



**Somerset Crescent School**

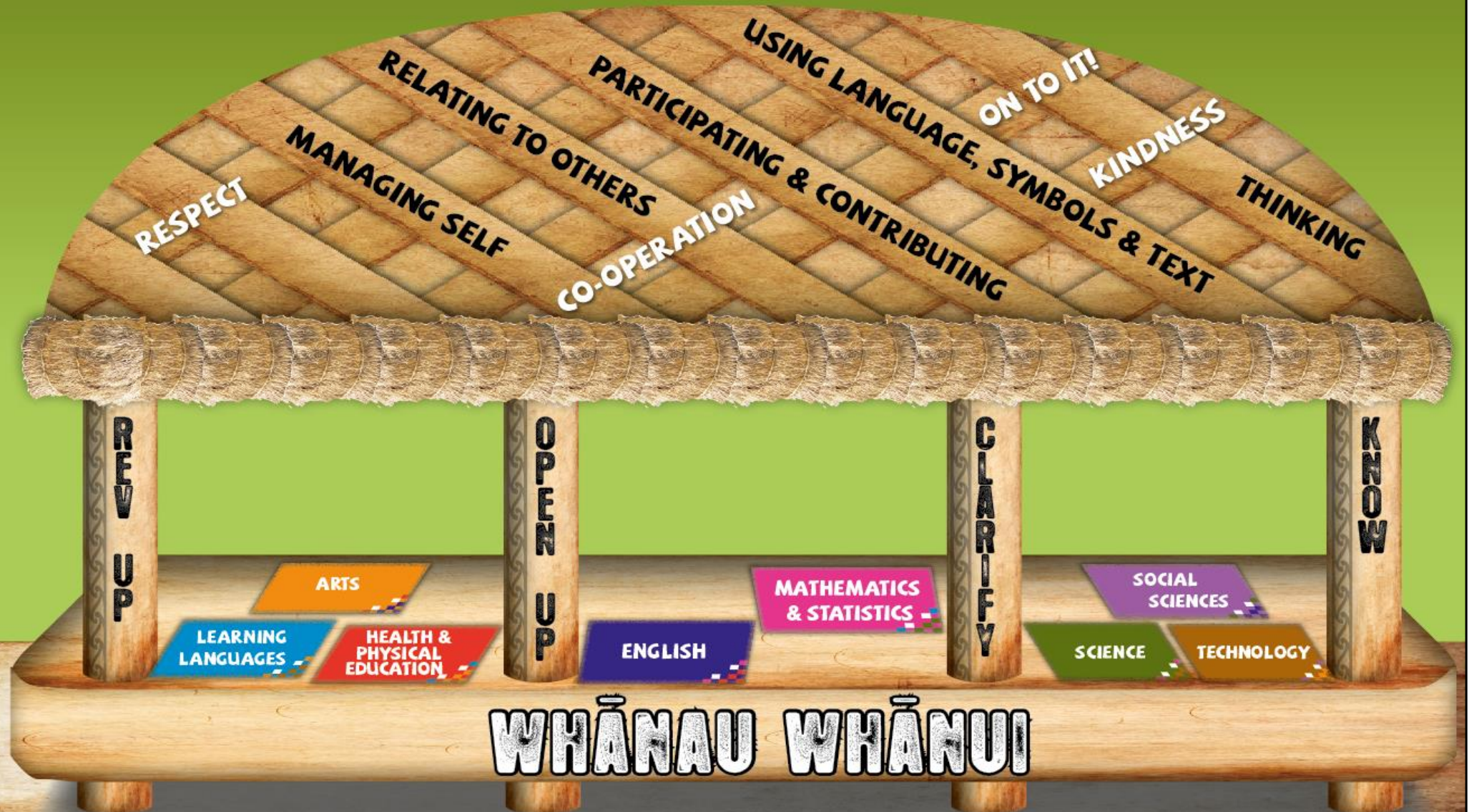
*"Raising the Bar"*

# Curriculum Handbook





# SOMERSET CRESCENT SCHOOL



## **EFFECTIVE PEDAGOGY AT SOMERSET CRESCENT SCHOOL**

Based on the New Zealand Curriculum pages 34-35, *Effective Pedagogy, Teacher Actions Promoting Student Learning*, our school has a wide variety of teaching approaches that impact positively on our students.

### **Creating a supportive learning environment.**

- |  |                               |
|--|-------------------------------|
| • Greetings  | Tuakana Teina                 |
| • Karakia  | Open doors                    |
| • Te Reo integration   | BoT co-opting Pasifika rep    |
| • Culture groups   | Patrols                       |
| • Awards/vouchers/certificates   | Performances                  |
| • Acknowledgement of success – assemblies, newsletter, website, Facebook |                               |
| • UROCK  | Class notice boards           |
| • Senior pupil leadership and responsibilities                           | Breakfast club                |
| • Children having ownership of class rules/treaties                      | Friends of the School         |
| • New Entrant induction programme/kindy visits                           | Valuing first languages       |
| • On Track Team  | Community fruit donations     |
| • TEKids   | Computer donations            |
| • Teacher Aides in classes   | Surveys                       |
| • Parent walk through  | Room 4 programmes/experiences |

### **Encouraging reflective thought and action.**

- |  |                                       |
|--|---------------------------------------|
| • Junior Discovery                         | Inquiry ROCK model                    |
| • Feedback/forward                         | Goal setting                          |
| • Peer assessment                          | Self assessment                       |
| • End of day reflections                   | Sharing times                         |
| • WALTs/success criteria – co-construction | Use of ICT and e-learning experiences |
| • Next step goal setting                   | Thinking Framework/Blueprint/Toolbox  |
| • Digital Citizenship Pathway              |                                       |

### **Enhancing the relevance of new teaching.**

- WALTs/success criteria – co-construction
- Connecting through real life and meaningful contexts
- Tapping into what our children enjoy through questions and conversations
- Providing hands-on experiences
- Skills teaching around thinking - metacognition
- Key competencies
- Inquiry Learning
- Reflections
- Analyzing work, situations, experiences

### **Facilitating shared learning.**

- |                     |                         |
|---------------------|-------------------------|
| • 3 way conferences | Buddies                 |
| • Class Blogs       | School website/facebook |



- |  |  |
|--|--|
| • Group work                             | Shared writing                           |
| •  | eShares                                  |
| • Build class culture of shared learning | Visiting performers, leaders, presenters |
| • Thinking skills/graphic organisers     | School wide culture groups               |
| • Informing pupils of teacher learning   | Modelling acceptance                     |
| • Valuing risk taking and mistake making | Collegial support                        |

### **Making Connections to prior learning and experience.**

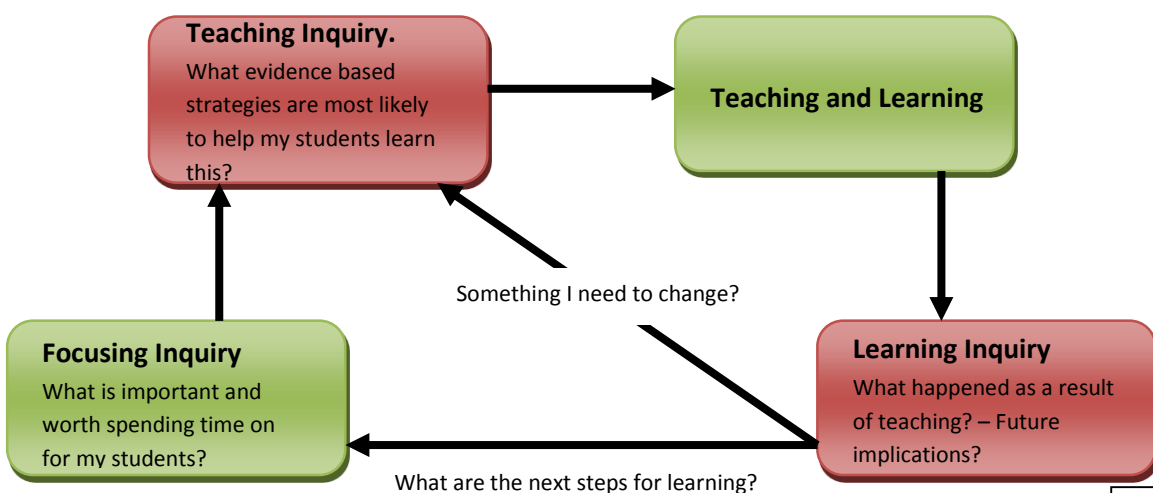
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| • Find out/brainstorm prior knowledge            | Key Competency integration |
| • Pre-tests, assessment data, eTAP               | Develop questioning skills |
| • Enrolment details/process                      | Re-visit prior learning    |
| • Creation of wonderings in inquiry              |                            |
| • Parent feedback, sharing, acknowledgement      |                            |
| • Children demonstrating, sharing, contributions |                            |
| • Learning conversations                         |                            |

