



Consultation with the Community on the 'West Melton School Curriculum'

Dear Parents

The purpose of sharing this information is to consult with the community on the revised West Melton School Curriculum inviting feedback and discussion. It is information discussing our school's progress in implementing our Vision, Values and Key Competencies.

Background on 'The New Zealand Curriculum'

- A review of the New Zealand Curriculum in 2000 – 2002
- This review process included trials in schools, collaborative working parties, online discussions and an inquiry into relevant national and international research
- A draft curriculum was published in 2006
- The Ministry of Education received more than 10,000 submissions in response to the draft document
- This process has led to the development of the Revised New Zealand Curriculum in 2007
- Schools have until 2010 to work towards full implementation. The New Zealand Curriculum is a clear statement of what the government deem important in education
- It is a response to learning challenges in the 21st century (both in NZ and internationally)

The purpose of the revised New Zealand Curriculum is to:

- Set direction for student learning
- Provide guidance for schools as they give shape to their own curriculum.

It gives schools greater flexibility to: Design and implement a curriculum that is tailored to the learning needs of the students and the expectations of our community.

The process:

- Is led by the school and
- Involves listening to the ideas and concerns of students, families, whanau, and the wider community.

The Revised New Zealand Curriculum has:

A Vision

(What do we want for our young people?)

The New Zealand curriculum vision is for young people:

- ❖ Who will be creative, energetic and enterprising
- ❖ Who will seize opportunities
- ❖ Who will create an Aotearoa New Zealand in which all cultures are valued
- ❖ Who will continue to develop the values, knowledge and competencies that will enable them to live full and satisfying lives
- ❖ Who will be confident, connected, creative, actively involved life long learners

Values

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

The New Zealand Curriculum sets out values to be encouraged, modelled and explored, including

- ❖ Excellence
- ❖ Innovation
- ❖ Inquiry and curiosity
- ❖ Diversity
- ❖ Equity
- ❖ Community and participation
- ❖ Ecological sustainability
- ❖ Integrity and

- ❖ Respect

Key Competencies

The New Zealand Curriculum defines five key competencies that are critical to sustained learning and effective participation in society.

1. Thinking
2. Managing self
3. Participating and contributing
4. Relating to others
5. Using language, symbols and texts

West Melton School Revised Curriculum

As a school community, we need to develop our own statements about how the vision, values and key competencies underpin curriculum design and implementation specific to West Melton School.

The following information shows the progress staff and Board have developed over the last eighteen months on the revised West Melton Curriculum.

I have related the New Zealand Curriculum to our revised West Melton Curriculum.

During the last 18 months the process of developing a revised curriculum to present to our community for feedback has involved:

- ❖ A lead team driving the revised curriculum for West Melton School - Heather, Tracey and Sue
- ❖ Attending professional learning seminars on the implementation of the New Zealand Curriculum
- ❖ Looking at best practice in other schools nationwide
- ❖ Reviewing current practice within West Melton School
- ❖ Consulting with staff and the Board of Trustees
- ❖ Working with a consultancy firm implementing the New Zealand Revised Curriculum
- ❖ Participating on the Assess to Learn contract for 2009 – 2010
- ❖ Lots of dialogue and research...

West Melton School's Revised New Zealand Curriculum

It is while they are at our school, that young people lay the foundations for future success. We believe in the importance of literacy and numeracy and of a broad education across a range of learning areas. Both the academic and social outcomes are important. Our curriculum will reflect the principles, key competencies and values that will enable and sustain our students to live, learn, work, and contribute as active members of our communities.

At West Melton School our starting point is a vision of our students as life long learners who are: effective communicators, thinkers, respectful citizens, team players, self managers and self believers.

The Revised NZ Curriculum Vision is to be ...	West Melton Schools Vision is...
<ul style="list-style-type: none"> • Confident • Connected • Actively involved • Lifelong learners 	<p>We guide, support and empower our students as:</p> <ul style="list-style-type: none"> • Thinkers • Self Managers • Self Believers • Respectful Citizens • Effective Communicators

	<ul style="list-style-type: none"> • Team Players
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This is our vision...

