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# DOVEDALE SCHOOL CURRICULUM



*FLYING TOGETHER- WORKING WITH MY COMMUNITY TO  
REACH MY FULL POTENTIAL*

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# Our School's Vision

*Rere tahi ana.*  
Flying together.

## Our Values and Beliefs

Our Core Beliefs are lived out in the culture of our school. They are a reflection of the way we do things at Dovedale School.

- All children have the right to achieve their learning potential.
- We create a community of life long learners.
- Our environment provides child-centered learning.
- We value and nurture creativity.
- We find joy in learning through the wonder of discovery.
- We celebrate diversity and difference in an inclusive school climate.
- We maintain a strong value-centered culture where virtues are practiced.
- We are a happy school where fun and laughter is an everyday occurrence.



### *The Story Behind our Logo...*

The blue river represents the 'Dove River' and the natural landscape that surrounds our school, providing our local identity and reminding us of the need to care for our environment. The mountain range represents 'Mount Arthur - Wharepapa' to represent the solid foundations for learning – literacy, numeracy, inquiry, the key competencies and values as well as linking the history of our region. The circle format represents us as New Zealanders working in a global environment, where everyone at school is a member of local and world community. The Kereru is in the Dove family and it is flying to 'reach for the sky' having aspirations and high expectations.

Our logo is made up of six values - each value encompasses what we want the students of Dovedale to be. '**Together**' represents staying connected to our community so that we can all be in this together.

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# Our School Values

*Whāia te iti kahurangi ki te tūohu koe me he maunga ...*  
Aim for the highest cloud so that if you miss it, you will hit a lofty mountain

At Dovedale School we put our six values at the forefront of all we do. These values were decided by our school community as being an important for our learners. We celebrate them in many ways including holding a Value Stone celebration at every school assembly. It is about receiving acknowledgement for displaying the attributes of the values and then 're-gifting' the stone and *kete* to someone who has also be noticed for displaying those values. It is special part of how we celebrate success at Dovedale School.



**Values/ Attributes:**

- NOVEMBER 2018

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## ***Creativity***

You have been chosen to receive this taonga as you have demonstrated the Dovedale value of creativity; auahatanga. This means that you can think creatively, adapt to new ideas and think of alternative solutions.

Tino pai, we are proud of your achievements.

## ***Respect***

You have been chosen to receive this taonga as you have demonstrated the Dovedale value of respect; whakaute. This means that you are inclusive and care for others whilst also respecting our environment.

Tino pai, we are proud of your achievements.

## ***Confidence***

You have been chosen to receive this taonga as you have demonstrated the Dovedale value of confidence; maia This means that you are focused on your learning, that you challenge yourself to take risks and learn from your mistakes.

Tino pai, we are proud of your achievements.

## ***Happiness***

You have been chosen to receive this taonga as you have demonstrated the Dovedale value of happiness; harikoa. This means that you are happy to be yourself and do your best.

Tino pai, we are proud of your achievements.

## ***Strength***

You have been chosen to receive this taonga as you have demonstrated the Dovedale value of strength; marohirohi. This means that you are engaged with your learning and strive to do the best you can academically.

Tino pai, we are proud of your achievements.

## ***Inspiration***

You have been chosen to receive this taonga as you have demonstrated the Dovedale value of inspiration; hiringa. This means that you make the most of all opportunities both in and outside the classroom and live your life to the fullest.

Tino pai, we are proud of your achievements.

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# Diversity

*Ko te ahurei o te temaiti arahia o tatou mahi.*  
Let the uniqueness of the child guide our work.

At Dovedale School diversity and difference are acknowledged and celebrated in an inclusive school environment. We recognise value and cater for the diverse abilities and needs through our special needs, accelerant, enrichment and cultural programmes.

- Communication at enrolment with parents and support agencies will provide information of needs to be catered for.
- IEPs will support the child's learning and full integration into school.
- Information sharing will include families and staff and be continued throughout all levels of the school.
- Identification processes are established early each year to enable an inclusive approach for all our programmes.
- Enrichment programmes are provided, based on student needs, programmes offered and teacher strengths.
- The Children with "Special Needs" register are frequently updated to ensure all children are catered for.
- Identified needs will inform our educational allocation of personnel and resources to support programmes.

