



# CURRICULUM DOCUMENT

**At Kapiti Primary school we are growing Confident Connected Explorers  
who are positive contributors to the community.**



The three key words in our vision are **CONFIDENT, CONNECTED, EXPLORERS**. These attributes are fundamental to human beings developing the skills they require to navigate life, thrive in society and make positive contributions to their community.



### CONFIDENT

Students with confidence have pride in their unique identity, hold a sense of belonging, value diversity and are aware of and accept the differences of others. Confident students are ready to take risks and learn from their mistakes; they know their own and others' strengths and utilise them to develop their skills and knowledge.



### CONNECTED

Students who feel connected develop positive relationships within our community, understand our history and have a strong sense of the past, present and future. They experience success when new learning is connected to prior knowledge and delivered in authentic contexts. They make connections between curriculum areas and recognise opportunities to apply new learning in a variety of ways.



### EXPLORERS

Students who are enabled to explore, seek answers to their questions through hands-on learning and problem solving. They are curious and highly motivated, show initiative and take agency in their learning journey. Deeper understanding is developed through active participation in inquiry learning.



# Our Values

## **TU TANGATA**

We stand tall, proud and are responsible

## **EXCEL**

We do our best

## **ACTIVE LEARNERS**

We think, create and share

## **MANAAKITANGA**

We care and respect all

**T**ogether **E**veryone **A**chieves **M**ore!!!

# Our Promise

We are Active Learners who always strive to Excel and show Tu Tangata and Manaakitanga





# Kapiti Primary School Curriculum

Our local curriculum design aspires to meet the needs of our community. It is unique to our local context and takes into consideration our community voice, local area and history. It responds to the priorities of our community and is designed to realise the potential of all learners.

Our curriculum is a living document that will continue to grow through robust evaluation.

This curriculum document is informed by a future-focused lens, evidenced-based teacher practice and innovative teaching and learning philosophies. It encapsulates the direction in which the school vision is being realised and represents The New Zealand Curriculum.





A photograph of two divers in the ocean. One diver is in the foreground, wearing a black wetsuit and a red snorkel, looking towards the camera. Another diver is partially visible behind them. The water is blue with some green seaweed visible at the bottom. The sky is clear and blue.

# WE HAVE WOVEN THE PRINCIPLES OF **THE TREATY** THROUGHOUT OUR FIVE DRIVERS

## TE TIRITI O WAITANGI

At Kapiti Primary School, we acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua. We honour Te Tiriti o Waitangi and have woven the principles of the treaty (Partnership, Participation and Protection) throughout our five drivers. Our school, with guidance from local iwi, will provide opportunities that support all Māori learners to thrive as Māori.

## BRAIN DEVELOPMENT and LEARNING

We understand the importance of healthy brain development and successful outcomes for all. Healthy brain development from birth impacts on learning and the ability of tamariki to thrive in a school environment. Kapiti Primary School puts a strong emphasis on healthy brain development by supporting tamariki to develop self-regulation strategies and proactively teach students the skills to have positive, trusting relationships with a range of people. More information on how we do this can be accessed in our Student Support Approach Behaviour Management Plan at KPS.

At Kapiti Primary School we believe that taking a proactive approach to behaviour management increases our students' capacity for self-regulation and successful socio-emotional development. Explicit teaching of behavioural expectations and problem-solving strategies, alongside opportunities to explore and practise these, are an integral part of teaching and learning at KPS. This guidance and modification of behaviour is best supported in an environment where effective relationships of trust and respect are built and maintained between students, teachers and whānau.

We understand that students are learners and not yet fully developed in their abilities to self-regulate and solve problems that are impacting on their learning community. We expect mistakes to be made during the learning process and that students will require support to address these in a reflective and restorative manner. We see our school as a community and use restorative practices to recognise that the wellbeing of that community is central to our collective and individual progress and success.