Living and Learning the West Melton Way; empowering our students as:



If you look at the revised logo (the school bus at the top of the page) you will see these students in the windows of the school bus. They are students who relate specifically to each key characteristic that we believe is important for our students to have developed when they graduate from West Melton School.

Key characteristics (competencies)

The highlighted words are the areas in which we intend to monitor our students in 2010. The following year we will select two more from each key characteristic and monitor the levels as shown below.

<p>THINKERS Competent thinkers and problem solvers actively seek, use and create knowledge. They question, analyse, reflect, challenge and communicate to make a difference.</p>			
	Beginner	Intermediate	Advanced
Problem Solving	I can identify a problem and with support, use a simple tool to help solve it.	I can identify and talk about a problem and with support use a variety of tools to solve it.	I can independently select appropriate tools to solve a specific problem.
Questioning	I know the difference between a question and a statement. I can identify the need for a question and ask it.	I can ask open and closed questions. I can use them to identify, expand and elaborate to glean more information.	I can ask a wide range of questions to extend my existing knowledge and understanding, providing evidence-based answers.

<p>SELF MANAGERS Self managers are independently motivated, organised, resourceful and adaptable. They have strategies for managing time, meeting challenges and achieving balance in their lives. They are goal setters who persevere and are enthusiastic about life long learning.</p>			
	Beginner	Intermediate	Advanced
Managing time	I have my equipment ready. With support I can complete tasks within set time frames.	I consistently have my equipment ready. I can independently complete tasks within a set time frame.	I prioritise tasks, manage my time effectively and produce outcomes of a high standard.
Goal setting	With support, I can set a goal and talk about it.	I can set a goal, plan how to achieve it and discuss the outcome.	I can set goals and plan how to achieve them. I can discuss

			my progress and set future goals.
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SELF-BELIEVERS Self-believers are confident, optimistic, positive students who have a sense of pride and set high expectations for themselves. They have a **can do** attitude and are eager to take constructive risks. They show **resilience** in challenging environments.

	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
Resilience	I can, with support, accept set backs. I am learning to reflect on the situation with a positive outlook.	I can, accept set backs and reflect on them. With support I can analyse the situation and move forward positively.	I can accept set backs by reflecting and analysing the situation and learn from this to move forward. I can use this knowledge to make positive changes if necessary.
Can do attitude	I can, with encouragement, give things "a go" even if it's hard.	I give things "a go" independently, recognising the need for support as necessary.	I give things "a go", using a variety of strategies, no matter how challenging the task. I help and encourage others to do the same.

RESPECTFUL **Respectful** students are respectful of self, others and **their environment**. They value diversity and are empathetic, tolerant and open to others. They are **courteous**, honest, trustworthy and show integrity.

	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
Respect for environment	I take responsibility for my own belongings and actions.	I actively care for my class and school environment.	I show initiative by actively caring for and improving class, school and community environments.
Courteous	I use good manners with other children and adults.	I interact courteously with other children and adults in a wider school setting.	I interact courteously with other children and adults in a variety of social settings.

EFFECTIVE COMMUNICATORS

Effective communicators are literate and numerate in a range of media, eg: **oral**, non-verbal, visual, **written**, ICT and the Arts etc. They contribute and communicate information, experiences and ideas.

	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
Active Listening	I look at the speaker and respond appropriately.	I listen in groups or whole class discussions and respond to develop further understanding.	I actively listen in a range of context and respond to clarify or expand understanding, acknowledging different points of view.
Written language	I write about personal experience in a clear way with some detail.	I write with clarity on an increasing range of topics and add detail to support ideas.	I write meaningful text on a variety of topics. I show varied view points and add more complex details to support ideas and convey messages.

