject for students, such as maths or English. They sit down in those subjects and they open their books, prepared to write and learn a specific objective. They come to PE to play, to have fun, to experience new sports. It is through this



game sense approach that they are learning how to treat those around them with respect, how to communicate verbally and non-verbally with people they know, and also with those they don't know. They are learning to respect different cultures through various games. Some of them will not want to be there...they are learning resilience and coping mechanisms, because unfortunately we can't always do what we want. They are learning how to participate and contribute to a team. It is an imperative piece of a holistic approach to not just well-being, but to learning.

For some students, sport is their be all and end all. If they were not able to have a constructive space to let out their energy and have fun while simultaneously subliminally learning about our school GEMS, we may struggle to make some students focus.

How do we teach it?

- Class PE programme: One core period a week.
- Health and Hauora: One Health lesson a week which works in conjunction with form teachers taking their classes for one Hauora session weekly.
- Kori: 15 minutes of physical activities Monday - Thursday.
- Interclass Sport: Held on 2-3 lunchtimes of the week, running for the course of the whole year.
- School/Zone Sports Teams: Students are offered a range of organised sports teams for regular competitions out of school.
- EOTC: During Term 1 classes participate in a variety of different activities off campus.
- After school/Extra curricular programmes: Students have access to multiple sporting competitions which run outside of school hours. Organised by the school.
- Recreation: Students participate in physical activities either within their class, against other classes or against other houses. The games can vary from competitive sport to team building activities, or they can have an individual well-being focus.
- Options: Students can select enrichment/advanced sporting opportunities.
- Class Camps: All camps are mainly based on Outdoor Activities.

How and Why do we integrate tikanga Māori in Physical Education?

In Physical Education we include tikanga Māori through cultural games, use of the date, counting and general commands.

Each year we have a focus on teaching the whole school the game of Ki-ō-rahi. This is a cultural game based upon a Māori myth/legend and requires the students to learn the vocabulary which comes with the game.

Outside of Ki-ō-rahi we always have the date displayed in te reo Māori at the start of the lesson, count in te reo Māori and use general commands such as come to me, look and listen (Haere mai, titiro mai, whakarongo mai)

We do this to normalise and encourage the use of Te Reo and create an understanding and appreciation of one of the official languages of New Zealand.

Curriculum Overview

Year 7 and year 8 do the same achievement objectives and topics but lessons are differentiated and assessed differently.

Term 1

Odd Year -Year 7	Even Year - Year 8
<p>Achievement Objectives:</p> <p>Personal Health and Physical Development - A Movement Concepts and Motor Skills - B Relationships with Other People - C</p>	<p>Achievement Objectives:</p> <p>Personal Health and Physical Development - A Movement Concepts and Motor Skills - B Relationships with Other People - C</p>
<p>A2 - Regular Physical Activity</p> <p>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p>	<p>A2 - Regular Physical Activity</p> <p>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p>
<p>A3 - Safety Management</p> <p>Access and use information to make and action safe choices in a range of contexts.</p>	<p>A3 - Safety Management</p> <p>Access and use information to make and action safe choices in a range of contexts.</p>
<p>B1 - Movement Skills</p> <p>Demonstrate consistency and control of movement in a range of situations.</p>	<p>B1 - Movement Skills</p> <p>Demonstrate consistency and control of movement in a range of situations.</p>
<p>B2 - Positive Attitudes</p> <p>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p>	<p>B2 - Positive Attitudes</p> <p>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p>
<p>B4 - Challenges and Social and Cultural Factors</p> <p>Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p>	<p>B4 - Challenges and Social and Cultural Factors</p> <p>Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p>
<p>C3 - Interpersonal Skills</p> <p>Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p>	<p>C3 - Interpersonal Skills</p> <p>Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p>
<p>Topics</p> <p>Small ball skills/hand eye coordination Long Ball Catching/throwing game sense Tee Ball/Softball</p>	<p>Topics</p> <p>Small ball skills/hand eye coordination Long Ball Catching/throwing game sense Cricket and Cricket variations.</p>



Term 2

Odd Year	Even Year
<p>Achievement Objectives:</p> <p>Personal Health and Physical Development - A Movement Concepts and Motor Skills - B Relationships with Other People - C</p>	<p>Achievement Objectives:</p> <p>Personal Health and Physical Development - A Movement Concepts and Motor Skills - B Relationships with Other People - C</p>
<p>A2 - Regular Physical Activity</p> <p>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p>	<p>A2 - Regular Physical Activity</p> <p>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p>
<p>A3 - Safety Management</p> <p>Access and use information to make and action safe choices in a range of contexts.</p>	<p>A3 - Safety Management</p> <p>Access and use information to make and action safe choices in a range of contexts.</p>
<p>B1 - Movement Skills</p> <p>Demonstrate consistency and control of movement in a range of situations.</p>	<p>B1 - Movement Skills</p> <p>Demonstrate consistency and control of movement in a range of situations.</p>
<p>B2 - Positive Attitudes</p> <p>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p>	<p>B2 - Positive Attitudes</p> <p>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p>
<p>B3 - Science and Technology</p> <p>Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.</p>	<p>B3 - Science and Technology</p> <p>Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.</p>
<p>B4 - Challenges and Social and Cultural Factors</p> <p>Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p>	<p>B4 - Challenges and Social and Cultural Factors</p> <p>Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p>
<p>C3 - Interpersonal Skills</p> <p>Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p>	<p>C3 - Interpersonal Skills</p> <p>Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p>
<p>Topics</p> <p>AFL Basketball Lacrosse</p>	<p>Topics</p> <p>Soccer Netball Hockey</p>

Term 3

Odd Year	Even Year
<p>Achievement Objectives:</p> <p>Personal Health and Physical Development - A Movement Concepts and Motor Skills - B Relationships with Other People - C</p>	<p>Achievement Objectives:</p> <p>Personal Health and Physical Development - A Movement Concepts and Motor Skills - B Relationships with Other People - C</p>
<p>A2 - Regular Physical Activity</p> <p>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p>	<p>A2 - Regular Physical Activity</p> <p>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p>
<p>A3 - Safety Management</p> <p>Access and use information to make and action safe choices in a range of contexts.</p>	<p>A3 - Safety Management</p> <p>Access and use information to make and action safe choices in a range of contexts.</p>
<p>B1 - Movement Skills</p> <p>Demonstrate consistency and control of movement in a range of situations.</p>	<p>B1 - Movement Skills</p> <p>Demonstrate consistency and control of movement in a range of situations.</p>
<p>B2 - Positive Attitudes</p> <p>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p>	<p>B2 - Positive Attitudes</p> <p>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p>
<p>B3 - Science and Technology</p> <p>Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.</p>	<p>B3 - Science and Technology</p> <p>Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.</p>
<p>B4 - Challenges and Social and Cultural Factors</p> <p>Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p>	<p>B4 - Challenges and Social and Cultural Factors</p> <p>Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p>
<p>C3 - Interpersonal Skills</p> <p>Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p>	<p>C3 - Interpersonal Skills</p> <p>Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p>
<p>Topics</p> <p>Nuke `em Volleyball Badminton (Start Athletics Training)</p>	<p>Topics</p> <p>Nuke `em Volleyball Badminton (Start Athletics Training)</p>