## OUR UNIQUE LOCAL CURRICULUM

The content of the KPS curriculum is drawn from the New Zealand Curriculum. Our Curriculum Drivers and School Values are closely connected to the Principles, Values and Key Competencies of the New Zealand Curriculum. Our community, its people and the environment where we live are unique. Our students need learning experiences that are related to their unique experience and also meet their specific learning needs. Our learners need to develop an appreciation of the history of our community, and the people that have come before them. This includes learning the stories of people who lived here prior to colonialism, about the events and key individuals that surrounded the signing of Te Tiriti o Waitangi in our region and the events that have happened since the Treaty was signed. The stories of Te Ati Awa, Ngati Raukawa and Ngati Toa are passed down to the next generation of Kapiti as part of the curriculum experience at KPS.

The young people of our area also inherit a rich environment and a legacy of Kaitiakitanga to uphold, with the protection of the Wharemauku stream, Kapiti Island, the mainland shoreline and Kaitawa Reserve. Along with this unique heritage are a range of environmental challenges that our young people will face. The curriculum at KPS seeks to connect students to the richness of this environment, develop a sense of physical and spiritual belonging to the environment as well as develop a sense of responsibility for its future.



OUR STUDENTS  
NEED LEARNING  
EXPERIENCES THAT  
ARE RELATED TO  
**THEIR UNIQUE  
EXPERIENCE**





# WE FOLLOW A TWO YEAR CYCLE THAT IS BASED ON **BIG IDEAS**

All learning at Kapiti Primary School follows our Inquiry cycle model. Students will Wonder, Explore, Connect, Act and Reflect both individually and in collaboration with others to construct meaning and make connections. Kapiti Primary School follow a two year cycle that is based on big ideas:

- » Challenging Ourselves, Ko wai au? Ko wai koutou?
- » Systems in Nature
- » Design and Innovation
- » Growth and Change
- » Social Systems
- » Time and Place
- » How We Organise Ourselves
- » Expressing Ourselves
- » Challenging Ourselves

Each term will focus on one of the big ideas and integrate learning from across the curriculum. We believe that each student's ultimate learning success is more important than the covering of particular achievement objectives. Each term will also have a particular focus on one of our drivers. Students and teachers will evaluate progress made based on both the big idea and using our learner pathway.

Our Curriculum Content Overview specifics our big ideas and key concepts that tamariki interact with. Integrated units of learning ensure context based deep and authentic learning.



## LEARNING THROUGH PLAY

New entrants in the Original Strand are welcomed into a 'Learning Through Play' environment at Kapiti Primary School. It is designed to develop social, oral language, physical and cognitive skills by engagement with intentionally selected resources and play opportunities. Play, in developmentally appropriate contexts, continues to be a feature of learning as students progress through our junior classes. Play enables the natural unfolding of human intelligence and creativity, while fostering the development of many important learning dispositions, e.g., curiosity, resilience, trust, confidence, courage, responsibility and perseverance. Teachers work collaboratively across the learning spaces, using tailored play experiences to support students in reaching their educational goals.

At five years of age, the frontal cortex of the brain (responsible for learning, relating, connecting and reasoning) is still developing. Engagement with a range of open-ended resources at increasingly sophisticated levels of complexity, provides opportunities for students to see patterns, make connections, build relationships and solve problems. They learn the skills necessary for regulating their emotions, negotiating situations and working collaboratively with others. Literacy, numeracy and science concepts are formed through hands-on exploration and experience, laying foundations for the more abstract thinking capabilities of the frontal cortex at around the age of seven years.

Learning through play sets students comfortably onto the learner pathways of our vision and curriculum drivers. The links between the early childhood curriculum Te Whāriki and the NZ Curriculum are reflected in our juniors' environment and pave the way for a smooth transition from one to the other. The 'big ideas' and key concepts of our termly, school-wide, inquiry plans are also integrated into our Learning Through Play opportunities.

A 'structured literacy' approach complements our Learning Through Play programme, beginning with a focus on phonological awareness. As students show readiness they are offered instruction in reading and writing, which are taught together, in literacy lessons. In addition, resources that support literacy development are available all day in our Learning Through Play environment.