TEAM PLAYER			
Team players actively participate and contribute. They understand the importance of balancing rights, roles and responsibilities. They are respectful, cooperative, reliable and adaptable. They value diversity. They make connections and create opportunities for themselves and others, locally, nationally and globally.			
	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
Roles and responsibilities	I accept a role, share my ideas, listen without interrupting and ask questions.	I take on different roles, take turns, share my ideas and make positive contributions. I listen actively and ask relevant questions.	I independently take on different roles, knowing when and how to lead and when to follow. I know when to compete and when to co-operate. I share my ideas making positive contributions, negotiating and justifying.
Cooperative	I work well with others ie I take turns, listen to others and share.	I work well with others and acknowledge their opinions and ideas.	I work well with others in a variety of contexts. I acknowledge their opinions and am prepared to compromise to agree on the best solution.

Key Characteristics (competencies) continued...	What we will see when this is happening at our school?	How we will achieve this? (Teacher actions)
Thinkers	Children who: <ul style="list-style-type: none"> • Think competently • Solve problems • Actively seek, use and create knowledge • Question, analyse, reflect, challenge and communicate to make a difference 	This is a work in progress and is yet to be evaluated and collated.
Self Managers	Children who: <ul style="list-style-type: none"> • Are independently motivated, organised, resourceful and adaptable • Have strategies for managing time, meeting challenges and achieving balance in their lives • Set goals • Persevere • Demonstrate enthusiasm for life long learning 	
Self Believers	Children who: <ul style="list-style-type: none"> • Are confident, optimistic and positive 	

	<ul style="list-style-type: none"> • Have a sense of pride • Set high expectations for themselves • Have a can do attitude • Are eager to take constructive risks • Show resilience in challenging environments 	
Respectful Citizens	<p>Children who:</p> <ul style="list-style-type: none"> • Are respectful of self, others and environment • Value diversity • Are empathetic, tolerant and open to others • Courteous, honest and trustworthy • Show integrity 	
Effective Communicators	<p>Children who:</p> <ul style="list-style-type: none"> • Are literate and numerate in a range of media • Contribute and communicate information, experiences and ideas 	
Team Players	<p>Children who:</p> <ul style="list-style-type: none"> • Actively participate and contribute • Balance rights, roles and responsibilities • Are respectful, co-operative, reliable and adaptable • Value diversity • Make connections and create opportunities for themselves and others, locally, nationally and globally 	

Values

The Revised NZ Curriculum Values are ...	West Melton students, staff and community value...
<ul style="list-style-type: none"> • Excellence • Innovation, Inquiry and Curiosity • Diversity • Equity • Community and Participation • Ecological Sustainability • Integrity • Respect 	<ul style="list-style-type: none"> • Respect • Responsibility • Excellence • Resilience • Citizenship

Conclusion

The New Zealand curriculum document is a sound framework designed to ensure all young New Zealanders are equipped with the knowledge, competencies and values they will need to be successful citizens in the twenty- first century.

Our challenge now, is to build on this framework and offer our young people the most effective and engaging teaching possible and supporting them to achieve to the highest of standards.

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The second information sheet on the revised West Melton Curriculum will be circulated next week. It will be discussing the Principles as described in the New Zealand Curriculum and the links we make with West Melton Curriculum.

The New Zealand Curriculum document is available in the school office for your reference

We welcome your feedback on the vision, values and key characteristics (competencies) by the 21 August. If we don't receive feedback from you, we will assume you are happy and agree with the revised West Melton curriculum.

Please send any comments and suggestions to the school by one of the following options.

- Email to principal@westmelton.school.nz
 - Fax to the Principal – 3478459
 - Post to the principal West Melton School, Weedons Ross Road, RD 6 Christchurch 7676
- Or...

Attend the community meeting on the 26th August at 7pm – 8.30pm in the school library.

Thank you

Susan Jackson
PRINCIPAL
13 August 2009