Term 4

Odd Year	Even Year
<p>Achievement Objectives:</p> <p>Personal Health and Physical Development - A Movement Concepts and Motor Skills - B Relationships with Other People - C</p>	<p>Achievement Objectives:</p> <p>Personal Health and Physical Development - A Movement Concepts and Motor Skills - B Relationships with Other People - C</p>
<p>A2 - Regular Physical Activity</p> <p>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p>	<p>A2 - Regular Physical Activity</p> <p>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p>
<p>A3 - Safety Management</p> <p>Access and use information to make and action safe choices in a range of contexts.</p>	<p>A3 - Safety Management</p> <p>Access and use information to make and action safe choices in a range of contexts.</p>
<p>B1 - Movement Skills</p> <p>Demonstrate consistency and control of movement in a range of situations.</p>	<p>B1 - Movement Skills</p> <p>Demonstrate consistency and control of movement in a range of situations.</p>
<p>B2 - Positive Attitudes</p> <p>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p>	<p>B2 - Positive Attitudes</p> <p>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p>
<p>B3 - Science and Technology</p> <p>Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.</p>	<p>B3 - Science and Technology</p> <p>Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.</p>
<p>B4 - Challenges and Social and Cultural Factors</p> <p>Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p>	<p>B4 - Challenges and Social and Cultural Factors</p> <p>Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</p>
<p>C3 - Interpersonal Skills</p> <p>Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p>	<p>C3 - Interpersonal Skills</p> <p>Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p>
<p>D4 - People and the Environment</p> <p>Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment</p>	<p>D4 - People and the Environment</p> <p>Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment</p>

Term 4 cont....

Odd Year	Even Year
<p>Topics Discuss Shot put Long Jump High Jump Class Relays Running events</p> <p>(Usually all to be taught within 4-5 weeks, aim to use the last 2 weeks of Term 3 to start class relays/high jump)</p> <p>A work in progress. This is a fun 3-4 weeks before school ends, during which we would seek student voice.</p> <p>We would want students from different cultures to step forward and offer a game from their culture which either they could teach, or the teacher could research and teach.</p> <p><i>Options could include:</i> Ki-o-Rahi Lacrosse Lape</p> <p>Give students 2 sessions to create a new game we could use for Recreation - Students would then be contributing to the whole school culture.</p> <p>(Working list, to be added to)</p>	<p>Topics Discuss Shot put Long Jump High Jump Class Relays Running events</p> <p>(Usually all to be taught within 4-5 weeks, aim to use the last 2 weeks of Term 3 to start class relays/high jump)</p> <p>A work in progress. This is a fun 3-4 weeks before school ends, during which we would seek student voice.</p> <p>We would want students from different cultures to step forward and offer a game from their culture which either they could teach, or the teacher could research and teach.</p> <p><i>Options could include:</i> Ki-o-Rahi Lacrosse Lape</p> <p>Give students 2 sessions to create a new game we could use for Recreation - Students would then be contributing to the whole school culture.</p> <p>(Working list, to be added to)</p>





Key Competencies

Thinking

- We want students to be cognitively active during their Physical Education. This can include thinking about why we want them performing a skill in a certain way, what are the best strategies they can employ during games, what skills they have which can transfer between sports and how can they communicate effectively with team mates, just to name a few.
- Our main strategy hinges on key questions interspersed between activities and play time. A form of Coaching/Student-led discovery. Ideally the students will arrive at the answer while we steer them.
- We do not want too much teacher talk time during PE, so we want to chunk the lessons into activities followed by concise explanations. The first tasks could be simple motor-skills. We would then stop and ask the students why we are practising this skill, why this particular way, how will it be used in the game. Once we start some game sense activities the questioning may turn strategic. Essentially, we are always asking the students WHY?

Managing Self

- Students need to manage themselves in order to get the most out of their lessons. This includes how they interact with their peers, their teachers and the equipment they are using.
- At the start of the year we spend ample time going through protocol and expectations for our PE classes. This includes students' behaviour towards their peers, respect towards teachers, respecting themselves and respecting the equipment. This links in with multiple key competencies as we want them to be thinking about the decisions they make in class and the outcomes of those decisions. We want them to be considering their impact on others, and we want them to be considering their own impact on the lesson, their participation and contribution.
- We strengthen these expectations with consequences when we feel the need. These consequences are in line with the school wide behaviour management system. We can also stop lessons when we need to and have a restorative talk with the class as a whole. Reminding all students about the expectations, and as with our thinking, direct the students with questions regarding decision making and controlling the outcome.

Relating to Others

- Students constantly interact with their peers during PE class, and there is a very strong need for individuals to respect their peers in multiple settings.
- We treat this as sportsmanship and with every sport or game we teach, there is always an emphasis on respect, manners and being courteous. This relates to our school wide GEMS, and is essentially the sport-based version of it.
- As with managing self, we have very clear expectations which we go over with the students. Depending on the lesson, we may have a specifically tailored approach which we want the students to consider. Maybe they need to include their whole team, they may need to think about sharing the ball, being good winners/losers. Regularly we will stop lessons and remind the students of our expectations and what we want to see from them.

Participating and Contributing

- As with other Key Competencies, our expectations for the students are outlined at the start of the year, and if needed at the start of each lesson.
- We expect all students to be working towards their own level of improvement and participating in all activities up to levels they feel comfortable. We do not have the one standard for everyone and our lessons are differentiated, hence participation and contribution could look quite different depending on the student.
- If and when needed, we will stop lessons and re-focus/remind the students of our expectations and how they may be able to meet them. An example of this is reminding students to be present. We are not out on the field/in the hall to gossip or talk while a game is going on. We want to help our team and aim to improve our own skill set.