**LITERACY,  
NUMERACY  
AND SCIENCE**  
CONCEPTS  
ARE FORMED  
THROUGH  
HANDS-ON  
EXPLORATION  
AND EXPERIENCE



## MONTESSORI AT KPS

As part of the wider school, KPS has a Montessori Strand. The curriculum is aligned with the New Zealand Curriculum and follows the KPS local curriculum through a Montessori lens. The principles of Montessori are maintained, including providing a learning community of mixed ages, enabling a child to exercise choice and freedom to follow their interests productively, encouraging freedom with limits, developing intrinsic motivation, teaching the whole child and providing an ordered environment through which students can develop an ordered understanding of the universe.

The staff are trained as Montessori teachers and teacher assistants. This is a priority at KPS as the Montessori method incorporates the use of materials to ensure children understand ideas at a conceptual level through hands-on experience. The timetable operating in this area of the school is different to allow for the three hour work cycle. During this three hour period, students are involved in lessons, group investigations and independent exploration. Students develop metacognitive skills through having choice around some of their learning, and time to reflect on what they have gained and what their next priorities are.

Over the 8 years in the programme, students will interact with the Big Ideas of the KPS curriculum, within the context of the Montessori curriculum. The KPS values are taught as part of grace and courtesy, and the pedagogies and practices for effective teaching at KPS are maintained in the Montessori environment. Students in the Montessori strand are involved with all the other aspects of the wider school programme, such as assemblies, elective programmes, school-wide events, technology and student council.