### **Providing sufficient opportunities to learn.**

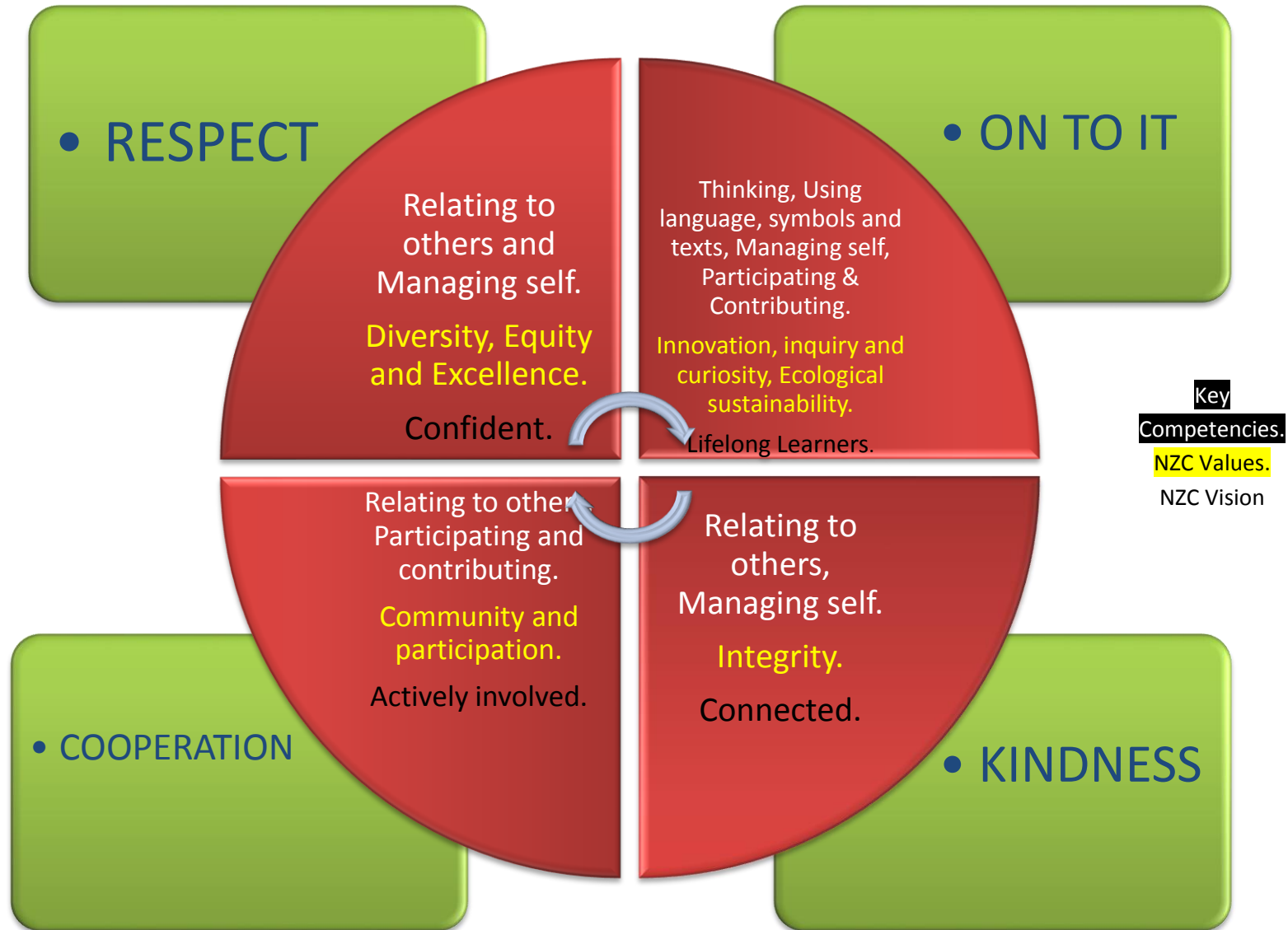
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|--|-------------------------------------|
| • Integration – e.g. Te Reo/ICT                | Inclusion of special needs children |
| • Inquiry Learning opportunities               | Acknowledgement and affirmation     |
| • Applying skills to new learning in all areas | of cultural differences             |
| • Team planning – LTP                          | Encouragement of first language use |
| • Daily timetables/organisation                |                                     |
| • Learning Fale                                |                                     |

### **Teaching as Inquiry.**

- |   |   |
|---|---|
| • Pre tests, brainstorms, learning conversations          |   |
| • OTJ's   | Evaluations   |
| • Encouraging children to express themselves.             | Observations of practice, reflective feedback, team moderation and sharing of best practice |
| • Assessment data   | Knowing our Learners  |
| • Planning reflection and anecdotal notes                 | eShares   |
| • Professional development                                | Appraisals  |
| • Teaching approaches – 1-1, buddies, groups, whole class |   |
| • Next steps  | Team/school wide planning   |



UROCK Links to the New Zealand Curriculum.



## **VALUES**

### **Values and the New Zealand Curriculum**

'Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individual involved and the collective values of the institution. Students will be encouraged to value:

- Excellence
- Innovation, inquiry, and curiosity
- Diversity
- Equity
- Community and participation
- Ecological sustainability
- Integrity'                      The New Zealand Curriculum page 10

### **Somerset Crescent School and values.**

We believe in the values of respect, onto it, cooperation, and kindness. Our school motto is 'Raising the bar'. These values along with the motto of 'raising the bar' encourage and support the ideas that are stated above in the NZC. A common understanding of U-ROCK behaviour is understood and expected by all staff, children, parents and wider community.

The 'Somerset Crescent model of learning' shows how Key Competency development is intertwined with the U-ROCK values and that they over-arch the Somerset Crescent school curriculum.

At Somerset Crescent School the values of U-ROCK and Raising the Bar underpins teaching, planning and learning. They are an integral part of the classroom programmes and learning environment.

- The language of the values is used in the classroom and in behaviour management.
- A huge emphasis is placed on recognising and celebrating appropriate behaviour around the values.
- The PB4L (Positive Behaviour for Learning) programme is utilised throughout the learning environment.

### **Values implementation**

U-ROCK values are chosen as a focus throughout the term. These values are discussed within the classroom as to its meaning and what it would look like in varying contexts. This explicit teaching is expected to occur daily. However the language of the values is also used in everyday teaching and learning in the classroom and whole school environment.

### **Celebration and recognition of success**

Voucher systems are in place that recognises children displaying U-ROCK behaviour. Their success at reaching target levels is shared in assembly, the newsletter and at home.

Our On- Track team are senior leaders chosen because they are great role models of U-ROCK behaviour. They are in the playground to support the children.



# U ROCK!

## RESPECT

- We always use our manners
- Let other people learn and play
- Look after our environment and equipment
- Keep ourselves and others safe in our 'personal bubbles'
- Follow instructions from respected adults
- Value all members of our community

## ON TO IT

- I am ready to learn
- Give everything a go
- Celebrate and be proud of our successes
- Do what we should when we should
- Wait your turn and take your turn when it's time
- We are responsible and reliable

## COOPERATION

- Learn together with others
- We are sharing and caring
- Help others out when they need it
- Accept others abilities and efforts
- I can be a problem solving buddy
- Help others to make good choices

## KINDNESS

- We are friendly to others
- Make everyone feel welcome and included
- Look for the best in everyone
- Show support and encouragement to others
- We are helpful
- Give others compliments



## **KEY COMPETENCIES**

### **Key Competencies and the New Zealand Curriculum**

'The New Zealand Curriculum identifies five key competencies:

- Thinking
- Using language symbols and texts
- Managing self
- Relating to others
- Participating and contributing

People use these competencies to live, learn, work and contribute as active members of their communities.

As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.

The competencies continue to be developed over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex' (The New Zealand Curriculum page 12.)

### **Key Competencies and Somerset Crescent School**

Somerset Crescent School believe the Key Competencies underpin teaching, planning and learning. They are an integral part of the classroom programmes and learning environment.

- The language of the competencies is used in the classroom.
- Planning, teaching and learning and review has a key competency focus.
- An individual's growth and development within a given competency, within a specified context, is monitored against the learning outcomes planned for.
- Children learn skills to be able to self reflect on their own learning and that of others.
- Student choice with the goals and direction of their own learning is encouraged and fostered.

The 'Somerset Crescent model of learning' shows how Key Competency development is intertwined with the U-ROCK values and that they over-arch the Somerset Crescent school curriculum.

## Planning

When planning learning experiences a key competency is identified as a focus for developing and monitoring.

- Learning outcomes using the language of the competencies, clearly state the expected focus on the key competency.
- There is also a commitment to the learning of knowledge and skills.
- Integrated units that have a focus on authentic learning contexts are to be provided.
- An Inquiry model has been developed that enhances the learning and development of the key competencies.
- Student choice about the direction of their learning using the inquiry process has become more prevalent and needs to continue to develop.
- A focus on an appropriate U-ROCK value is also a part of the programme.