Uses Language Symbols and Text

- This Key Competency gets taught over the course of the year, when it is relevant and when teaching moments present themselves.
- We address the language of sport, sport specific jargon. This can also include language associated with positive sportsmanship which ties in with managing self/relating to others.
- We address ways to positively communicate during sport and at times some of the games may require non-verbal forms of communication. Reading a teammate and an opponent's body language is a crucial element to sport.
- Sometimes, such as with orienteering, we are literally deciphering maps and finding symbols which all students need to be familiar with before they start the course.

Assessment Overview

At Ponsonby, we use a 'three-pronged' approach in order to obtain an accurate and informed Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is a holistic approach that looks at observation processes, learning conversations and assessment tools. This also ensures it is consistent for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways and this will inform the teachers ability to provide a grade.

Observation of Process

Evidence will be obtained from:

- In class observations by teacher - observing skill set and performance.
- Observing confidence and ability when starting Unit and comparing to confidence and ability at end of Unit.
- Observing participation/ contribution to class culture and games (regardless of skill).
- Self/Peer assessment
- Teacher roll book records



Overall Teacher Judgement procedure in Physical Education



Assessment Tools

Evidence will be obtained from:

- Participation and Contribution during team/class games.
- Participation and Contribution during static skills.
- Performance during school sports trials.
- Comparison of skill set between start and end of Unit.
- Rubrics/Exemplars
- Peer/Self evaluation
- Benchmarks for individual needs

Learning Conversations

Evidence will be obtained from:

- Self-assessment on both skill and class/ team contribution/ participation.
- RPA (rate of perceived achievement) - how well do they feel they have done. Why?
- Peer assessment - in pairs. Identify partners strengths, something to work on. Report back to Teacher.
- Questioning/Explaining
- Reflecting





Philosophy Statement

What does Health Education look like at Ponsonby?

In health, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related contexts: It includes teaching Hauora and embracing Te Whare Tapa Whā model as an integral part of students' learning.

Students are focussing on a range of topical issues and draw on inquiry. Students work together cooperatively in discussions, engage in hands-on activities, think/pair/share conversations and independent research tasks. Lessons are frequently differentiated to benefit both high level learners with Q&A conferencing; lower-level learners with one to one teacher time. Student agency is encouraged and appreciated.

Equally important, at the heart of this learning area, is the fostering of attitudes and values, connections and to provide supportive physical and emotional environments.

Why do we teach Health Education?

“Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

This learning area makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by school policies and procedures and by the actions of all people in the school community”.

How do we teach Health Education?

- Class Health programme: One core period a week.
- Hauora: Form teachers take their classes for one Hauora session weekly.
- Hauora: Applying the Whare Tapa Wha model to school life
- EOTC Term 1: classes participate in a variety of different team building activities off campus.
- Outside Providers for extracurricular programme: Life Education and Attitude programmes.
- Recreation: Students participate in physical activities either within their class, against other classes or against other houses. The games can vary from competitive sport to cooperative activities, or they can have an individual well-being focus.
- Options: Students can select enrichment opportunities.
- Market Day: students actively participate in this annual event and involve the wider school community.
- Class Camps Term 4: All camps are mainly based on Outdoor Activities 'challenge by choice' and give students opportunities to develop healthy relationships and interpersonal skills.

How and Why do we integrate tikanga Māori in Health Education?

In Health, we integrate tikanga Māori through visual displays and oral language using general greetings, instructions and direct vocabulary related to health topics. A key focus is to teach students understanding of Hauora, the Māori philosophy of health and wellbeing. We relate their learning to the Te Whare Tapa Wha model (Taha tinana/physical, Taha hinengaro/mental, Taha whanau/social and Taha wairua/spiritual needs) and recently new Mitey Mana model (approach to mental health). These are valuable resources that include use of additional te reo for students to learn. We also acknowledge cultural aspects of tikanga Māori by being respectful of their beliefs, such as encouraging students to take hats off inside and not sitting on tables.

We do this to normalise the use of Te Reo, recognise it's a taonga and encourage an understanding and respect of one of our official languages in Aotearoa, New Zealand.

Curriculum Overview

Term 1

Odd Year -Year 7/8

Achievement Objectives:

Relationships with Other People - C

C2 - Identity, Sensitivity and Respect

Recognize instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

C3 - Interpersonal Skills

Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

D3 - Rights, Responsibilities, and Laws; People and the Environment

Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Topics

Mental Health
Making responsible decisions
Cyberbullying / Peer Pressure
Whare Tapa Wha / Self Esteem
Scenarios, Anti-Bullying messages

Even Year - Year 7/8

Achievement Objectives:

Relationships with Other People - C

C2 - Identity, Sensitivity and Respect

Recognize instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

C3 - Interpersonal Skills

Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

D3 - Rights, Responsibilities, and Laws; People and the Environment

Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Topics

Mental Health
Making responsible decisions
Cyberbullying / Peer Pressure
Whare Tapa Wha / Self Esteem
Scenarios, Anti-Bullying messages



Curriculum Overview

Term 2

Odd Year -Year 7/8	Even Year - Year 7/8
<p>Achievement Objectives: Relationships with other people - C Healthy Communities and environments - D</p> <p>C1 - Relationships Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</p> <p>C2 - Identity, Sensitivity and Respect Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.</p> <p>C3 - Interpersonal skills Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p> <p>D4 - People and the environment Specify individual responsibilities and take collective action for the care and safety of others in their school and the wider community.</p> <p>Topics Identity Leadership Reputations Citizenship</p> <p>Health programme in synergy with Mitey Programme (whole school) reinforces learning</p>	<p>Achievement Objectives: Personal Growth and Development - A Healthy Communities and environments – D</p> <p>A3 - Safety management Access and use information to make and action safe choices in a range of contexts.</p> <p>D1 - Societal attitudes and values Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.</p> <p>D2 - Community resources Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.</p> <p>Topics LIFE Education Programme: Food & Nutrition / Harmful Substances Decision making (Topics can vary)</p>

Term 3

Odd Year -Year 7/8

Achievement Objectives:

Personal Health and Physical Development - A

A1 - Personal growth and development

Describe the characteristics of pubertal change and discuss positive adjustment strategies.

A2 - Regular physical activity

Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.

A4 - Personal identity

Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

D3 - Rights, responsibilities, and laws

Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.