ENCOURAGING  
FREEDOM  
WITH LIMITS,  
DEVELOPING  
INTRINSIC  
MOTIVATION,  
**TEACHING THE  
WHOLE CHILD**



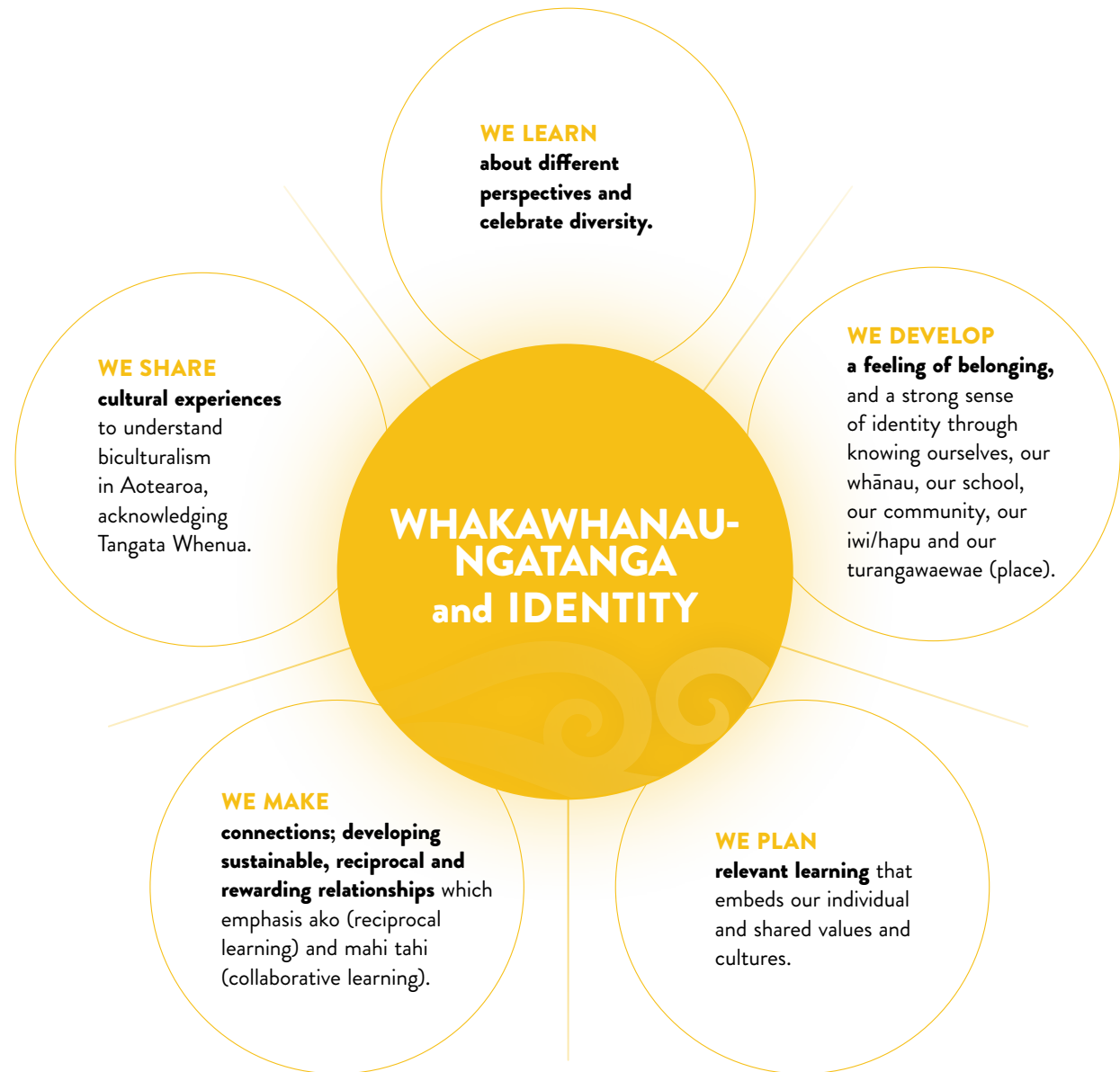
# OUR DRIVERS

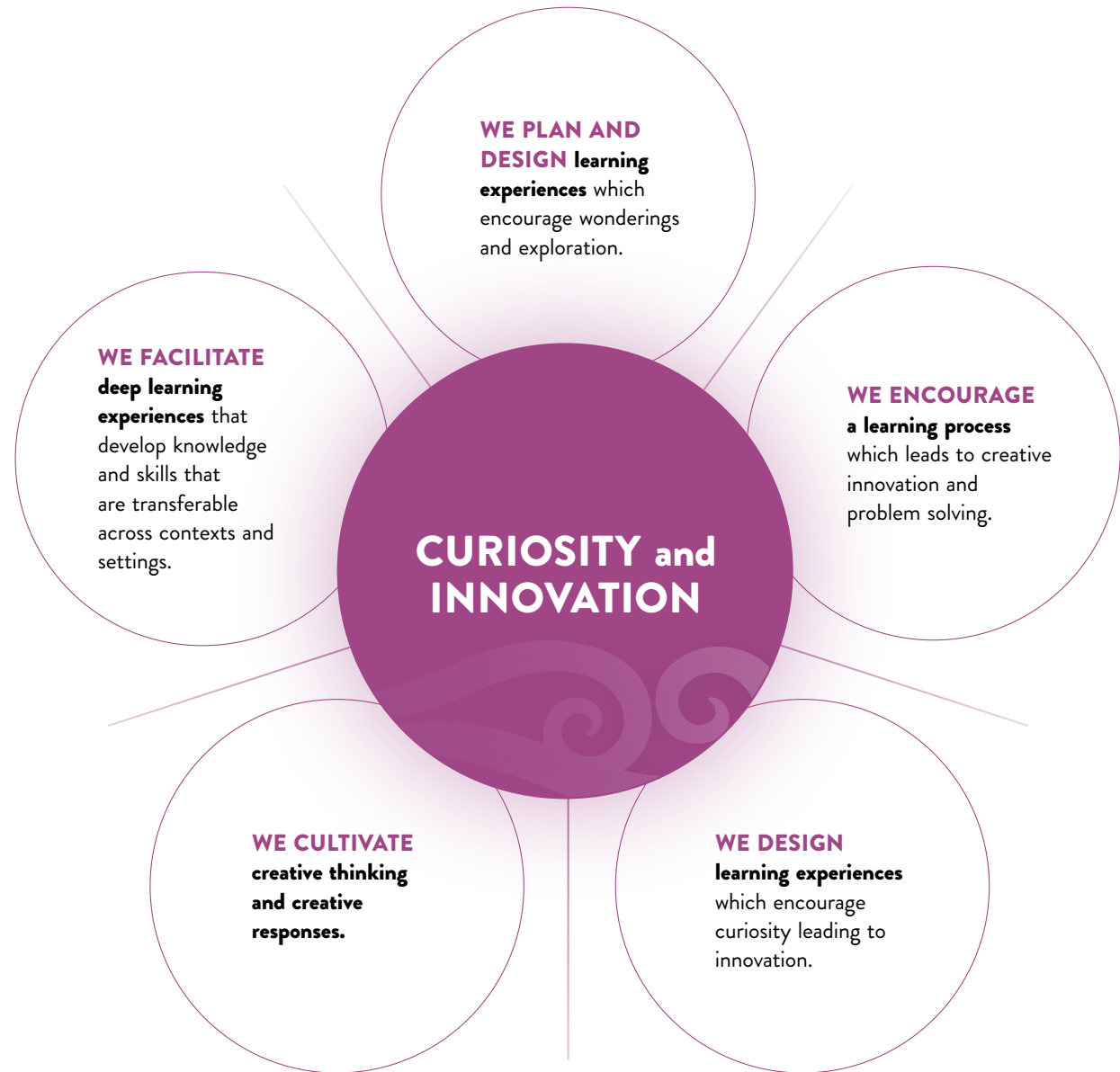














# Pedagogical Practices at KPS. What teachers and learners are doing?

## OUR **PEDAGOGICAL TEACHING PRACTICES**

### LEADERS AND TEACHERS WILL:

#### Research-informed conditions & practices that really make a difference:

- » Promote positive learner identities
- » Co-construct & maintain family-like contexts for learning which exemplifies whānaungatanga
- » Ensure high expectations are held for all children
- » Provide clarity about the learning that their students need
- » Carefully select and design tasks to engage learners, generate curiosity and promote reasoning and problem-solving
- » Provide for a variety of arrangements for learning; mixed ability, whole class, elective, individual, small groups, needs based
- » Orchestrate productive talk to build shared understandings and promote learning of all
- » Accelerate students working below curriculum expectations
- » Develop conceptual understanding before procedural
- » Promote connections through: real-life contexts, visuals, models, words & symbols
- » Attend to valuable evidence of learning and enable students to notice shifts in their thinking



PRACTICES FOR LEADERS and TEACHERS	PRINCIPLES - WHAT'S IMPORTANT?	WHAT WILL TEACHERS BE DOING?	WHAT WILL STUDENTS BE DOING?
<b>Actively promote positive learner identities</b>	<p>Know and believe in your students</p> <p>Redefine success where behaviours are valued</p> <p>Prioritise student voice</p> <p>Monitor identity information and formation</p>	<p>Co-construct what effective learners look, sound and feel like.</p> <p>Provide opportunities to reflect on their own developing dispositions.</p> <p>Provide tools for children to assess their attitudes.