## Monitoring of the growth and development.

Growth and development of the key competencies in a given context can be collected in a variety of ways. Such as:

- Using the eTAP programme to record data against learning outcomes
- Samples of work,
- Anecdotal information collected by the teacher
- Students' self reflection on their own growth and development
- Peer reflection
- Mid and end of year report

## Reporting to the community

This is undertaken in the following ways:

- Three way conferencing – student lead, using evidence. This occurs twice a year. With written feedback and goal setting
- Formal reports – at the middle and end of the year
- Visual displays in the classrooms
- Through the school website and Facebook page
- Informal conversations with parent's /caregivers when the need arises
- Information sharing at parents evenings/days/meetings
- BOT reporting

## Key Competencies and the New Zealand Curriculum

- Our school community thinks.....

**Thinking** is about using creative, critical, and metacognitive processes to make sense of information, experiences and ideas.

• **Thinking** is about intellectual curiosity, questioning, on to it, justify, clarify and explain, inquiry, reasoning, meta-cognition, using strategies to solve questions, thinking about thinking, self reflection, create knowledge, problem solvers.

**Using language symbols and texts** is about working with and making meaning of the codes in which knowledge is expressed

• **Using language symbols and texts** is about, reading texts and pictures, mathematical signs and symbols, interpreting, gestures, movement and making meaning from them, reading and understanding body language, applying language and texts to other contexts, feedback and feed forward, using oral language to convey different messages, on to it.

**Managing self** is associated with self motivation, a can do attitude with students seeing themselves as capable learners. It is integral to self assessment

• **Managing self** is about ,On-to-it , being prepared, accepting responsibility for own learning, being independent, goal setting, self esteem, taking responsibility for whole self and learning, leadership, being ready and in the know, wanting to learn, kindness.

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

• **Relating to others** is about, cooperating, listening, sharing ideas, being U-ROCK, communication, a respect and understanding of cultural diversity, ability to communicate in basic Te Reo Maori, an understanding of tikanga maori, accepting strengths and non strengths and supporting and acknowledging these in a positive way.

**Participating and contributing** is about being actively involved in communities. Communities include family, whanau, and school and those based on a common interest and purpose.

• **Participating and contributing** is about, positive attitude, decision making, joining in, turn taking, sharing, listening, not afraid to make mistakes and learn from them, culture groups, inquiry, team player, taking lead roles, co-operation, global communities, engagement, communication

## Curriculum Overview - Inquiry Learning

Inquiry Learning will encompass the **Science, Social Sciences, Technology** and **Health** curriculum areas. Our Somerset Crescent School Inquiry Learning model provides meaningful learning opportunities for children and gives them opportunities to take ownership of their learning. The teacher's role is more of a facilitator of learning rather than a director of it. This supports our vision statement where children are encouraged to raise the bar and the expectations for their own learning.

### How will Inquiry Learning encourage Somerset Crescent School students to Raise the Bar?

*Inquiry Learning will provide children with opportunities to:*

- Celebrate successes and share their findings.
- Set goals and evaluate their learning.
- Link learning to the outside world.
- Share learning experiences with others and develop skills in peer tutoring.
- Use a range of ICT's to enable powerful learning opportunities.
- Learn "U- ROCK" skills that will serve them through life and enhance learning opportunities.
- Recognise, promote and praise good work.
- Use a variety of thinking skills.
- See the purpose behind what they are doing.
- Own their learning. They drive their learning and seek to know more.
- Evaluate their own learning and make judgements about next steps in their learning journey.

Inquiry based learning at Somerset Crescent School is defined by the following **ROCK** process:

- **Rev Up** – Initial motivation and questioning phase, developing foundation knowledge...
- **Open Up** – Question development, location of information, forming/clarifying wonderings...
- **Clarify** – Use information, research skills, re – visit wonderings...
- **Know How Can Do**– Presentation, audience identification, social action, reflect, assess, evaluate...

See *Inquiry Rocks and Big Concepts* documents for further detail.

The skills children develop through Inquiry Learning will set them up well for their future. They learn how to access information from a range of sources, show independence as well as learn to work cooperatively in group situations. Information literacy and fluency skills such as skimming and scanning are powerful learning tools and assist children in attaining our school vision of raising the bar and expectations for their own learning.



# Inquiry Rocks!

Rev Up- Open Up- Clarify- Know How-Can Do!



## Rev Up

### TEACHER –

- Spark up and motivate the students about the topic- high interest and authentic tasks that are relevant to the children.
- Introduce the Context/Big Idea/Question.
- Develop the foundation knowledge required for successful next stages through authentic learning.
- Justify reasons for inquiry.
- Identify information gaps/ where the students are at
- Teach/focus on the following skills that the students will require throughout their learning

### STUDENTS-

- Make links between prior learning and new knowledge.
- Begin to develop questioning skills
- Recall/recount
- Listen/speak- share personal knowledge and experience
- Consider/Clarify
- Observe/describe
- Use relevant ICT, info literacy/fluency, thinking skills and tools



# Open Up

## TEACHER-

- Teach/assist with question development
- Teach/assist with location of relevant information and skills – key words, brainstorming, deep listening, filtering info...

## STUDENT-

- Identify/acknowledge/record prior and new knowledge
- Begin to identify relevant/specific information sources
- Know the difference between a statement and question
- Form Wonderings
- Use relevant ICT, info literacy/fluency, thinking skills and tools

# Clarify



This stage is much more student driven at senior level. The teacher acts more as an “activator of learning”.

At junior/middle level the teacher is still teaching/modelling the necessary skills required below;

## STUDENT-

- Locate and use information sources effectively
- Work both independently and collaboratively
- Research-, note-taking, skim, scan, reference, reading, discriminate fact from opinion, persevere...
- Analyse and evaluate in order to understand/clarify the relevance of the information located
- Identify any need to research further or back up research
- Re-visit original wonderings – form new questions?
- Use relevant ICT, info literacy/fluency, thinking skills and tools



# Know How Can Do!

## TEACHER-

- Presentation skills and examples- oral presentation, poster, power-point, podCast...
- Discuss/identify... any action components
- Reflection


## STUDENT-

- Identify audience, (buddy, class, parents, school, community, world...) and presentation options
- Present and share knowledge/findings/new skills/actions- apply knowledge to real life
- Carry out any Social Action!- this is the most powerful form of action as students feel they have made a contribution/difference to society
- Reflect and evaluate critically
- Self/peer/teacher assessment
- Identify next step learning goals/improvements
- Use relevant ICT, info literacy/fluency, thinking skills and tools



# Inquiry Big Concepts

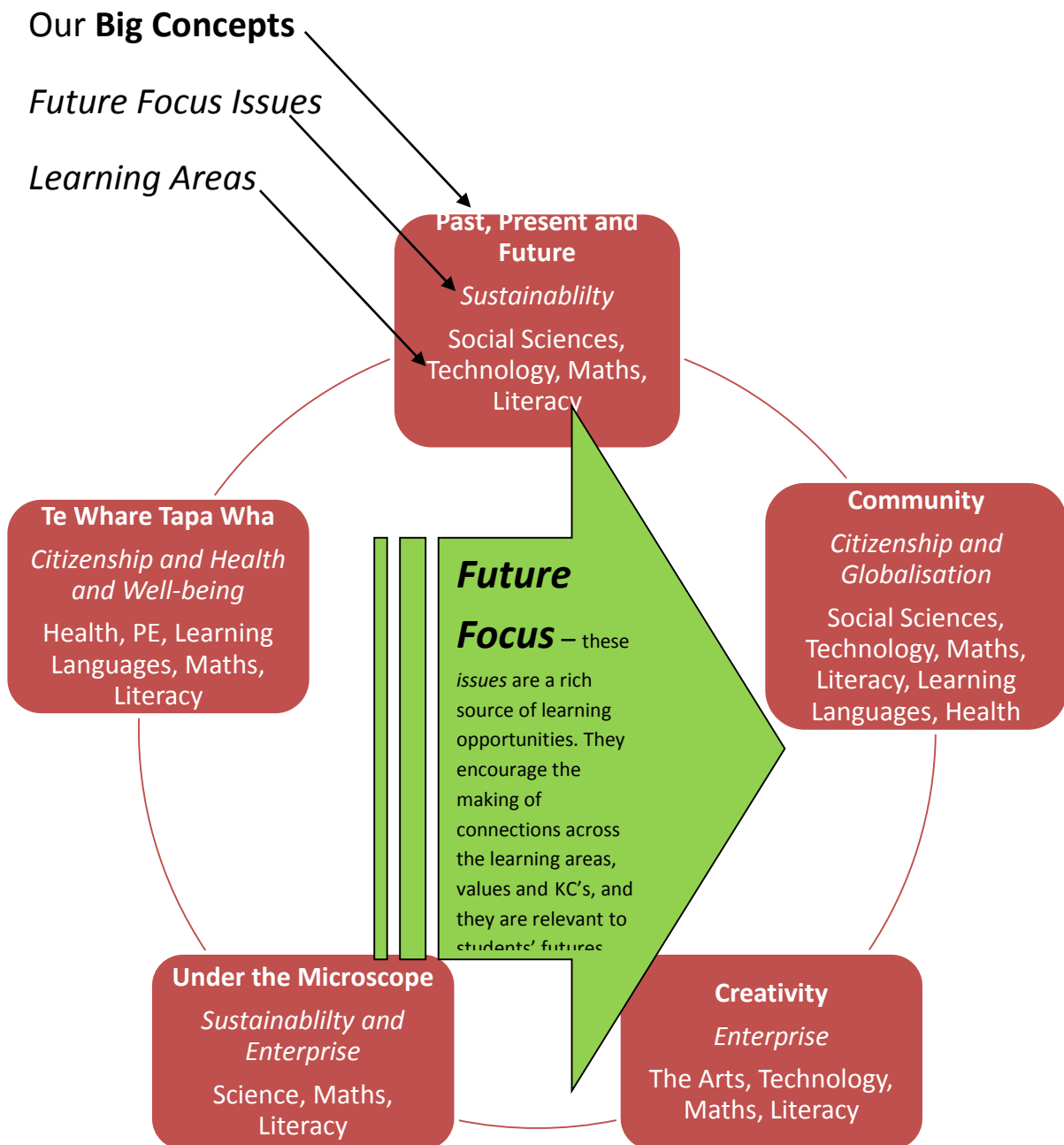
- Maths and Literacy are to be integrated in each **big concept**
- All concepts are investigated over a two year cycle
- All *issues* within the *Future Focus*; (sustainability/citizenship/enterprise/globalisation) are featured within our **big concepts**
- Key Competencies and UROCK inclusion will occur within each **big concept**
- Info Literacy/Fluency concepts and Thinking strategies remain a focus within the inquiry into the **concepts**
- The Inquiry Learning Planning sheet incorporates these concepts;