Topics

Relationships and Sexuality Education
Sports Studies - Body Systems

Even Year - Year 7/8

Achievement Objectives:

Personal Health and Physical Development - A

A1 - Personal growth and development

Describe the characteristics of pubertal change and discuss positive adjustment strategies.

A2 - Regular physical activity

Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.

A4 - Personal identity

Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

D3 - Rights, responsibilities, and laws

Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.

Topics

Relationships and Sexuality Education
Sports Studies - Body Systems



Curriculum Overview

Term 4

Odd Year	Even Year
<p>Achievement Objectives:</p> <p>Relationships with other people - C Movement concepts + motor skills - B</p>	<p>Achievement Objectives:</p> <p>Personal Growth and Development - A Movement concepts + motor skills - B</p>
<p>A3 - Safety Management</p> <p>Identify risks and their causes and describe safe practices to manage these.</p>	<p>A3 - Safety management</p> <p>Identify risks and their causes and describe safe practices to manage these.</p>
<p>B2 - Positive Attitudes</p> <p>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p>	<p>B2 - Positive Attitudes</p> <p>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</p>
<p>Topics</p> <p>Outdoor Education / Body care and physical safety - EOTC Camp Physical Activity - Athletics / PE</p>	<p>Topics</p> <p>Outdoor Education / Body care and physical safety - EOTC Camp Physical Activity - Athletics / PE</p>

Key Competencies

Thinking

- We want students to use prior and personal knowledge to make decisions, answer questions and problem solve. Using prompts and visual cues assists and motivates students' curiosity, also encourages student agency. Students make reflections on their learning. Targeting specific questions to students supports inquiry-based learning. Ultimately, we want students to ask the questions to explore and delve deeper.

Managing Self

- We want students to be independent, confident learners. Developing managing-self skills and effective work ethics are essential key competencies.
- Starting each term there is time spent going over expectations for Health classes. Discussing how to be respectful for one another, teachers and their resources, e.g., chrome books, and what this looks like is essential to their learning environment.
- Discussing expectations of behavior and also consequences is important; this is explained referring to school wide expectations - GEMS, Thinking Spot and Smart Goal. We want students to be responsible for their own learning and to make sensible decisions. Students record personal goals to reflect on.

Relating to Others

- Health sessions provide many situations for students to communicate and interact together.
- Working in groups encourages students to develop positive relationships with their peers and continually make connections to the schoolwide GEMS.
- Expectations are clearly defined for students when they're working in groups - to use positive communications skills, take on specific roles and delegate responsibilities to include everyone. We want students to be decision makers, to learn to compromise and to learn to value each other's differences - opinions, strengths and weaknesses.
- Making time for groups to share feedback about what worked well or what they'd do differently supports students' self -assessment and reflections.

Participating and Contributing

- Our expectations of students for this key competency are defined at the start of the year and often also at the start of a lesson.
- We want and expect all students to participate and contribute to the best of their ability and at the level they are able to achieve. Health lessons are often differentiated for each year level therefore we appreciate that participation and contribution for individual students will also differentiate.
- Reinforcing student expectations is ongoing and necessary to support students' progress. This is regularly communicated during lessons to the whole class (and 1-1 with some students) about how to do this. Giving them the tools for learning this key competency and regular reminders helps students to gain more confidence to participate and contribute effectively. It also tells students we believe in their capabilities to strive to be successful, at their level.

Uses Language Symbols and Text

- This key competency is taught throughout the year, when teaching is relevant and purposeful to using Language, Symbols and Text.
- We talk about the language of health, through Wellbeing, Hauora, referring to the Whare Tapa Wha model and specifically Sexuality Education language.
- We discuss ways to positively communicate and respect each other when working together in health sessions; how to be inclusive and better understand our peers, either by their opinions, actions and sometimes an emotion that is non-communicative.
- In some topics of health, students are learning to read symbols and explore more about these through using ICT to access and gain information and communicate with others. An example is through learning about cyberbullying, online/social media and cyber safety.



Assessment Overview

At Ponsonby, we use a 'three-pronged' approach in order to obtain an accurate and informed Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is a holistic approach that looks at observation processes, learning conversations and assessment tools. This also ensures it is consistent for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways and this will inform the teachers ability to provide a grade.

Observation of Process

Evidence will be obtained from:

- Observing students work ethics and managing self skills
- Bookwork
- Presentation of completed work
- Peer/Self assessment - student agency; feedback



Overall Teacher Judgment procedure in Health Education



Assessment Tools

Evidence will be obtained from:

- Participation and Contribution during whole class activities
- Participation and Contribution
- during small group activities
- Comparison of understanding from start to end of unit programme
- Peer/Self evaluation - student agency

Learning Conversations

Evidence will be obtained from:

- Self assessment on task/skill and contribution/participation
- Student led conferences
- In class group discussions
- One to one conversations with students
- Questioning/Explaining
- Reflecting



Philosophy Statement

What does Home Economics look like at Ponsonby?

At Ponsonby Intermediate students are given the opportunity to develop their knowledge and skills around cooking and making healthy food and dietary choices. Students are exposed to a wide range of cooking methods, techniques and ingredients which provides opportunities for student voice and student choice.

Home Economics teaches the importance of critical and reflective thinking about social issues towards enabling optimum health, focusing on how students can be empowered both individually and collectively.

Students work as part of a team and increase their understanding of the importance of working together to promote structures in society and to foster socialisation skills through sharing food prepared with others in the home economics classroom.

Why do we teach it?

Home Economic students develop an understanding of the factors that influence the wellbeing of individuals and families within the home and the community and of the actions people take to enhance and sustain those environments. In the context of food and nutrition, students evaluate current issues and theories of nutrition, identify and reflect on factors that influence people's choices and behaviours, and use this knowledge to make informed decisions. Through the processes of selecting, preparing, cooking, and serving food, students develop their creativity and experience a sense of accomplishment. At the same time, they develop personal and interpersonal understandings and skills that contribute to well being.

How do we teach it?

- Exposing students to a wide range of cooking methods and techniques
- Providing opportunities for student voice and student choice
- Identifying and promoting awareness of kitchen hazards and food handling techniques
- Exposure to a wide range of ingredients
- Encouraging and educating students about healthy eating and healthy life choices
- Providing the correct (and having enough) equipment for students to apply their knowledge and to challenge themselves
- Providing a wide range of recipes to engage and promote interest while making it relevant to students, community and whanau

How and Why do we integrate tikanga Māori in Home Economics?