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# Staff @ Dovedale School

*Ehara taku toa I te toa takitahi engari,  
he toa takitini.*

My successes are not mine alone, they are ours –  
the greatest successes we will have are working together.

At Dovedale School Staff are valued and supported in their role while showing empathy and respect for all members of our learning community.

A staff member at Dovedale School will:

- Focus on the needs of all children.
- Develop opportunities for all children to reach their full potential.
- Through formative and reflective practice be professionally curious.
- Enjoy people and have a sense of humour.
- Engage children and their families by establishing and maintaining strong learning partnerships.
- Be a learner, being guided by best practice.
- Be given opportunities to grow in Leadership and be supported in that role.
- Work collaboratively with each others keeping children as the focus of all we do.
- Be flexible and adaptable.
- De respectful, fun and fair.
- Passionate about learning and sharing learning.
- Be a good communicator

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# New Zealand Curriculum

*Te mane kai i te miro,  
nona te ngahere,  
Te manu e kai i te matauranga,  
nona te ao.*

The bird that partakes of the miro berry,  
owns the forest.  
The bird that partakes of education,  
owns the world.

At Dovedale School the NZ Curriculum provides the foundation for all teaching and learning. The Principles embodied in the NZ Curriculum will underpin all decision making at Dovedale.

Through the learning areas of English, The Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Sciences and Technology children will be engaged, challenged, forward looking and inclusive.

The NZ Curriculum will be used as a guide to ensure children are given the broad, general education that lays a foundation for future specialisation. By working with the NZ Curriculum and the Dovedale School Curriculum children are able to experience a wide range of integrate learning experiences making use of the natural connections that occur between the learning areas.

Our Charter is guided by our Vision and Strategic Goals, which are developed by the Board of Trustees, staff, children and community.

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# Literacy

*Ko taku reo taku ohooho,  
ko taku reo taku mapihi mauria.*

*My language is my awakening, my language is the window to my soul.*

*At Dovedale School we aim to provide meaningful and purposeful child-centered literacy programmes that develop the skills needed to become effective communicators within our world.*

Through motivation and success, we aim to foster a love of language that will remain with children throughout their lives.

Children will be given the opportunity to explore and develop literacy skills through deliberate acts of teaching in an integrated and rich learning environment.

- Teaching programmes are based on current assessment data.
- Teachers will analyse assessment data to develop next steps in learning and teaching.
- Children's progress will be monitored as a part of the daily teaching programmes targeting identified needs
- The literacy programme will be flexible, responding to changing needs of the children.
- Teachers will regularly work together to moderate learning samples against accepted tools.



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# Mathematics and Statistics

*Whaowhia the kete matauranga.  
Fill the basket with knowledge.*

*At Dovedale School we believe Numeracy is a major influence in all aspects of our daily lives.*

Through Mathematics and Statistics children will explore a range of thinking skills which develop knowledge and strategies. This will enable them to explore mathematical ideas to solve problems and to think creatively, critically, strategically and logically.

All teaching and learning in numeracy at Dovedale School will foster success and enjoyment, while utilising appropriate resources to provide quality learning experiences.

- Mathematics programmes will be based on the Numeracy Project pedagogy, with all strands covered throughout the year.
- Teaching programmes are based on current assessment data which is analysed to inform next steps in teaching and learning.
- Children's progress will be monitored as part of the daily teaching programs targeting identified needs.
- The Numeracy programme will be flexible, responding to changing needs of the children.
- Children will be involved in identifying where they are at, and where they are going in their learning.
- Teaching of Numeracy will be delivered consistently throughout the year, with up to 80% of teaching content based on "Number" or integrated with other strands

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# Science

*Tūngia te ururua, kia tupu whakaritorito te tupu o te harakeke.*

Clear the undergrowth so that the new shoots of the flax will grow.

At Dovedale School the teaching and learning of Science is valued and we continue to strive for our students to be confident in all of the science capabilities.