Somerset Crescent School  
"Raising the Bar"

## INQUIRY LEARNING PLANNING

<p>Inquiry Title-</p> <p><b>Big Concept-</b></p> <p><i>Future Focus Issue-</i></p> <p>Major Learning Area-</p> <p>Other Links-</p>	<p><u>Key Competency/UROCK Focus</u></p> <p><u>Thinking</u></p> <p><input type="checkbox"/> Creativity</p> <p><input type="checkbox"/> Decision making</p> <p><input type="checkbox"/> Inquiry</p> <p><u>Using Lang Symbols &amp; text</u></p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Recording</p> <p><u>Managing self</u></p> <p><input type="checkbox"/> Self-motivated- On to it</p>
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#### **FUTURE FOCUS DEFINITIONS;**

- **Sustainability** – exploring the long-term impact of social, cultural, scientific, technological, economic, or political practices on society and the environment;
- **Citizenship** – exploring what it means to be a citizen and to contribute to the development and well-being of society;
- **Enterprise** – exploring what it is to be innovative and entrepreneurial;
- **Globalisation** – exploring what it means to be part of a global community and to live amongst diverse cultures.
- **Health and Well-being** – exploring the concepts and issues of health and well-being through Dr Mason Durie's (1982) model of Te whare tapa wha, incorporating psychological health (*te taha hinengaro*), spiritual health (*te taha wairua*), physical health (*te taha tinana*) and family health (*te taha whanau*).

## Curriculum Statement – English

Somerset Crescent School's literacy programme is an integral part of our daily lessons and can be used for a range of purposes and audiences and in a variety of texts. In specific English lessons students will become increasingly skilled at understanding, using and creating oral, written and visual texts.

English learning is structured around two interconnected strands:

- Making meaning of ideas or information they receive. **Listening, Reading and viewing.**
- Creating meaning for themselves or others. **Speaking, Writing and Presenting.**

The children at Somerset Crescent School will become more effective oral, written and visual communicators as they progress through the achievement objectives within each strand. Students will practise making meaning and creating meaning at each level of the curriculum through;

**\*processes and strategies**

**\*purposes and audiences**

**\*ideas**

**\*language features**

**\*structure**

Students will be assessed in line with the English Curriculum Exemplars and the New Zealand Curriculum Reading and Writing Standards and reported on their level of achievement in terms of the National Standards.

The skills children will learn in English are fundamental to their success across the curriculum as all learning areas require students to receive; process and present ideas and it will be particularly relevant in helping children develop their skills in inquiry learning.

Also refer to the SCS Literacy handbook.

**Students will be expected to develop the skills of Key Competencies and UROCK in their literacy learning.**

## Curriculum Statement- Mathematics & Statistics

Mathematics is the exploration and use of patterns and relationships in quantities, space & time. Statistics is the exploration and use of patterns and relationships in data. Both equip students for effective means for investigating, interpreting, explaining and making sense of the world in which they live.

Mathematicians and statisticians use symbols, graphs and diagrams to help them find and communicate patterns and relationships.

Studying maths and statistics helps children develop the ability to think creatively, critically, strategically and logically.

Learning maths and statistics also helps children develop thinking skills. They learn a range of skills including creating models, seeking patterns, justifying, verifying, making generalisations and predicting outcomes. They also learn to calculate, estimate, and recognise accuracy in their work.

Mathematics and Statistics can be applied to a broad range of learning situations and across learning areas.

Mathematics and Statistics are structured according to the following three strands:

- **Number and Algebra**
- **Geometry and Measurement**
- **Statistics**

### How we teach Mathematics and Statistics at Somerset Crescent School:

Maths lessons will be taught 5 times per week. Each lesson should be at least 45 minutes long and should include basic facts, maintenance and new teaching components. The classroom teaching programme will provide experiences for children in each strand every year.

Children should be working in appropriate groups during Numeracy teaching sessions. Whole class teaching is acceptable where there are whole class common needs.

Teachers should make use of equipment as much as possible, especially when introducing new strategies, and remember that even children at high strategy stages can benefit from this. We encourage the use of ICT in maths lessons especially for the practice and reinforcement of knowledge such as basic facts.

Modelling either through a book or Interactive Whiteboard file can be used in all classrooms for Numeracy, with recording by both children and teacher. Entries should be dated and should include learning intentions. Data can be used as



informal assessment and should be available for children to refer back to. Children may use either a blank or a ruled maths book as decided by the class teacher.

Maths planning should link to the NZ Curriculum and/or the Numeracy programme. Weekly grids are acceptable for maths planning and should record specific learning intentions and activities for each group. Teachers may choose to have a unit overview as well.

At Somerset Crescent School we use the Ministry of Education expectations and National Standards as a measure of how our children are achieving. We set targets based on our assessment data and these guidelines.

#### Assessment

##### Strategy:

- GloSS
- asTTle
- Children's books/modelling books

##### Knowledge:

- IKAN test
- Satherly basic facts test:

#### Extra material:

Suggested lesson format (Numeracy), suggested Long Term Plans, Features of an effective numeracy class, Ministry expectations, suggested weekly planning grid.

**Opportunities to use the Key Competencies and UROCK values within maths are expected.**

## Curriculum Statement - Science

Science will be taught through the Somerset Crescent School Inquiry Learning model. Within Science, Somerset Crescent School students will have the opportunities to investigate, understand and explain our natural and physical worlds and the wider universe.

This can involve;

- Generating and testing ideas
- Gathering evidence
- Making observations
- Communicating findings
- Modelling
- Problem solving
- Developing an understanding of the world built on current scientific theories
- Relating science to their own lives and culture and to the sustainability of the environment.

These skills are used to develop scientific knowledge, understanding and explanations and link directly to the Somerset Crescent School Inquiry Learning Model. Critical thinking through use of various thinking tools and skills can also be integrated.

It is suggested that one major Inquiry Learning focus based around the area of Science is carried out per year.

At Somerset Crescent School children will experience Science through the following strands as outlined in the New Zealand Curriculum. It will be largely based around levels 1-3.

### **The Nature of Science.**

This is the overarching, unifying strand where students learn what science is and how scientists work. *In this strand students;*

Develop scientific skills, attitudes and values

Appreciate the durability of scientific knowledge and also realise how new evidence can bring about re-evaluation

Learn how to carry out investigations

Learn how to communicate scientific ideas.

### **The Living World.**

This is about living things and how they interact with each other and the environment. *In this strand students;*

Develop an understanding of the diversity of life and life processes

Develop an understanding of evolutionary processes

Understand the impact of humans on all forms of life

Experience an emphasis on New Zealand biology, including sustainability.

## **Planet Earth and Beyond.**

This is about the interconnecting systems and processes of Earth, our Solar System and the universe beyond. *In this strand students;*

Learn that *land, water, air* and *life* are interdependent and are all important

Appreciate that humans can affect this interdependence in both negative and positive ways

Learn Earth provides all necessary resources for life, except the Sun's energy.

Gain a sense of *guardianship* towards these resources

The Physical World.

This is about providing explanations for a wide range of physical phenomena and interactions between parts of the physical world and ways in which they can be represented. *In this strand students may study;*

Light

Sound

Heat

Electricity

Magnetism

Waves

Forces

Motion

Above are linked by the concept of Energy, which is transformed from one to another without loss.

## **The Material World.**

This is about the study of matter and the changes it undergoes. *In this strand students;*

Develop understandings of the composition and properties of matter

Understand changes and energy involvement

Use their understand of chemistry properties to make sense of the world around them

Consider properties and behaviour of *atoms, molecules* and *ions*

Communicate understandings using symbols and conventions of chemistry.