</p> <p>Model the use of growth mindset language eg."I don't know that yet".</p> <p>Develop growth mindsets by providing feedback around behaviours, e.g., risk taking or persevering.</p> <p>Elevate the status of students to support ongoing development of mindset.</p>	<p>Use language to describe their own developing dispositions and identity.</p> <p>Regularly reflect on their mindset and dispositions.</p> <p>Show awareness of their own growing learner identity.</p> <p>Show their thinking in a variety of ways and value this capability in their peers.</p>
<b>Co-construct and maintain family-like contexts for learning which exemplify whanaungatanga</b>	<p>Students need to feel safe to take risks and share their thinking</p> <p>Interactions and relationships between teachers and students are key to effective teaching</p> <p>Respectful communication to enable learning to and from and with each</p> <p>Social and emotional capabilities need to be taught, practised and maintained</p> <p>Active and respectful listening, collaboration needs to be explicitly taught</p>	<p>Explicitly teach the social skills for respectful listening and collaboration (e.g., fishbowl technique).</p> <p>Co-construct behavioural expectations for the classroom and make these explicit for the students, e.g., speak loudly enough for everyone to hear.</p> <p>Using talk moves, eg. guarding independent think time, agree/disagree, etc.</p> <p>Valuing student voice and contributions.</p> <p>Conveying high expectations for all learners.</p> <p>Ensuring deficit thinking does not have a place in teachers' thinking and relationships with students.</p>	<p>Contribute to and respect the cultural expectations in the classroom.</p> <p>Actively participate in a variety of ways.</p> <p>Take responsibility for sharing their thinking, listening actively, using others' thinking and building on it</p> <p>Value others' thinking</p>



