

## Contents

<b>A. Vision Statement .....</b>	<b>1</b>
<b>B. Effective Teaching and Learning Definition .....</b>	<b>1</b>
<b>C. Effective Teaching and Learning: Our key beliefs.....</b>	<b>2</b>
<b>D. Curriculum Vision: Our beliefs in action.....</b>	<b>3</b>
<b>E. Principles of the NZ Curriculum in action.....</b>	<b>4</b>

### A. Vision Statement

The school's vision statement exemplifies the practice and values of effective teachers.

- a) Developing a Passion for Learning
  - Recognising that learning is a lifelong on-going process, with no start and end
  - Continually enquires into the impact of their teaching
  - Is involved in on-going professional learning
- b) Building Independence
  - Develops programmes that encourage and support student ownership of learning
  - Is able to complete professional tasks with minimum of intervention
- c) Celebrating Diversity
  - Acknowledging the wide and varied cultural and socio economic backgrounds welcome from and the range of abilities we have to share
  - Use the strengths and skills of a range of staff to inform own practice.
- d) Embracing Challenge
  - Encouraging our students to move out of their comfort zones in order to grow in confidence as they begin to move through the significant and rewarding early adolescent years
  - Meeting professional development goals and extending personal abilities to teach effectively

### B. Effective Teaching and Learning Definition

- a) FREDL (Flexible and Responsive Environments for Deep Learning)
  - i) Within a culture of learning and a strong focus on relationships, enable deep learning for every learner by being flexible and responsive in the use of:
    - online environments
    - physical spaces
    - collaborative, deliberate approaches to teaching and learning

**C. Effective Teaching and Learning: Our key beliefs**

- a) Our understandings about effective teaching and learning are based on the importance of developing students for the 'unknowns' of their futures. We believe that:
- i) Positive relationships are the key to engaging learners and building **confidence**
  - ii) Everyone can learn and achieve and be **actively involved** in our society
  - iii) 'Learning to Learn' is essential to developing student capacity to become **life long learners**
  - iv) The natural integration of ICT and the embedding of Key Competencies is essential for developing **connected** young people
- b) Teachers at South exhibit good practice by:
- Developing and maintaining positive relationships
  - Restorative Practice
  - Positive Relationship Management
  - Building Community
  - Causing Learning
  - Knowledge of the learner (assessment)
  - Designing learning (planning)
  - Instructional strategies (Implementation)
  - Engaging Learners (deep learning)
  - Content
  - Contributing to the School's Learning Community
  - Hauora (personal balance and well being)
  - Professional Responsibilities
  - Professional Learning (Ako)
- c) These fundamental aspects of teaching and learning are developed through our school's Professional Development programme and performance management.
- d) The CSIS Effective Teaching and Learning Rubric ([Form 1.02a](#)) has more detail.
- e) Emphasis placed on:
- i) **Agency, Ubiquity and Connectedness**
  - ii) **The 6Cs** (New Pedagogies for Deep Learning - NPDL) and key competencies
    - creativity,
    - collaboration,
    - critical thinking
    - communication
    - character
    - citizenship

- iii) **Quality Teaching** - What the research tells us and what we know:
  - Personalised Learning
  - Socially Constructed Learning
  - Differentiated Learning
  - Learning that is initiated by the students themselves
  - Learning that is connected to the physical world and authentic contexts
  
- iv) **Collaborative Teaching**
  - Supportive teaching describes the situation when one teacher takes the lead instructional role and the other moves around the learners to provide support on a one-to-one basis as required. Friend and Reising (1993) refer to this as 'one teaches/ one drifts'.
  - Parallel teaching is when two or more teachers are working with different groups of learners simultaneously in different parts of the classroom, what Friend & Reising (1993) calls 'station teaching'.
  - Team teaching by comparison is when two or more teachers do what teachers do for a class, to plan, teach, assess and take responsibility for all the students in the room, taking an equal share of responsibility, leadership and accountability (Nevin, Thousand, & Villa, 2007).
  - Complementary teaching is when "when co-teachers do something to enhance the instruction provided by the other co-teacher(s). For example, one co-teacher might paraphrase the other's statements or model note-taking skills on a transparency" (Nevin, Thousand, & Villa, 2007).
  