Can better understand science related challenges such as environmental sustainability, development of new materials, pharmaceuticals and energy sources.

**Opportunities to use the Key Competencies and UROCK within Science topics are expected.**

## **Curriculum Statement - Social Sciences**

Social Sciences will be taught through the Somerset Crescent Inquiry model. It is suggested one major Social Sciences focus will be covered each year through Inquiry Learning.

Social Sciences are all about people and how they participate and contribute in our communities. Somerset Crescent School students will learn about people, places, cultures and histories and the economic world within and beyond New Zealand. Social Sciences at Somerset Crescent School will recognise New Zealand's cultural diversity and how the students see themselves being part of this. They will recognise the impact and importance the Treaty of Waitangi has on New Zealand's society.

A range of learning approaches will help children gain an understanding of the achievement objectives laid out in the New Zealand Curriculum Document. Some of these Inquiry based approaches could include:

Asking questions and gathering information about relevant issues.

Analysing and exploring other people's values and perspectives.

Considering how and why people make decisions.

Reflecting and evaluating understandings.

At Somerset Crescent School we will structure our learning opportunities largely from Level 1-3 of the New Zealand Curriculum and will be aligned to the following four strands:

### **Identity, Culture and Organisation**

This is where Somerset Crescent Students will learn about society and the different communities it embraces. They will learn about how these differences impact on our ever-changing world.

### **Place & Environment**

Somerset Crescent School Students will be provided with learning opportunities to see how different people have different relationships with the environment. They will look at the impacts of people on the environment and conversely the environment's impact on people.

### **Continuity and Change**

Somerset Crescent Students will learn how past events, actions and experiences have been interpreted over time. This will give them an understanding of the past and present and an ability to look into the future.

### **Economic World**

Somerset Crescent School students will learn how people participate in economic activities and they will develop an understanding of their role in the economy and how economic decisions effect communities. They will increase their understandings of activities such as production, consumption and distribution of goods and services.

**Opportunities to use the Key Competencies and UROCK in Social Sciences are expected.**



## **Curriculum Statement - Technology**

Technology will be taught through the Somerset Crescent School Inquiry model. It is suggested one major Technology focus will be covered each year through the Somerset Crescent School Inquiry model.

Technology is concerned with using practical and intellectual resources to develop products and systems. Adaptation and innovation are key aspects of technology. Quality comes from critical and creative thinking.

Technology is always changing and is influenced by a range of cultural, ethical, environmental, political and economic conditions.

At Somerset Crescent School our aim is to develop students who have an awareness of technology so they can participate in society as informed citizens. Technological areas include structural, control, food, ICT and bio-technology and will experience these through a range of contexts.

Technology at Somerset Crescent School will be taught through three strands as identified in the New Zealand Curriculum Document and will largely be based on Levels 1-3.

### **Technological Practice**

This is where Somerset Crescent students look at what others have done and undertake their own practice. They plan, design, investigate and evaluate outcomes and use findings to inform practice.

They will also be exposed to ethics, legal requirements, protocols and codes of practice. This will be taught more explicitly in the senior school.

### **Technological Knowledge**

This is where Somerset Crescent students develop knowledge and understandings about how and why things work. They make designs and prototypes and evaluate these against their intended purpose. Students learn about materials and why products work.

### **Nature of Technology**

This is where Somerset Crescent students learn the impact of technology on society and the environment. They will learn how technologies are valued by different communities and learn to engage with current and historical issues.

## **Opportunities to use the Key Competencies and UROCK in Technology are expected**

## Curriculum Statement – The Arts

At Somerset Crescent School, students will explore, challenge, affirm and celebrate unique artistic expressions of self, community and culture. Arts education embraces and values Maori and Pasifika practices.

Learning in, through and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses and feelings. By participating in the arts, students' personal well-being, confidence and risk taking abilities are enhanced.

Arts education at Somerset Crescent School values students' experiences, imaginations, contributions and creativity. These are built upon with as their knowledge and skills develop.

The arts learning area is made up of four disciplines, (DANCE, DRAMA, MUSIC, VISUAL) Each of these disciplines is structured around four strands; Understanding the Arts in Context, Developing Practical Knowledge, Developing Ideas and Communicating and Interpreting.

Over the six years students attend Somerset Crescent School they will learn in all of the four disciplines and be involved in school wide cultural groups. UROCK will be used to inform practice and enhance learning opportunities where appropriate.

### Dance

Dance is expressive movement that has intent movement and form where students integrate thinking, moving and feeling. They will develop skills in and experience;

Cultural festivals/productions

Choreographing,

Performing

Responding to a variety of genres.

Jump Jam

Visiting artists/ performers

Individual/pair/group dance

### Drama

Drama expresses human experience through a focus on role, action and tension played out in time and space. Students learn dramatic conventions, techniques and technologies. Through purposeful play they discover how to link imagination thoughts and feelings. As students work with drama techniques they learn to use spoken and written language with increasing control and confidence.

Students may experience;

- Cultural performances
- Role play
- Plays
- Character portrayal

- Movement, voice, expression
- Assembly presentations
- Visiting performers
- Improvisation

### **Music – Sound Arts**

Sound from natural, acoustic and digital environments is the source for expressive ideas in music. Music is a fundamental form of expression and value is placed upon the musical heritage of New Zealand's diverse cultures including Maori and Pasifika musical arts. In music education students work individually and collaboratively to explore the potential of sounds and technologies for creating, interpreting and representing music ideas.

Students develop literacies through experimentation in music.

Students may experience;

- Singing
- Beat
- Percussion
- Rhythm
- Pitch
- Dynamics
- Tempo
- Music appreciation/listening and responding
- Instruments
- Different cultural music
- Visiting performers

### **Visual Arts**

Through visual arts students learn how to discern, participate in and celebrate their own and other's visual worlds.

Students explore experiences, stories and issues both individually and collaboratively. The visual arts develop students within a range of practises which can include;

- drawing,
- design,
- sculpture,
- painting,
- print making,
- photography.



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## Curriculum Statement - Health and Physical Education

In Health and Physical Education at Somerset Crescent School the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. It is suggested one major Health focus will be covered each year through Inquiry Learning.

The four underlying and interdependent concepts at the heart of this learning area are:

Hauora – a philosophy of well-being, the influencing of and supporting others.

Attitudes and Values - a positive, responsible attitude on the part of the Somerset Crescent pupils to their own well-being; respect, care and concern for other people and the environment; and a sense of social justice.

The Socio-ecological perspective - a way for Somerset Crescent pupils to view and understand the interrelationships that exist between the individual, others and society.

Health Promotion – a process that helps Somerset Crescent pupils develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Through effective study and accepting challenges in this learning area at Somerset Crescent School, students should reflect on the nature of well-being and how to promote it. As students 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 and environments, and of wider society.

This learning will contribute to the well-being of the students beyond the classroom.

At Somerset Crescent School Health and Physical Education Activities will arise from the integration of the four underlying concepts mentioned above the four strands and the seven key areas of learning.

The four strands are:

**Personal Health and Physical Development:** students develop the knowledge and understandings, skills and attitudes that they need in order to maintain and enhance their personal well-being and physical development.

**Movement Concepts and Motor Skills:** students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity.

**Relationships with Other People:** students develop understandings, skills and attitudes that enhance their interactions and relationships with others.

**Healthy Communities and Environments:** students contribute to healthy communities and environments by taking responsible and critical action.

The following seven key learning areas are to be included in teaching and learning programmes at Somerset Crescent School: **mental health, sexuality education,**

**food and nutrition, body care and physical safety, physical activity, sport studies and outdoor education.**

Although Health and Physical Education encompasses three different related but related subjects: **health education**, (this will be taught through the Somerset Crescent School Inquiry model) **physical education**, and **home economics**, they share a conceptual framework and achievement objectives and should be linked to the key competencies and UROCK.

In **Health Education** at Somerset Crescent School students will develop their understanding of the factors that influence the health of themselves as individuals, groups and society: lifestyle, economic, social, cultural, political and environmental factors.

In **Physical Education** at Somerset Crescent School the focus is on movement and its contribution to the development of individuals and communities. By leaning in, through and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives.

In **Home Economics** at Somerset Crescent School students will develop an understanding of the factors that influence the well-being of individuals and communities within the home and community. In the context of food and nutrition students identify and reflect on factors that influence people's choices and behaviours. Through selecting and preparing food students develop the creativity, at the same time, they develop personal and interpersonal understandings and skills that contribute to well-being.

**Opportunities to use the Key Competencies and UROCK in Health & PE are expected.**

## Curriculum Statement - Learning Languages

Learning new languages provides means of communicating with people from different cultures and exploring one's own personal world.

Languages are linked to social and cultural contexts in which they are used. Within the Somerset Crescent School environment, languages play a key role in developing our personal, group, national and human identities.

Languages link people locally and globally. They are spoken within and play a role in shaping our school community and school environment. Oral, written, and visual forms of language link our students to their past and give access to new and different streams of thought and to beliefs and cultural practices.