<b>PRACTICES</b> FOR LEADERS and TEACHERS	<b>PRINCIPLES -</b> WHAT'S IMPORTANT?	<b>WHAT WILL</b> <b>TEACHERS</b> BE DOING?	<b>WHAT WILL</b> <b>STUDENTS</b> BE DOING?
<b>Attend to valuable evidence of learning</b>	<p>When teachers can identify evidence of shift, they are able to gather formative assessment information</p> <p>Formative assessment should be used to enable teachers to respond in the moment as well as adjust lessons over the coming days</p>	<p>Have a good understanding of the curriculum, and a good knowledge of the learning progression framework.</p> <p>Know what evidence is useful for showing learning and shift in understandings.</p>	<p>Using materials, writing, talking, using diagrams and equations to show their learning.</p> <p>Discussing how and why their thinking has changed</p>
<b>Be clear about the learning their students need</b>	<p>Outcomes for learning are linked to curriculum ideas and progressions</p> <p>Teachers have sound knowledge of the curriculum and the progressions</p> <p>Teachers determine what will count as valuable evidence of learning</p> <p>Planning which identifies clear goals for student's learning, situates goals within learning progressions, and uses the goals to guide instructional decisions</p> <p>Teachers need to respond flexibly during lessons and make adjustments according to formative assessments</p>	<p>Identifying the learning students need based on formative assessment and assessment tools.</p> <p>Co-constructing understandings around the purpose of the learning and how it relates to children's worlds.</p> <p>Helping students connect the task to their learning and learning progressions.</p> <p>Unit planning and lesson planning, which is often carried out collaboratively, includes the curriculum goal, the task, possible misconceptions and helpful prompts and questions.</p> <p>Drawing out the learning in the close of the lesson and supporting students to make connections between their learning and others.</p>	<p>Understand the purpose of the lesson and how the activities contribute to and support their learning.</p> <p>Make connections with prior learning and see where the learning is going.</p> <p>Self assess and reflect on their own understandings and progress towards the learning goals.</p> <p>Contrast and compare their thinking with that of their peers. Revise their own thinking and talk about how this has changed</p>

<b>PRACTICES</b> FOR LEADERS and TEACHERS	<b>PRINCIPLES -</b> WHAT'S IMPORTANT?	<b>WHAT WILL</b> <b>TEACHERS</b> BE DOING?	<b>WHAT WILL</b> <b>STUDENTS</b> BE DOING?
<b>Select tasks that encourage high level thinking and reasoning</b>	<p>Teachers select and design tasks that are talk worthy and valuable in the student's eyes, connecting to their language, identify and culture</p> <p>Tasks are accessible with multiple entry points</p> <p>Tasks have a high ceiling</p> <p>Tasks have high learning value and have a high cognitive demand requiring productive struggle</p> <p>Most instructional activities are rich tasks</p> <p>Independent tasks need to develop students' knowledge and strategies, and allow valuable opportunities to practise new learning, explore, and revise concepts from earlier in the year</p>	<p>Selecting/adapting tasks to genuinely engage students</p> <p>Motivating students through opportunities for building on and extending students' thinking</p> <p>Ensuring that tasks have multiple entry points and high ceilings</p> <p>Selecting materials</p>	<p>Using tools and representations to support their thinking and problem solving</p> <p>Taking responsibility for making sense of tasks, drawing on and making connections with their prior knowledge</p> <p>Engaging early in contexts and in thinking</p> <p>Making connections to prior learning and experience</p>
<b>Pique curiosity in opening minutes of the lesson and launch tasks</b>	<p>Children are motivated when they value the task and feel safe to contribute. They decide on this within the opening minutes of the lesson</p> <p>An effective launch ensures that:</p> <ul style="list-style-type: none"> <li>-the problem makes sense to the students</li> <li>-the problem matters to the students</li> </ul>	<p>In their planning, be clear about the learning goal, anticipate multiple solution strategies and common misconceptions, consider what students will bring to the task (knowledge and experience) and what support they might need to access the task and identify key vocab to be developed.</p> <p>In their launch, explore contextual features of the task, elicit current knowledge and explore ideas. (Be careful not to spoon-feed)!</p> <p>Explore and capture key vocabulary</p> <p>Providing and guarding independent thinking time Using Talk Moves to value and use students' thinking.</p>	<p>Actively listening and showing interest through their body language</p> <p>Using independent think time</p> <p>Asking questions</p> <p>Sharing thinking clearly</p> <p>Think what they already know think about a way to get started and what they might use to make sense of the problem: equipment, drawings, written recording</p>