In Home Economics we include and incorporate tikanga Māori through the use of general commands, names of foods and resources in te reo Māori.

We also discuss the importance of using food and items in a culturally appropriate way, as well as how sharing kai brings people together.



Curriculum Overview

Year 7

Achievement Objectives:

A3 - Personal Health and Physical Development

Identify their nutritional needs for physical, social, mental and emotional growth and the factors that affect their food choices

A3 - Personal Health and Physical Development

Identify and practise basic risk- management strategies associated with food safety and personal hygiene

Topics: Hygiene, Nutrition

C3,4 - Relationships with Other People

Recognise that different cultures may have different customs and beliefs associated with food

C3,4 - Relationships with Other People

Act responsibly to support the rights and the feelings of others who may have different food patterns

Technological Practice

Planning for Practice: Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.

Topics:

Design, Practicals, Nutrition, hygiene

Year 8

Achievement Objectives:

D4 - Healthy Communities and Environments:

Investigate and describe lifestyle factors and media influences that impact on food choices and contribute to common food and nutritional health problems

A3,4 - Personal Health and Physical Development

Demonstrate knowledge and use of safe food principles.

C3,4 - Relationships with Other People

Recognise that different cultures may have different customs and beliefs associated with food

C3,4 - Relationships with Other People

Act responsibly to support the rights and the feelings of others who may have different food patterns

Topics: Practicals, Nutrition

A4 - Personal Health and Physical Development

Identify the principles underlying the gathering, purchase, storage, preparation, and cooking of high and low-risk foods.

Technological Practice

Planning for Practice: Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.

Topics:

Design, practicals, Nutrition, hygiene

Key Competencies

Thinking

- Make informed decisions, solve problems and take actions that will contribute to their own well-being and that of others
- Recognise and value different points of view in discussion and debate
- Discuss issues and solutions using thinking approaches within different contexts related to family and community, food and nutrition issues
- Develop the thinking skills to enable lifelong learning.

Managing Self

- Manage their learning process through setting personal goals and plans and reflecting on outcomes
- Develop self-awareness and recognise how their decisions may affect health and well-being of themselves and others
- Develop competency in the specific skills and knowledge related to food selection and preparation to enable informed nutritional choices.

Relating to Others

- Develop mutual respect, tolerance and co-operation in a safe learning environment
- Foster socialisation skills through sharing food prepared with others in the home economics classroom
- Increase their understanding of the importance of working together to promote structures in society
- Interact confidently with others to discuss social issues affecting the health and well-being of families, community and the wider society
- Enjoy working with others in the selecting, preparing, cooking and serving of food

Participating and Contributing

- Home Economics learning experiences enable students to:
- Develop an intellectual curiosity and interest in social issues, for example, globalization, healthy schools, family demographics and the implications for society, food security, and management of resources
- Apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in those requiring creative and innovative thinking to achieve an outcome
- Use strategies to take action and meet personal and collective challenges to address issues that affect the well-being of themselves and others
- Make positive contributions to their learning, community, family and wider community

Uses Language Symbols and Text

- Use appropriate spoken and written language to articulate their ideas
- Interpret and use symbols and instructional text in food preparation
- Apply and analyse mathematical concepts related to nutrition, food choice and budgeting
- Use and interpret visual, verbal and written language in the promotion of food and food products.



Assessment Overview

At Ponsonby, we use a 'three-pronged' approach in order to obtain an accurate and informed Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is a holistic approach that looks at observation processes, learning conversations and assessment tools. This also ensures it is consistent for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways and this will inform the teachers ability to provide a grade.

Observation of Process

Evidence will be obtained from:

- Book work
- Mini Skill Workshops
- Knife Skills
- Practical Sessions
- Cooking and Cleaning



Overall Teacher Judgment procedure in Home Economics



Learning Conversations

Evidence will be obtained from:

- Student led conferences
- In class group conferencing
- Individual Conferencing



Assessment Tools

Evidence will be obtained from:

- End of Term Challenges (practical and written)
- Mini In- Class Challenges

How and Why do we integrate tikanga Māori in Learning Languages?

In Learning Languages, both Year 7 and 8 spend a full term learning te reo and tikanga Māori. Students who are proficient or fluent te reo speakers are encouraged to take a leadership role to share their culture and language with their class. They do so by leading karakia, teaching mini-lessons about aspects of interest and importance to them, and having input into unit planning to ensure the content is engaging and appropriate for their peers. All students are encouraged to see the beauty and uniqueness of Māori culture, and to understand its place within New Zealand. Māori myths and legends are used as a way to identify and express cultural values, and are incorporated into a study of Māori gods in order for students to create a Pokémon style card game. This leads into a study of Matariki in June, and its similarities to myths around the world. While studying other languages and cultures in the second term of the course, connections are drawn to te reo and tikanga Māori. Multilingualism and cross-cultural awareness are celebrated and presented as beneficial to the students' identity and wellbeing, as well as our families and communities.

We do this to honour te Tiriti o Waitangi, and to encourage students to show respect and pride in the culture.

Learning Languages

Communication, Language Knowledge, Cultural Context

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.

New Zealand Curriculum, 2007

Philosophy Statement

What does Learning Languages look like at Ponsonby?

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world. Languages and cultures play a key role in developing our personal, group, national, and human identities.

We learn basic Japanese, Te Reo Maori and other Languages for communication, and gaining language and cultural knowledge about the countries and its people.

Developing oral communication through learning greetings, numbers, classroom phrases, introductions and other everyday phrases. Striving towards accuracy in pronunciation using our language knowledge. Written communication and understanding will include writing simple sentences. Students demonstrate knowledge about a country with a language and culture a research project

Why do we teach it?

By learning an additional language and its related cultures, students come to appreciate that languages and cultures are systems that are organised and used in particular ways to achieve meaning. Learning a new language extends students' linguistic and cultural understanding and their ability to interact appropriately with other speakers.

As they learn a language, students develop their understanding of the power of language. They discover new ways of learning, new ways of knowing, and more about their own capabilities. Learning a language provides students with the cognitive tools and strategies to learn further languages and to increase their understanding of their own languages and cultures.

How do we teach it?

In the communication strand, students learn to use the language to make meaning, developing the receptive skills of listening, reading, and viewing and the productive skills of speaking, writing, presenting and performing. They also watch and listen to native speakers on video media, form sentences, participate in roleplay games, songs and regular quizzes.