At Somerset Crescent School Te Reo Maori and the Pasifika languages have a special place, particularly within our cultural groups. As students learn new languages through class instruction, waiata, performance etc, they develop their understanding of the power of language and also increase their understanding and respect of their own and others cultures and languages.

The learning area is structured through the core strand – **communication** where students use languages to make meaning.

The core strand is supported by the language knowledge strand – where students study the language in order to understand how it works, and the cultural knowledge strand – where students learn about culture and the interrelationships between culture and language.

**Opportunities to use the Key Competencies and UROCK values within learning languages are expected.**



# SOMERSET SUPPORT PYRAMID

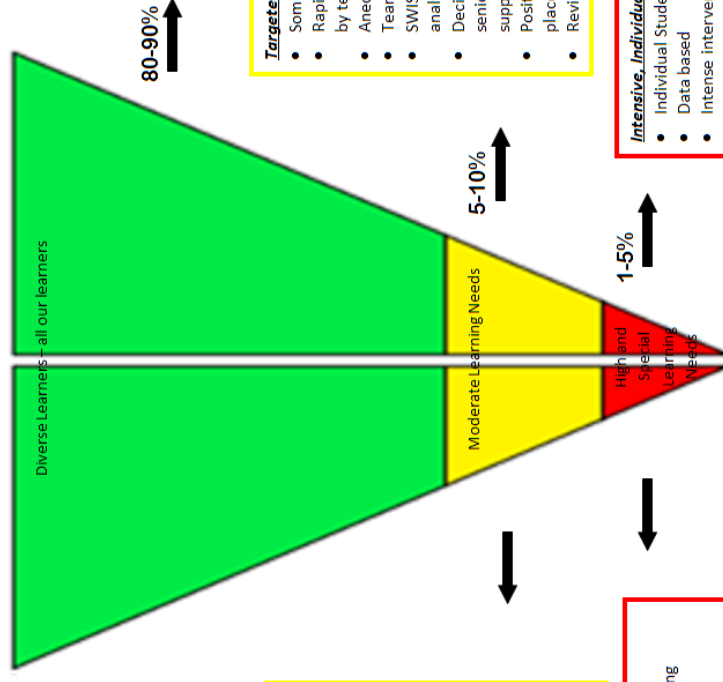


## ACADEMIC

- Schoolwide Interventions**
- All students, all settings
  - Preventive, proactive
  - Effective daily planning, teaching and assessment
  - Regular celebration and acknowledgement of progress and achievement

## BEHAVIOUR

- Schoolwide UROCK Interventions**
- All students, all settings
  - Preventive, proactive
  - Daily teaching of UROCK values
  - Regular celebration and acknowledgement of positive behaviour



- Targeted Group Interventions**
- Some Students (below/well below standard)
  - Rapid response – child ID'd in eTAP by teacher
  - Anecdotal notes and assessment data analysed
  - Team problem solving discussion
  - Decision made by teacher and senior management as to in school support or agency referral
  - Targeted teaching and learning plan put in place
  - Reviewed and evaluated via eTAP

Whanau informed of process throughout any interventions

- Targeted Group Interventions**
- Some Students (at-risk)
  - Rapid response – child ID'd in eTAP by teacher
  - Anecdotal notes recorded
  - Team problem solving discussion
  - SWIS data and anecdotal notes analysed by senior management
  - Decision made by teacher and senior management as to in school support or agency referral
  - Positive intervention plan put in place
  - Reviewed and evaluated via eTAP

Whanau informed of process throughout any interventions

- Intensive, Individual Interventions**
- Individual Students – ORS, High Learning Needs, (well below)
  - Assessment based
  - Intense interventions
  - SENCO/outside agency support
  - IEP process
  - Senior Management guidance

- Intensive, Individual Interventions**
- Individual Students
  - Data based
  - Intense interventions
  - Outside agency support
  - IEP process
  - Senior Management guidance

## Targeted Interventions for Moderate and High Need Learners

### Targeted Group Interventions

- Some Students (below/well below standard)
- Rapid response – child ID'd in eTAP by teacher
- Anecdotal notes and assessment data analysed
- Team problem solving discussion
- Decision made by teacher and senior management as to in school support or agency referral
- Targeted teaching and learning plan put in place
- Reviewed and evaluated via eTAP

Whanau informed of process throughout any interventions

Interventions				
Multiple Needs	Learning	Behaviour	Outside Agency	ESOL
<ul style="list-style-type: none"> <li>• ORS</li> <li>• High Health Needs</li> <li>• IEP's</li> <li>• Inclusion</li> <li>• T/A support</li> <li>• Life Skills Programme</li> <li>• Swim For Life</li> <li>• Riding for the Disabled</li> <li>• Perceptual Motor Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Focused PD for staff</li> <li>• Rainbow Reading</li> <li>• Reading Recovery</li> <li>• Maths Recovery</li> <li>• Class ESOL support</li> <li>• ALiM</li> <li>• Literacy T/A support</li> <li>• In class target groups</li> <li>• Small class sizes</li> </ul>	<ul style="list-style-type: none"> <li>• UROCK / PB4LSW programme</li> <li>• Agency support</li> <li>• IEP's</li> <li>• Big Brother Big Sister Programme</li> <li>• Rock-On Truancy</li> <li>• TA support</li> </ul>	<ul style="list-style-type: none"> <li>• CYF</li> <li>• Mental Health Services</li> <li>• CAF/Oranga Hinengana</li> <li>• Te Aroha Noa</li> <li>• Tautoko Services</li> <li>• Community Health Nurse</li> <li>• Youth Aid</li> <li>• Police</li> <li>• Truancy Services</li> <li>• Rock On Truancy</li> <li>• Highbury Whanau Centre</li> <li>• PN Hospital</li> <li>• ACROSS</li> <li>• RTLb</li> <li>• RTLit</li> <li>• SWIS</li> <li>• Behaviour Team GSE</li> <li>• Te Ohu Whakarahi Whānau</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• In class T/A support</li> <li>• Focussed PD for staff</li> <li>• ESOL Team Leader</li> <li>• Planning by teacher specific to ELL development</li> <li>• Pasifika Pride</li> </ul>



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Throughout the NZC and SCS Curriculum, Key Competencies and our UROCK values will always be a focus and integrated into learning experiences

**UROCK and Key Competencies**

## **Our Thinking Blueprint**

**Revised Blooms - thinking behaviours important for the learning process**

Learners will transition from effectively using **Remembering, Understanding and Creating** through to **Applying, Analysing and Evaluating**.

**Inquiry Learning, Questioning and Information Literacy skills**

Learners exposed to and using a wide range of **information literacy skills** as outlined in our Inquiry planning, as well as a wide variety of **Inquiry Learning experiences**.

ICT's and effective, relevant **eLearning experiences are integrated** throughout the curriculum **to motivate, enhance and develop** learning experiences. Examples will include: IWB use, class blogs, Word, email, web 2.0 applications, powerpoint, digital cameras, animation, creative commons and digital citizenship awareness...

**ICT's and eLearning**

*The lists and examples given throughout our Thinking Blueprint are by no means limiting. Teachers are encouraged to use a wide variety of tools to enhance learners thinking processes. Neither are certain tools or skills limited to certain age levels. Adaptation for individual learners at all levels is essential.*