<b>PRACTICES</b> FOR LEADERS and TEACHERS	<b>PRINCIPLES -</b> WHAT'S IMPORTANT?	<b>WHAT WILL</b> <b>TEACHERS</b> BE DOING?	<b>WHAT WILL</b> <b>STUDENTS</b> BE DOING?
<b>Orchestrate productive talk</b>	<p>Creating knowledge is a social task which involves sharing thinking and co-construction of ideas.</p> <p>In order for learning to take place in lessons the conversation needs to be engineered and directed towards higher level strategies and mathematical knowledge.</p> <p>The class culture allows for children to carry out productive conversation, sharing and constructing knowledge together.</p>	<p>Have a clear understanding of where the learning activity fits into the big idea.</p> <p>Know the learning progressions so that the lesson can be directed towards developmentally appropriate understandings.</p> <p>Use talk moves to enable processing of information and propel the discussion towards new learning.</p> <p>Use the 5 practices of orchestration in planning and in the delivery of lessons.</p> <p>Develop and maintain a class culture which enables children to share thinking and build mathematical knowledge.</p>	<p>Actively engage in lessons, sharing their ideas and rationales, clarifying, revoicing and questioning others' thinking.</p> <p>Take leadership, shaping the ideas of others.</p> <p>Accept the support of others in forming their ideas and knowledge.</p>
<b>Promote connections</b>	<p>Children need to see ideas represented in different ways (equations, with materials, in words, as pictures and diagrams etc).</p> <p>Links between the different ways of representing ideas are explicit for learners.</p>	<p>Modeling thinking in a variety of ways.</p> <p>Planning lessons which involve students drawing, writing, constructing pictures, charts and diagrams etc.</p> <p>Explicitly linking the different ways of representing an idea. Using the principles of UDL so that the learning is accessible to learners with different strengths.</p>	<p>Children will be confident to show their thinking in different ways. Children will have some choice around how they present their thinking and be confident in explaining their thinking.</p>

# Characteristics of a KPS Teacher

RELATIONAL	FACILITATOR	COLLABORATOR	HIGH EXPECTATIONS
<ul style="list-style-type: none"> <li>» Teachers use fun and humour</li> <li>» Upholding the dignity and Mana for the child in all interactions</li> <li>» Positive Reinforcement</li> <li>» Authentic/Genuine self</li> <li>» Develop empathy for all children</li> <li>» Use restorative measures to maintain and fix relationships</li> <li>» Know yourself and your triggers to support positive interactions</li> <li>» Use co-regulation strategies to support regulation.</li> </ul>	<ul style="list-style-type: none"> <li>» Agentic thinking supports learners to make choices about their learning.</li> <li>» Co-constructor of knowledge</li> <li>» Task selection and design learning that allows problem-solving</li> <li>» Inquiry-based pedagogy</li> <li>» Supports student response (ako, creative, problem solving)</li> <li>» Weaving how to learn and what to learn.</li> </ul>	<ul style="list-style-type: none"> <li>» Planning together (co-planned lessons, reflection together)</li> <li>» Shared responsibility for students</li> <li>» Recognising and using our strengths (having an awareness of strengths and weaknesses)</li> <li>» Flexible, adaptable, risk-taking innovation.</li> <li>» Collective problem-solving.</li> <li>» Positive learner-focussed relationships with whānau.</li> </ul>	<ul style="list-style-type: none"> <li>» Give specific feedback connected to learning goals.</li> <li>» Link progress to motivation and effort</li> <li>» Learning tasks allow for choice around how the learning process is achieved.</li> <li>» Set co-constructed specific goals for learning.</li> <li>» Set high-level tasks for all students providing scaffolding to enable access to high-level learning.</li> </ul>
REFLECTIVE		RISKTAKERS	



# Assessment - What learning do we value?

The [Learner Pathway](#) is based on our curriculum drivers and will be used by students and teachers to reflect on progress and set goals for new learning. Our drivers reflect the NZC principles and key competencies.