In the supporting the language knowledge strand, students study the language in order to understand how it works. They learn about the relationships between different words and different structures. Explicit knowledge of the language will, over time, contribute to greater accuracy of use. Students work on EP lessons, hand writing practise, sentence worksheets and oral speech presentations.

In the cultural knowledge strand, students learn about culture and the interrelationship between culture and language. They learn to recognise different elements of the belief systems of speakers of the target language. Comparing and contrasting different beliefs and cultural practices, including their own, build understanding about themselves and they can become more understanding of others. Use of graphic organisers in the research project are ways to organize and develop their thoughts and ideas.



Year Overview

Term 1 & 3

Year 7	Year 8
<p>Achievement Objectives:</p> <p>Te whakatōtanga Beginning to use te reo Māori</p> <p>Selecting and using language, symbols, and texts to communicate</p> <p>Receive and produce information</p> <p>1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgements</p> <p>1.2 introduce themselves and others and respond to introductions</p> <p>1.3 communicate about numbers, using days of the week, months and dates</p> <p>1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain and river, or home town and place of family origin</p>	<p>Achievement Objectives:</p> <p>Te whakatōtanga Beginning to use te reo Māori</p> <p>Selecting and using language, symbols, and texts to communicate</p> <p>Receive and produce information</p> <p>1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgements</p> <p>1.2 introduce themselves and others and respond to introductions</p> <p>1.3 communicate about numbers, using days of the week, months and dates</p> <p>1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain and river, or home town and place of family origin</p>

Term 2 & 4

Year 7	Year 8
<p>Achievement Objectives:</p> <p>Communication: Selecting and using language, symbols, and texts to communicate</p> <p>Receive and produce information.</p> <p>Language knowledge: Recognise that the target language is organised in particular ways.</p> <p>Make connections with their own language(s).</p> <p>Cultural knowledge: Recognise that the target culture(s) is (are) organised in particular ways.</p> <p>Make connections with known culture(s).</p> <p>Topics Culture and Communication in Japanese</p>	<p>Achievement Objectives:</p> <p>Communication: Selecting and using language, symbols, and texts to communicate</p> <p>Receive and produce information.</p> <p>Language knowledge: Recognise that the target language is organised in particular ways.</p> <p>Make connections with their own language(s).</p> <p>Cultural knowledge: Recognise that the target culture(s) is (are) organised in particular ways.</p> <p>Make connections with known culture(s).</p> <p>Topics Culture and Communication in one of the following languages: Spanish, French, Chinese</p>

Key Competencies

Thinking

- Use of Graphic Organizers for research.
- Developing cognitive and memory skills for retaining new vocabulary.
- Different cultural perspectives explored. Comparing and contrasting findings and observations

Managing Self

- Being responsible for deadlines and output
- Taking learning risks and accepting mistakes
- Growth mindset, progress over perfection

Relating to Others

- Working independently and in groups
- Encouraging and supporting each other in practice of unfamiliar languages
- Produce and respond to questions

Participating and Contributing

- Show social awareness when interacting with others

Uses Language Symbols and Text

- Graphic Organizers, Quizzes, EP lessons, Rubrics for feedback/forward, Roleplay and drama, songs and games

Assessment Overview

At Ponsonby, we use a 'three-pronged' approach in order to obtain an accurate and relevant Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is an holistic approach that looks at observation process, learning conversations and assessment tools. This also ensures it is consistent and fair for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways but must provide an overall grade from 1 to 5.

Observation of Process

Evidence will be obtained from:

- EP Assessment
- Self-assessment
- Book work
- In class participation
- presentations



Overall Teacher Judgment procedure in Learning Languages



Learning Conversations

Evidence will be obtained from:

- Student led conferences
- group discussions
- Oral presentations
- Question and answer

Assessment Tools *Evidence will be obtained from:*

- Speaking / listening tests
- Project
- Self-reflections
- Written assessment

Technology

Technological Practice, Technological Knowledge, Nature of Technology

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

New Zealand Curriculum, 2007

Philosophy Statement

What does Exploring Technology look like at Ponsonby?

Students learn about the language of coding and 3D design by persisting, being open to continuous learning and responding with wonderment and awe within this Module subject at Ponsonby Intermediate. Students begin their two year pathway by building a foundation of coding knowledge in Scratch and both photography and Photoshop skills. Students progress into Year 8 by building on their coding knowledge and learning about 3D design and 3D printing.

Students learn that F.A.I.L. is not a bad word. It stands for First Attempt In Learning. This is essential to the learning of Technology and the design process. Students need to be persistent with their prototype creations, and be open to continuous learning by finding different approaches to solve their problems.

A challenge for the students is to respond with wonderment and awe as they live within a very technological savvy world with high end devices, instant social media communication and connectivity.

Why do we teach it?

The aim is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers. Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand's rich cultural environment, and from contemporary examples of technology. As they learn in technology, students draw on and further develop the key competencies.

How do we teach it?

At Ponsonby Intermediate School, Exploring Technology is a modular subject. Students have Exploring Technology for one term each year, 2x 90 minute lessons each week.

Scratch 3 helps young people learn to think creatively, reason systematically, and work collaboratively — essential skills for life in the 21st century. Scratch 3 was chosen over other software as it is inclusive for students of any gender, culture and or ability.

Primarily, I teach the language of coding through creating games in Scratch 3. Students, I have found, will want to increase their learning to try and improve their game creation. Students learn through a mixture of whole class teaching, individual time with the teacher, and also via access to a library of prerecorded video tutorials and exemplar screenshots of how to code the projects. These are freely accessible to the student to use as and when they require it.

Once the students have a firm foundation of understanding about the language of coding and photography and photoshop in Year 7, they progress further in Year 8.

3D designing is introduced where students are able to explore what is necessary to construct a successful design for 3D printing. Tinkercad is the website we use in class, due to its accessibility and initial ease to learn. Students are given design challenges to become familiar with using the new software, then they get a chance to print their 3D designed keytags to establish what outcomes they are to expect when 3D printing before they begin their prototype designs for their project.

Marketing of their project, whether in a Shark Tank presentation, or in the format of a promotional infomercial recorded using Zoom screen recording, is how the final assessment of their learning takes place.

How and Why do we integrate tikanga Māori in Exploring technology?