**Thinking Toolbox**

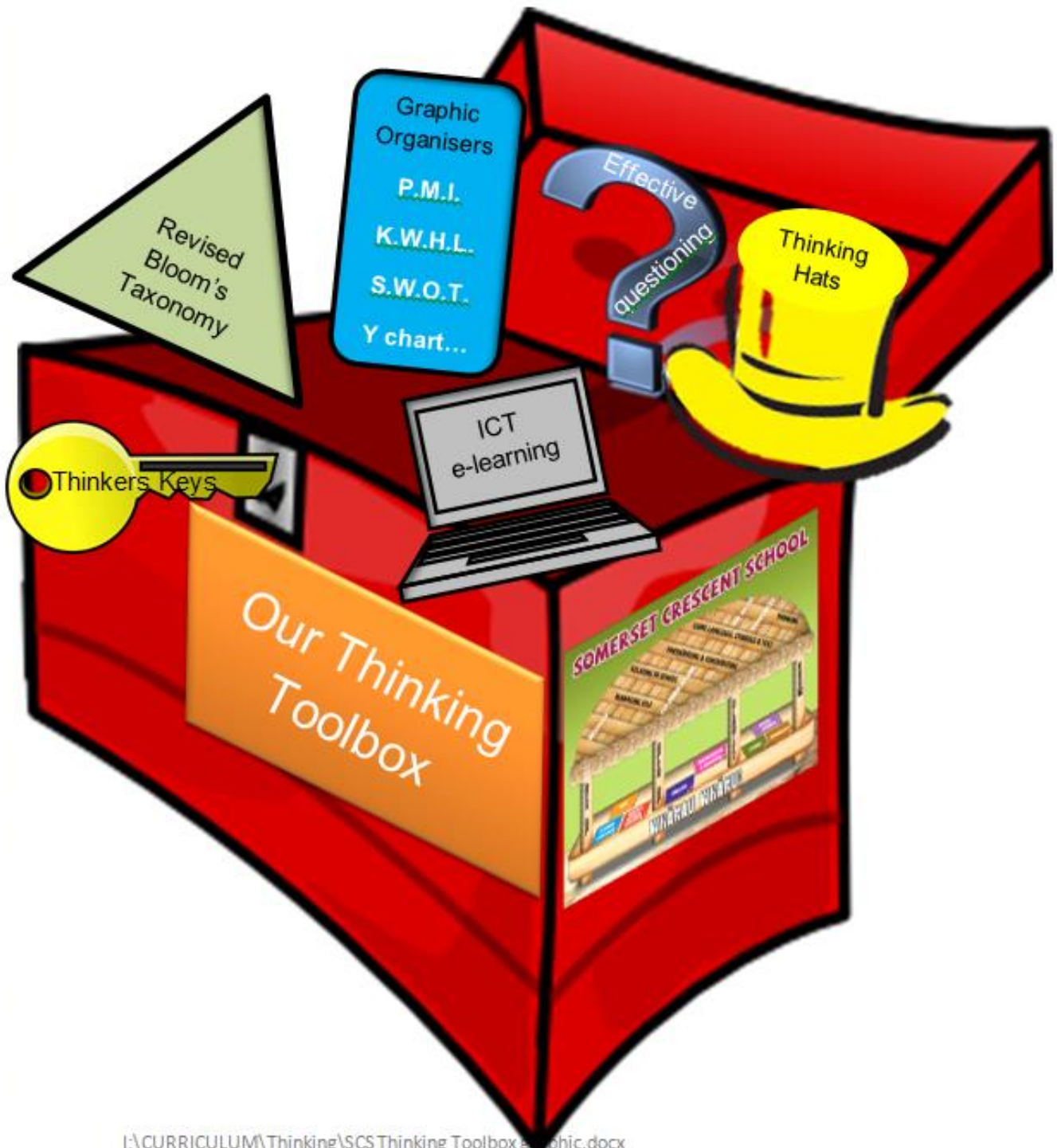
Learners **taught, using and eventually choosing** for themselves the best **tool** for them to develop their thinking on any topic. Examples may include **graphic organisers** such as PMI, KWHL, SWOT, T and Y charts, Cause and Effect along with **Thinkers Keys and Thinking Hats...**

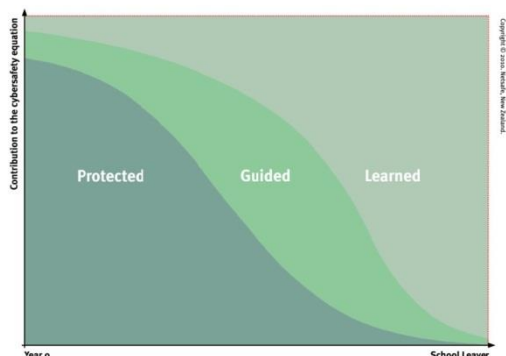




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## Digital Citizenship Pathway

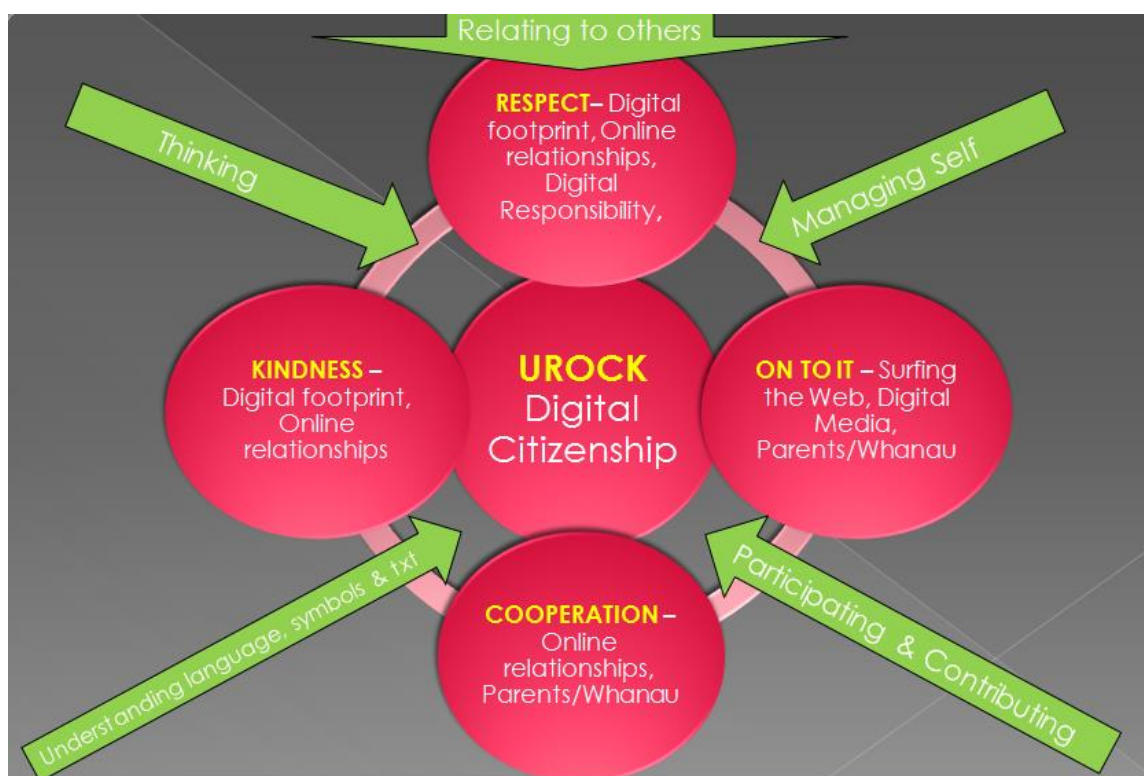
Digital Citizenship Areas	Year 1	Year 2	Year 3/4	Year 5/6	Extension
<b>Digital Footprint</b>	<p>Blogs-</p> <p>What are blogs.</p> <p>Why do we have them.</p> <p>How do we use them.</p> <p>Who views them.</p> <p>What is shared.</p> <p>Be the best you can be.</p>	<p>When online, e.g. on blogs, follow specific guidelines</p> <p>to make quality comments:</p> <p>Positive/constructive comments</p> <p>Language of success</p> <p>Audience awareness</p>	<p>Independently follow quality guidelines:</p> <p>Read and respond appropriately.</p> <p>Use blog type 'etiquette'</p> <p>Critical thinking.</p> <p>How am I advertising myself?</p> <p>How does this affect my future?</p>	<p>All interactions and posts (record of learning, chats, Facebook, surfing, social media) follow me for my life.</p> <p>Who am I connected to?</p> <p>What am I permitting from others?</p> <p>Do I know what is going on online?</p>	<p>Who am I connected to?</p> <p>What am I sharing with others?</p> <p>What impression of myself am I giving to others?</p>
<b>Online relationships</b>	<p>Teacher models specific ways to leave appropriate comments</p>	<p>Students use specific models of appropriate comments provided by the teacher.</p> <p>Who do I write to?</p> <p>What do I say?</p> <p>Why do I say it that way?</p>	<p>Specific lessons on consequences of inappropriate comments.</p> <p>Buddy classes to ensure everyone develops a relationship online.</p> <p>Specific lessons on:</p> <p>Am I safe?</p> <p>Are my friends safe?</p>	<p>Specific lessons on:</p> <p>Am I safe?</p> <p>Are my friends safe?</p> <p>What can I do about it if we are not safe?</p>	<p>Further specific lessons on:</p> <p>Am I safe?</p> <p>Are my friends safe?</p> <p>What can I do about it if we are not safe?</p>