Our [Assessment Schedule](#) supports learners to progress through the NZC key curriculum areas.

## CLASS PROGRESS SUMMARY DOCUMENTS

These indicate students who are Tier 2 Learners (students making less than expected progress and requiring classroom based intervention planned and delivered by the classroom teacher) and Tier 3 learners (students who are xxx). Class progress summary documents also provide the documentation for Teacher's inquiry into target students. 5 weekly updates provide information about recent progress and next actions for the teacher, alongwith goals for next learning steps.



# Components of Kapiti Primary School Curriculum

## **CAREERS EDUCATION AND GUIDANCE**

The Kapiti Primary School vision ensures the skills students learn from the ages of 5 - 13 allow them to grow into healthy adults. This includes students becoming confident and articulate adults how persevere, problem solve and can adapt to a range of situations. Our students are growing to be lifelong learners who identify themselves as positive contributors to their community, in all areas. Throughout the primary years, KPS students are developing their strengths, interests and a positive identity as a learner and an achiever. The ability to be resilient, innovative and clear communicators will support our students in future years to be flexible and agile in an ever changing workplace. Our local curriculum design has a strong emphasis on what the future will hold for us. We will engage with what is around us, what might change and what will still be here in the future. Part of this involves identifying future needs, investigating local businesses and commerce, Inviting professionals in to talk about what they do for a living. One of our five curriculum drivers covers students' strengths and interests. Our curriculum empowers students to build confidence in their own abilities and utilise their strengths to be successful.

The integrated model of the KPS curriculum and the inquiry approach adopted ensures that children perceive the interrelatedness of the various disciplines and see themselves as active constructors of knowledge. Our classroom programmes allow for students to engage with a wide variety of contexts for learning and students are encouraged to take opportunities to broaden their world experience (these include sport, Kapa haka, Student council and other activities run as part of the larger school programme). Throughout classroom learning programmes, links are made between the content or knowledge being developed and authentic real world applications of this. Understanding how skills and knowledge will serve them in their future, ensures learning connects to the wider lives of students and whānau.

## **LANGUAGES OTHER THAN ENGLISH**

Senior students are offered the opportunity to experience learning a language other than English. Each year, a number of languages are offered for students to select an elective from. Year 5-8 students elect to experience a language at a simple level and develop a 'taste' for particular languages. Along with this, they learn a little about the culture of this language, exploring such topics as food and celebrations.



## HEALTH STATEMENT

Kapiti Primary School is implementing a programme of Health Education based on the New Zealand Curriculum and in keeping with the school's charter and values. Our programme has been designed using Te Whare Tapa Whā and supports students to acquire the knowledge, skills and attitudes to maintain and enhance well-being. Social and societal influences on well-being are explored and students are given opportunities to take action to promote their own and others' well-being. In delivering Health Education at Kapiti Primary School, teachers take opportunities to carry out learning in an integrated manner with other components of The New Zealand Curriculum. They use a range of appropriate teaching strategies that engage students and enable development of the key competencies through our five drivers:

- » Collaborative Communication
- » Whakawhanaungatanga and Identity
- » Curiosity and Innovation
- » Strengths Based, Authentic Learning.
- » Our TEAM values

The main drivers relating to Health are Collaborative Communication, where there is a strong emphasis on positive relationships and hauora, and Whakawhanaungatanga and Identity which emphasises building a sense of belonging and developing our individual and collective identity.

Embedded within the whole of our school programmes is the teaching and learning of self regulation (understanding and managing emotions) and building our capacity to reflect on our learning and achievement. These underpin hauora, student well-being, the development of a positive identity and relationships.

Health learning will be regularly assessed using the Kapiti Primary School Learner Pathway. Regular evaluation will occur where the school looks at what is being taught, how we are making progress for our students and are we using best practice.

Our Health and PE programmes will include support from outside providers, including Project Energise, Nuku Ora, Life Education and the Community Constable.



