

New Zealand Curriculum



The New Zealand Curriculum

Directions for Learning

Vision

Young people who will be confident, connected, actively involved, lifelong learners.

Values

Excellence;
Innovation, inquiry,
and curiosity;
Diversity;
Equity;
Community and
participation;
Ecological
sustainability;
Integrity;
Respect.

Key Competencies

Thinking;
Using language,
symbols, and texts;
Managing self;
Relating to others;
Participating and
contributing.

Learning Areas

English;
The arts;
Health and physical
education;
Learning languages;
Mathematics and
statistics;
Science;
Social sciences;
Technology.
Official languages

Achievement Objectives

Principles

High expectations, Treaty of Waitangi, Cultural diversity,
Inclusion, Learning to learn, Community engagement,
Coherence, Future focus

Guidance

Purpose and Scope

Effective Pedagogy

The School Curriculum: Design and Review

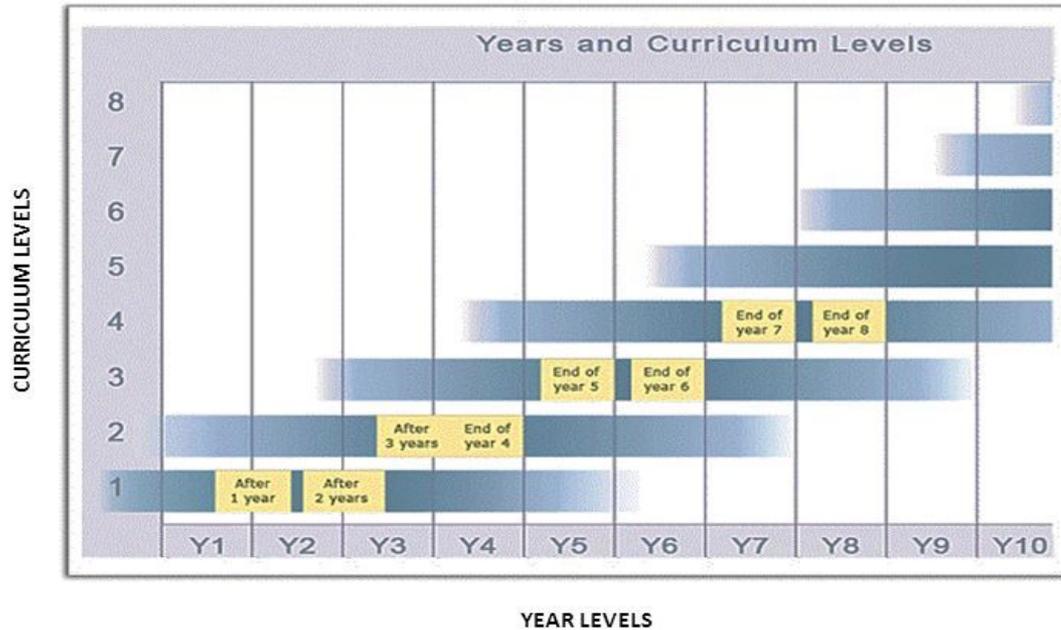
The School Curriculum

NZC has an holistic view of the abilities and skills we want children to gain and includes:

- an overall vision
- values
- key competencies
- learning areas (or subject areas)

It is guided by a set of principles that are used by schools in their decision making and curriculum planning.

NZ Curriculum Levels and National Standards



 National Standard

Within The New Zealand Curriculum the level that each child is learning at will vary compared to the other children in the same year.

Once your child has mastered most of the skills, knowledge and understanding of each learning stage within the level, they will move on to the next level.