We begin each lesson in Exploring Technology with a Whakatauki, a Māori proverb focused on learning. I have sourced these whakatauki through my recent Masters programme with The Mind Lab. I discuss the pronunciation of the te reo words in the whakatauki, before offering for a student to read the whakatauki aloud to the class. If no one volunteers, I then read on their behalf. I lead the meaning behind the whakatauki into the learning that takes place in that lesson.

We do this, to normalise and encourage the use of Te Reo and create an understanding and appreciation of one of the official languages of New Zealand.

Curriculum Overview

Term 1 -4

Year 7	Year 8
<p>Achievement Objectives:</p> <p>Technological Practice</p> <p>Planning for practice: Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.</p> <p>Nature of Technology:</p> <p>Characteristics of technological outcomes: Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.</p> <p>Topics</p> <p>Crossy Road Scratch Project - Learning the basics of coding in Scratch through making a fun arcade game of Crossy Road/ Frogger. Students will learn new coding like the control blocks for forever, if-then, stop all etc</p> <p>Photoshop - Using the classroom green screen, students will learn to photoshop their photo to be able to include in their Scratch game.</p> <p>Introduction to Photography: rule of thirds, macro photography</p> <p>To break up the two Scratch projects, students will learn some new techniques of photography.</p> <p>Eco Story Scratch Project - Using all the students have learned so far in the term, Scratch, Photoshop and Photography, students will make a Scratch program that includes a storyline to introduce their game/s.</p>	<p>Achievement Objectives:</p> <p>Technological Practice</p> <p>Planning for practice: Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.</p> <p>Technological Knowledge:</p> <p>Technological modelling: Understand how different forms of functional modelling are used to explore possibilities and to justify decision making and how prototyping can be used to justify refinement of technological outcomes.</p> <p>Nature of Technology:</p> <p>Characteristics of technological outcomes</p> <p>Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.</p> <p>Topics</p> <p>“Wicked Problem” Big Question Project</p> <p>Students are to either as individuals or in a small group, create a “wicked problem” big question that they will aim to find a solution for using 3D design, printing 3D prototypes and creating a Scratch project to either market or showcase the ability of their prototype response to their “wicked problem” big question.</p> <p>Students who are unable to create their own “wicked problem” big question, will use the pre-designed big question of creating a game controller that will work with Makey Makey, and a game in Scratch that can be played using their 3D printed controller.</p> <p>At the conclusion of their project, students will present their prototypes in the format of a Shark Tank, either in a pre-recorded Zoom screen recording on a laptop, or presenting to a small panel of the Teacher and 2 students in the classroom.</p>



Key Competencies

Thinking

- Introduction to coding and 3D design as new knowledge

Managing Self

- Using the blended classroom online resources to create an individual learning pathway and challenging the student to succeed

Relating to Others

- Creating games that will be interesting to their classmates
- Presenting their prototype in a Shark Tank presentation

Participating and Contributing

- Working in small groups
- Giving feedback to their peers during 'game testing time'

Uses Language Symbols and Text

- Learning coding language through Scratch

Assessment Overview

At Ponsonby, we use a 'three-pronged' approach in order to obtain an accurate and informed Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is an holistic approach that looks at observation process, learning conversations and assessment tools. This also ensures it is consistent for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways and this will inform the teachers ability to provide a grade.

Observation of Process

Evidence will be obtained from:

- Observations of level of coding that is being used
- Student ability to solve problems with their code
- Game Testing times during the term where students give feedback on other students projects



Overall Teacher Judgement procedure in Exploring technology



Learning Conversations

Evidence will be obtained from:

- Teacher Help Desk - allowing students to voice their learning needs and clarification of next steps.
- Inquiries during Shark Tank presentations

Assessment Tools Evidence will be obtained from:

Year 7

Crossy Road Scratch project

Eco Story Scratch project

Exploring Technology post test (Google Form)

Year 8

Either Zoom pre-recorded screen recording or live Shark Tank presentation/ marketing of their prototype. The presentation includes discussions about their F.A.I.L.s (First Attempt In Learning) and the possible next steps for their prototype concept.

Philosophy Statement

What does Design Technologies look like at Ponsonby?

Students are given the opportunity to develop knowledge and skills that enables them to form, transform and work with materials, textiles and fashion. They look at where our clothing comes from and the processes involved in manufacturing these products. Using the technological knowledge students are equipped to critically think about where our clothes come from, the impact fashion has on the environment and economic conditions of a country, especially third world countries. An understanding of material properties, uses and development is essential to understanding how and why products work the way they do. Students' thinking becomes more reflective and creative as they assess and critique materials outcomes in terms of quality of design, and the influence it has on society and the environment. To understand the process of design and how innovation leads to development over time. Applying their knowledge of the design principles to create innovative outcomes that realise opportunities and solve real-world problems. Supporting students to be innovative, reflective and critical in designing new models, products, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.

Why do we teach it?

The aim is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers. Students' thinking becomes more and more reflective, critical and creative as they assess and critique materials outcomes in terms of quality of design, fitness for purpose, and impact and influence on society and the environment. Students become increasingly skilled in applying their knowledge of design principles to create innovative outcomes that realise opportunities and solve real-world problems. Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand's rich cultural environment, and from contemporary examples of technology. As they learn in technology, students draw on and further develop the key competencies.

How do we teach it?

Students learn a range of design practices across a multitude of media to create a range of products for a fit purpose or problem. They learn about the variety of fabrics and fibres and how they turn into usable fabrics, where clothing comes from and the impact of sweatshops and fast fashion, how different technologies and design software can be used to create, prototype and design a variety of products for a chosen problem. Through innovation and the design process students produce products that have ethical design aspects and are unique to the New Zealand culture and environment.

How and Why do we integrate tikanga Māori in Design technologies?

In Design Technologies we include and incorporate tikanga Māori through a variety of ways. Year 7 students create design inspiration posters incorporating their values, beliefs and cultures. Year 8 complete research projects looking at a range of topics which include cultural dress. Students have the opportunity through their project work to incorporate their culture and are encouraged to think about how this can be included in their designs.

Through our design work we look at traditional Māori dress and how this came about, how the traditions have continued with time and the importance of these.

Commands, names of resources are also used in te reo and the roll is encouraged to be called in a language they want to share.

This is taught and discussed to ensure students know the importance of New Zealand cultures and the traditions of these.