<b>Surfing the Web</b>	<p>Am I where I am meant to be on the computer?(bookmarked sites only)</p> <p>What keys am I pushing?</p> <p>I need to ask for help.</p> <p>Teacher directed and planned prior to the lesson for a specific purpose.</p> <p>Make and use a list of reputable sites.</p>	<p>Teach KEY Words</p> <p>Teacher directed use of key word searches independently using; bookmarked sites.</p> <p>Is this what I am looking for?</p> <p>If not STOP</p> <p>Teacher directed and planned prior to the lesson for a specific purpose.</p> <p>Make and use a list of reputable sites.</p>	<p>Teach KEY Words</p> <p>Teacher directed independent searching of sites- initially provided by the teacher.</p> <p>Is this what I am looking for?</p> <p>If not STOP</p> <p>Begin to independent searching using KEY words.</p> <p>I need to know about this - where/what do I go to or do to find out?</p>	<p>Independent searching using KEY words</p> <p>Is this what I am looking for?</p> <p>If not STOP</p> <p>Critical thinking.</p> <p>Is the information I find accurate? Triangulating information.</p> <p>Begin to modify searches</p> <p>Know a list of reputable sites.</p> <p>Hyperlink to legitimates sources.</p>	<p>Independent searching using KEY words.</p> <p>Modify searches</p> <p>Is this what I am looking for?</p> <p>If not STOP</p> <p>Critical Thinking.</p> <p>Need to be directed to a list of reputable sites.</p> <p>specific teaching around critical thinking, checking sources.</p> <p>Always having a range of sources to think about.</p>
<b>Digital Media</b>	<p>Real and Imaginary.</p> <p>Watch cartoons and documentaries.</p> <p>Taking and viewing videos</p>	<p>Introduce 'What is real?'</p> <p>Examples given of enhanced graphics.</p>	<p>Is it real?</p> <p>Search for examples to discuss eg. BBC Penguins.</p> <p>Critical thinking.</p> <p>Is it real? How can we tell?</p> <p>Consider multiple sources</p>	<p>Critical thinking.</p> <p>Analyse and discuss graphics in magazines, advertisements, movies</p> <p>Consider multiple sources.</p> <p>Use Green screen</p> <p>Acknowledge source</p>	<p>Who owns images and information?</p> <p>Can I manipulate images?</p> <p>Do I believe everything I see?</p> <p>Explicit teaching of legalities.</p> <p>Consider multiple sources.</p>
<b>Digital responsibility</b>	<p>Introduce the idea of 'ownership'</p> <p>You drew it - you own it.</p> <p>Teacher role models the correct process for downloading images and music.</p>	<p>Teacher explains and role models the correct process for downloading images and music consistently during the year.</p>	<p>Explicit teaching of legal issues such as appropriate sites to find reusable digital media</p> <p>Teacher models correct practice when using others property.</p> <p>Teacher models acknowledging source.</p> <p>Teacher models correct practice when using others property.</p>	<p>Explicit teaching of legalities of use of images and music, e.g. copyright, creative commons.</p> <p>Acknowledge source.</p>	<p>What am I legally allowed to sign up for?</p> <p>What is free and what do I need to pay for?</p> <p>copyright, plagiarism, Creative Commons licensing, languages,</p> <p>Acknowledge source.</p> <p>Consequences of plagiarism. .</p>



<b>Parents/ Whanau</b>	<p>Parents informed of and give permission for use of internet at school at enrolment.</p> <p>Parent Meetings to inform and communicate about blogs, commenting and sharing of work</p> <p>Also inform via website and school facebook</p>	<p>Parent Meetings to inform and communicate about blogs, commenting and sharing of work</p> <p>Also inform via website and school facebook</p>	<p>Parents provided with information about the implications for children - footprint /relationships.</p> <p>Parents provided with information about the legalities of:</p> <p>What is free and what do I need to pay for?</p> <p>copyright, plagiarism, licensing, language</p> <p>Acknowledge source.</p> <p>Consequences</p>	<p>Parents informed of the need to monitor students internet use for appropriate footprints and relationships.</p> <p>What am I legally allowed to sign up for?</p> <p>What is free and what do I need to pay for?</p>	<p>Parents informed of the need to monitor students internet use for appropriate footprints and relationships.</p> <p>What am I legally allowed to sign up for?</p> <p>What is free and what do I need to pay for?</p>
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(Original Source: <https://sites.google.com/a/ptengland.school.nz/cybersmart/home/continuum>)



## ICT/eLearning Skills Matrix

TOOL	NOVICE	TECHIE	DIGITAL NINJA	UROCK TEKID STYLES!
Digital Camera (including video)	<ul style="list-style-type: none"> <li>o Safely unplug and turn on the camera, put camera back away/on charge safely</li> <li>o Walk around with a camera safely</li> <li>o Take a clear picture</li> <li>o View my pictures on the camera</li> <li>o Share the camera respectfully</li> </ul>	<ul style="list-style-type: none"> <li>o Take an interesting picture</li> <li>o Use the rule of thirds in my photos</li> <li>o Use the MACRO button for close up shots</li> <li>o View and save my pictures on a laptop/ computer</li> <li>o Be responsible to collect and return/recharge cameras</li> <li>o Delete pictures of mine that I don't want</li> </ul>	<ul style="list-style-type: none"> <li>o Take a variety of interesting pictures – considering back/foregrounds, shadow, light, line, angles</li> <li>o Adjust camera settings to suit – flash, panorama, portrait, video etc</li> <li>o Download, save and edit my pictures</li> <li>o Problem solve if the camera doesn't work or go on first time</li> </ul>	<ul style="list-style-type: none"> <li>o Teach other people (younger and older) how use a digital camera effectively</li> <li>o Remember to and offer to take and process pictures at class/school events</li> </ul>
Interactive Whiteboard (SMARTboard)	<ul style="list-style-type: none"> <li>o Write my name and all the words I know on the IWB</li> <li>o Rub out mistakes</li> </ul>	<ul style="list-style-type: none"> <li>o Use and search the gallery to find images I need</li> <li>o Calibrate IWB</li> </ul>	<ul style="list-style-type: none"> <li>o Explore the SMART Ink and Sync tools</li> </ul>	<ul style="list-style-type: none"> <li>o Teach other people (younger and older) how to use a SMARTboard effectively</li> </ul>
	<ul style="list-style-type: none"> <li>o Select, drag and resize pictures and other objects</li> <li>o Change the style and colour of pen</li> <li>o Complete learning activities on the IWB</li> <li>o Wait my turn and take my turn when it's time</li> </ul>	<ul style="list-style-type: none"> <li>o Set up IWB via laptop/projector</li> <li>o Use the main tools on the IWB for the right purpose – shapes, measurement tools, screen shade etc</li> <li>o Turn my writing into typed text</li> <li>o Save and print SMART Notebook work in an appropriate file</li> <li>o Present work on the IWB</li> </ul>	<ul style="list-style-type: none"> <li>o Use the IWB to present my ideas, thinking and learning to others</li> <li>o Think of other ways to use the IWB in my learning</li> <li>o Problem solve if the IWB/projector doesn't work or go on first time</li> </ul>	<ul style="list-style-type: none"> <li>o Clearly and concisely present work, ideas and information to a group via an IWB</li> </ul>
General PC/ laptop/ netbook skills	<ul style="list-style-type: none"> <li>o Turn on / log on and Log off / turn off as appropriate</li> <li>o Identify basic parts of a computer – screen/monitor, keyboard (and basic buttons) mouse/pad, power cable...</li> <li>o Open and close appropriate programmes correctly</li> <li>o Type work onto a page using space bar, capitals and full stops – with help</li> </ul>	<ul style="list-style-type: none"> <li>o Select appropriate programmes to present/find information</li> <li>o Insert a table, text box, shape, picture from file or internet (CC*) etc</li> <li>o Use bullet point and numbered lists appropriately</li> <li>o Create my own folder and save into it each time</li> <li>o Retrieve work from my folder from any device</li> </ul>	<ul style="list-style-type: none"> <li>o Use photo and picture editing tools effectively – colour, cropping, effects</li> <li>o Use a variety of printing tools such as double sided, colour, change page size, backgrounds...</li> <li>o Use graphics, images, SmartArt... to help present work in an interesting way</li> <li>o Consider and use alternative online tools to present work – Prezi, Piktochart, Spicynodes, Wordle, Tagxedo...</li> <li>o Include sound/music to presentations</li> <li>o Analyse and critique information I find online, in books and from people</li> <li>o Explain how my ICT use enhances my learning</li> <li>o Try out new tools – give everything a go!</li> </ul>	<ul style="list-style-type: none"> <li>o Teach other people (younger and older) how to carry out the skills mentioned on a computer</li> <li>o Problem solve when faced with a technical problem</li> <li>o Try out/discover new tools with confidence</li> </ul>
	<ul style="list-style-type: none"> <li>o Save work into my folder – with help</li> <li>o Correct a mistake when in Word</li> <li>o Use 'undo' and 'redo' features</li> <li>o Change the style, size and colour of text</li> <li>o Print my work</li> <li>o Use WordArt</li> <li>o Insert ClipArt</li> <li>o Share and look after the computers respectfully</li> </ul>	<ul style="list-style-type: none"> <li>o Spell check and edit my work</li> <li>o Cut, copy and paste</li> <li>o Know and use keyboard shortcuts, e.g. <u>ctrl+c</u> = copy <u>ctrl+v</u> = paste...</li> <li>o Edit page layout, borders, table shading, rows and columns etc – considering visual layout and impact</li> <li>o Insert hyperlinks into word docs</li> <li>o Reference books, people and websites I use to find information</li> </ul>	<ul style="list-style-type: none"> <li>o Spicynodes, Wordle, Tagxedo...</li> <li>o Include sound/music to presentations</li> <li>o Analyse and critique information I find online, in books and from people</li> <li>o Explain how my ICT use enhances my learning</li> <li>o Try out new tools – give everything a go!</li> </ul>	
Internet and Web2.0	Refer to SCS Digital Citizenship Pathway and also correct Creative Commons* use. (including class blogs and Digital Footprint, Online relationships, Surfing the Web, Digital Media, Digital responsibility, Parents/Whanau)			
Assessment	Depending on age and stage of learners, classes can co-construct self-assessment tools and include learners in assessing where they are at and their next steps within the matrix. This matrix can be <u>used/adapted</u> to suit groups of learners.			