- v) **Deep Thinking Framework**
  - SOLO - Pam Hook
  
- vi) **Collaborative Relationships**
  - eg MATES Agreements

## **D. Curriculum Vision: Our beliefs in action**

"South's curriculum focuses on developing learners for life: embedding our vision in all learning areas and using deep learning to engage students with all aspects of the curriculum."

### **a) Key Competencies and the NPDL 6Cs**

Linked to our school vision statements and embedded within each Learning Area. NPDL 6C rubrics are available to assist teachers and students reflect on the key competency development.

### **b) Literacy**

Based on the New Zealand Curriculum achievement objectives, and aligned to 'The Literacy Learning Progressions', 'English Language Learning Progressions', 'Effective Literacy Practice Y 5 -8' and 'Learning through Talk: Oral Language in Years 4 to 8'. Literacy – Reading, Writing, Oral & Visual – is embedded within every learning area. Teachers and students recognise the importance of the ability to communicate effectively and programmes are designed to meet diverse needs and extend this ability.

**c) Numeracy**

Based on the New Zealand Curriculum Mathematics achievement objectives, and aligned to the Advanced Numeracy Project Framework. Being numerate is an essential aspect of daily life. Teachers plan regular (4 hours a week) explicit and differentiated programmes, with a focus on the application of skills and knowledge to real-life problem-solving.

**d) Deep Learning**

Learning to learn and applying deep learning frameworks (NPD, SOLO) in all Learning Areas enables students to take my responsibility for their own learning, building their independence. Curriculum areas are seen as interdisciplinary, connected and grounded in basic human values.

**e) School Wide Concepts**

Based on the New Zealand Curriculum with an emphasis on learning across the curriculum and learning for life. The school vision and values are embedded in each learning area. Our curriculum is structured around big ideas/questions/concepts, with teachers selecting contexts that excite and engage students and which allow students to be active participants in constructing their own knowledge and understandings.

**E. Principles of the NZ Curriculum in action**

Classroom practice at Christchurch South can be linked to the principles of the NZ Curriculum.

<b>Principles</b>	<b>Key Competencies/ Vision</b>	<b>'The South Way'</b>	<b>School wide opportunities</b>	<b>Effective Pedagogy (Classroom Practice)</b>
High Expectations	Developing a Passion for Learning Building Independence Embracing Challenge	Commitment Self-discipline Honesty	Professional Development to increase content & process knowledge	Goal setting for individuals and groups (class description) Use of success criteria Specific feedback
Treaty of Waitangi	Celebrating Diversity	Respect Support	Languages Programme Kapa Haka Whanau Meeting: T1 Maori Achievement	Use of Te Reo Inclusive techniques (Te mana Korero)
Cultural Diversity	Celebrating Diversity	Respect Support	Opportunities for involvement in Pasifika, Korean Dance etc Assembly	Inclusive techniques Range of culturally appropriate resources used.
Inclusion	Celebrating Diversity	Respect Support Involvement	Literacy support Cross-team grouping for Math Extension activities	Differentiated Instruction

## Procedure 1.02

## Pedagogy Plan

Version dated: November 2015

Reviewed: June 2016

Learning to Learn	Developing a Passion for Learning Building Independence	Commitment Involvement	Health/Social Studies Yr 7 Unit Reflection Portfolios	Meta-cognition Teacher modelling Use of deep learning tools
Community Engagement	Celebrating Diversity	Support Involvement	Meet the Teacher Celebration Evenings Interviews EOTC/Leisure Ed	Home-school communication
Coherence	Developing a Passion for Learning Celebrating Diversity	Common Sense	School- wide themes Team Planning	Integrated approach Explicit links to other curricula areas Leveraging digital
Future Focus	Embracing Challenge Building Independence	Common Sense	Careers Unit School recycling	Problem –solving Questioning

**This procedure is reviewed as part of the Christchurch South Intermediate School Board of Trustees' programme of review.**