Year Overview

In Year 7 students are introduced to the Technological Literacies that they will be covering over the two-year cycle. It starts off with an introductory lesson about the origins of our clothing and other items we use to 'make' things and the reasons for this. This covers the 'Nature of Technology' part of the curriculum. They use this understanding and basic knowledge and practices of textile design to create a small project. This technology intervention by design uses two fundamental aspects to create the project (Technological Practice and Technological Knowledge). In Year 8 students delve deeper into the Technology Literacies and skills that are learned in context. They learn a range of textile design practices alongside hard material and software design across a multitude of media to create a range of products. Under the guidance of the teacher students develop a range of outcomes, including concepts, plans, briefs, technological models, and fully realised products or systems. Students investigate issues and existing outcomes and use the understandings gained, together with design principles and approaches, to inform their own practice. They learn to critique the impact of technology on societies and the environment and to explore how developments and outcomes are valued by people in different ecommerce contexts.

Term 1

Year 7	Year 8
<p>Achievement Objectives:</p> <p>Learn and understand the basic practices of textile design to create a simple project.</p> <p>Understand the origin of our clothing and the reasons for this (Sweatshops).</p> <p>Learn about the variety of fabrics and fibres and how they turn into usable fabrics and the purposes for using a desired fabric.</p> <p>Introduction to design process, digital design and creating hard materials.</p>	<p>Achievement Objectives:</p> <p>Learn a range of more advanced textile design practices across a multitude of media to create a range of products.</p> <p>Learn about different types of design across multiple platforms, digital, fabric and hard materials.</p> <p>Understand the process of textile design and how innovation leads to clothing developing over time.</p> <p>Look at the design process and formulate a plan to create a project for a chosen need.</p>

Term 2

Year 7	Year 8
<p>Achievement Objectives:</p> <p>Learn and understand the basic practices of textile design to create a simple project.</p> <p>Understand the origin of our clothing and the reasons for this (Sweatshops).</p> <p>Learn about the variety of fabrics and fibres and how they turn into usable fabrics and the purposes for using a desired fabric.</p> <p>Introduction to design process, digital design and creating hard materials.</p>	<p>Achievement Objectives:</p> <p>Learn a range of more advanced textile design practices across a multitude of media to create a range of products.</p> <p>Learn about different types of design across multiple platforms, digital, fabric and hard materials.</p> <p>Understand the process of textile design and how innovation leads to clothing developing over time.</p> <p>Look at the design process and formulate a plan to create a project for a chosen need.</p>

Term 3

Year 7	Year 8
<p>Achievement Objectives:</p> <p>Learn and understand the basic practices of textile design to create a simple project.</p> <p>Understand the origin of our clothing and the reasons for this (Sweatshops).</p> <p>Learn about the variety of fabrics and fibres and how they turn into usable fabrics and the purposes for using a desired fabric.</p> <p>Introduction to design process, digital design and creating hard materials.</p>	<p>Achievement Objectives:</p> <p>Learn a range of more advanced textile design practices across a multitude of media to create a range of products.</p> <p>Learn about different types of design across multiple platforms, digital, fabric and hard materials.</p> <p>Understand the process of textile design and how innovation leads to clothing developing over time.</p> <p>Look at the design process and formulate a plan to create a project for a chosen need.</p>

Term 4

Year 7	Year 8
<p>Achievement Objectives:</p> <p>Learn and understand the basic practices of textile design to create a simple project.</p> <p>Understand the origin of our clothing and the reasons for this (Sweatshops).</p> <p>Learn about the variety of fabrics and fibres and how they turn into usable fabrics and the purposes for using a desired fabric.</p> <p>Introduction to design process, digital design and creating hard materials.</p>	<p>Achievement Objectives:</p> <p>Learn a range of more advanced textile design practices across a multitude of media to create a range of products.</p> <p>Learn about different types of design across multiple platforms, digital, fabric and hard materials.</p> <p>Understand the process of textile design and how innovation leads to clothing developing over time.</p> <p>Look at the design process and formulate a plan to create a project for a chosen need.</p>





Key Competencies

Thinking

- Make informed decisions, solve problems and take actions that will contribute to their own well-being and that of others.
- Recognise and value different points of view in discussion and debate.
- Discuss issues and solutions using thinking approaches within different contexts related to clothing, manufacturing clothing and sweatshops.
- Develop the thinking skills to enable lifelong learning.

Managing self

- Manage their learning process through setting personal goals and plans and reflecting on outcomes.
- Develop self-awareness and recognise how their decisions may affect health and well-being of themselves and others.
- Develop competency in the specific skills and knowledge related to fabrics and fibres, and where fabrics come from or are made.

Relating to others

- Develop mutual respect, tolerance and co-operation in a safe learning environment
- Foster socialisation skills through sharing ideas on textiles projects.
- Increase their understanding of the importance of working together to promote structures in society
- Interact confidently with others to discuss social issues affecting the people working in sweatshops.
- Respecting the sewing machines and other equipment in the classroom.
- Plan strategies and demonstrate interpersonal skills to communicate appropriately when needing assistance with sewing machines and other equipment.

Participating and contributing

- participates and contributes to discussions in class.
- open and willing to learn new ideas and concepts by actively thinking and reflecting on one's work.

Uses Language Symbols and Text

- Use appropriate spoken and written language to articulate their ideas
- Interpret and use symbols and instructional text in design and technology.
- Apply and analyse the design process.
- use and interpret visual, verbal and written language in the promotion of innovation and creativity.

Assessment Overview

At Ponsonby, we use a 'three-pronged' approach in order to obtain an accurate and informed Overall Teacher Judgment to ensure that all students are assessed in a variety of ways. It is a holistic approach that looks at the observation process, learning conversations and assessment tools. This also ensures it is consistent for all students and their learning needs across all subject areas.

All forms of assessment, both formative and summative are recorded by the teacher throughout the year in a variety of ways and this will inform the teachers ability to provide a grade.

Observation of Process

Evidence will be obtained from:

- Self, Group and Peer Assessment.
- Assessment of design process and product.
- Student design books
- Teacher roll book records.
- Observation of skills/success with licenses.
- Conferencing



Overall Teacher Judgement procedure in Technology and Design.



Learning Conversations

Evidence will be obtained from:

- Conferencing
- Questioning
- Interviewing
- Explaining
- Discussing
- Reflecting (Digital and Oral)
- Student Led Conferences



Assessment Tools

Evidence will be obtained from:

- Exemplars / Skill samples
- Rubrics
- Peer/Self-evaluation against the success criteria.
- Technology Progress Indicators.
- NEMP and Cluster exemplars.





Notes