Classification

Because children in New Zealand may currently begin school at any time between 5 and 6 years old, and throughout the year, it is necessary to have a consistent approach to year group classification and promotion. Windy Ridge encourages children to reach their full potential, and one of the factors influencing this is classification. Children are classified primarily according to age. Children are expected, in normal situations, to be classified within their age group peers. Windy Ridge, in line with most other New Zealand schools, uses the following guidelines:



1. Children who begin school at 5 in January – March will be classified as year 1 and automatically move up a level at the beginning of the each year.
2. Children who begin school at 5 in April - May will be classified as Y0. In November the D.P., in consultation with parents and teachers, and taking consideration of social skills, academic progress and emotional and physical maturity will confirm the Y0 classification or reclassify as Y1. Where there may be doubt the child will be placed in a composite class (where possible). Classification will be revisited at the end of Y2. After Y2 these children will automatically move up a level at the beginning of the each year.
3. Children who begin school at 5 in June – to the end of the school year will be classified as year 0 and automatically move up a level at the beginning of the each year.
4. Children who enrol from overseas schools will, where possible, be placed as per above and with their age group.
5. Room and level changes will *usually* take place only at the beginning of each year.
6. The principal is responsible for the placement and classification of children and in exceptional circumstances may make placements outside of these guidelines.
7. Children may not enrol before their fifth birthday.

School Organisation and Class Placement

The process of assigning students to classes is a complex one that begins with the Ministry of Education allocating teaching staff based on projections of student numbers for February. It then becomes the task of the school management, with the advice and recommendations of the staff, to organize students into that number of staffed classrooms. In doing this, we must work at balancing student and programme needs throughout the school.

As staffing is dependent upon the numbers in each year level, multi-aged or composite classes may occur. This practice is well supported by research and our beliefs about how children learn. It is also often a practical necessity with our enrollment numbers.

The process of making up classes for each school year begins in September, based on the best information available at that time. Our goal is to come up with a placement for each child which will offer that child the greatest chance of success. The staff has input into this process considering but not limited to the following factors. The following list is not in priority order:

- The child's intellectual, social, emotional, and behavioral developmental levels & needs
- The preferred learning style(s) of the student
- The child's physical and social maturity
- The child's interactions with other students
- The age of the child
- The "social dynamics" factors within the class
- Fair distribution of children with exceptionalities
- The best use of resource teachers & teacher assistants
- The male/female balance in each class
- The balance of leaders in each class
- The number of years the child has been with the teacher
- Student friendships

Collaborative Teams

This year we have four teams:

Team Fantail (Y1)

Team Pukeko (Y1 - 2)

Team Falcon (Y3 - 4)

Team Tui (Y4, 5, 6)

We are moving to a more collaborative teaching and learning style, where the teachers in each team work together to deliver a comprehensive, targeted learning programme to all of the students in the team. They will share responsibility for planning, programme delivery, assessment and reporting. In each team, the composite levels are evenly spread across the team, and are parallel to one another.

ESOL - English for Speakers of Other Languages



Who are our English language learners (ELLs)?

Students come from diverse groups where languages other than English are used at home or in the community. These bilingual and multilingual students represent an increasing proportion of many school populations.

They may include:

- NZ-born students - including Pasifika
- students from migrant backgrounds - including Pasifika
- Students from refugee backgrounds
- Māori and Pasifika students in bilingual education settings or transitioning into English medium schools
- International fee paying students

Ministry of Education funding

Funding provision for English for Speakers of Other Languages (ESOL) support is provided by the Ministry of Education in addition to the school operations grant. Students will need to meet eligibility criteria. These students may still need academic English language support when they have exceeded the funding period or criteria.



What do key education documents say about English language learners?

The vision of *New Zealand Curriculum* (NZC) is for all young people to be “confident, connected, actively involved lifelong learners”. Particular curriculum principles that set the direction for a school's support for English language learners are:

- Community Engagement
- Cultural Diversity
- Inclusion

The curriculum is ... non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are met

Useful Links and Information

For Parents - Practical information about education for parents and carers

<http://parents.education.govt.nz/>

Schooling in NZ

Your child at school

[Learning at school](#)

New Zealand Curriculum

Key competencies

Reading, writing and maths

The reading colour wheel

National Standards

How to support a child with dyslexia

Learning using digital technologies

Sexuality education

Supporting learning at home

Getting involved in your child's school

Wellbeing