*In Science, we want our students to explore how both the physical world and science itself work, so that they can participate as critical, informed and responsible citizens in a society in which science plays a significant role. (NZC page 17)*

We have developed a Science Teaching Plan on a 4-year cycle to ensure coverage of all the strands and the 'Nature of Science' elements. - Please see this plan on the following page.



### Dovedale School Science Programme of Work – 4 Year Cycle

**Confident, Respectful, Happy, Creative, Inspired, Strong – FLYING TOGETHER**

|                      |                                                                                                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                            |                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                          |                                                                                                                                                                                           |                                                                                                                                                         |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Values               |                                                                                                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                            |                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                          |                                                                                                                                                                                           |                                                                                                                                                         |
| Nature of Science    | Understanding about Science (US)                                                                                                                                                          |                                                                                                                                                                                                  | Investigating in Science (IS)                                                                                                                                              |                                                                                                                             | Communicating in Science (CS)                                                                                                                                                         |                                                                                                                                                                                          | Participating and Contributing (PC)                                                                                                                                                       |                                                                                                                                                         |
| Science Capabilities | 1. Gather & Interpret Data (G)<br>2. Use Evidence (UE)                                                                                                                                    |                                                                                                                                                                                                  |                                                                                                                                                                            | 3. Critique Evidence                                                                                                        |                                                                                                                                                                                       | 4. Interpret Investigations                                                                                                                                                              |                                                                                                                                                                                           | 5. Engage in Science                                                                                                                                    |
| Key Competencies     | Thinking<br>Managing Self & Relating to Others                                                                                                                                            |                                                                                                                                                                                                  |                                                                                                                                                                            |                                                                                                                             | Using symbols language and texts<br>Managing Self & Relating to Others                                                                                                                |                                                                                                                                                                                          | Participating & Contributing<br>Managing Self & Relating to Others                                                                                                                        |                                                                                                                                                         |
| Year                 | 2018                                                                                                                                                                                      |                                                                                                                                                                                                  | 2019                                                                                                                                                                       |                                                                                                                             | 2020                                                                                                                                                                                  |                                                                                                                                                                                          | 2021                                                                                                                                                                                      |                                                                                                                                                         |
| NoS – Core Strand    | US/IS                                                                                                                                                                                     | IS/CS                                                                                                                                                                                            | US/CS                                                                                                                                                                      | IS/PC                                                                                                                       | PC/US                                                                                                                                                                                 | US/IS                                                                                                                                                                                    | US/CS                                                                                                                                                                                     | CS/PC                                                                                                                                                   |
| Science Capabilities | GI/UE                                                                                                                                                                                     | GI/UE                                                                                                                                                                                            | UE/IR                                                                                                                                                                      | UE/ES                                                                                                                       | GI/ES                                                                                                                                                                                 | CE/UE                                                                                                                                                                                    | CE/IR                                                                                                                                                                                     | IR/ES                                                                                                                                                   |
| Contextual Strands   | Living World                                                                                                                                                                              | Physical World                                                                                                                                                                                   | Material World                                                                                                                                                             | Planet Earth & Beyond                                                                                                       | Living World                                                                                                                                                                          | Physical World                                                                                                                                                                           | Material World                                                                                                                                                                            | Planet Earth & Beyond                                                                                                                                   |
| Juniors (0-3)        | <u>Ecology/Life Processes</u><br>Stream/animals study<br>-Dove River<br>-Habitats<br>Microorganisms<br>-Water sources                                                                     | <u>Physical Inquiry &amp; Physics Concepts</u><br>-Simple Circuits<br><u>Light &amp; Colour (T4)</u><br>-Mirrors<br>-Bubbles<br>Chromatography<br><br>Buoyancy(discovery)<br>-Floating & Sinking | <u>Properties and change of matter</u><br>States of matter<br>-dissolving<br>-Solids, liquids, gases<br>-Freezing                                                          | <u>Astronomical Systems</u><br>-constellations<br>-Sun & Moon<br>-seasons<br>-shadows<br><br><u>Matariki</u>                | <u>Ecology Plants</u><br>-Plant parts (seeds, roots, shoots)<br>Living & non-living<br>Life cycles<br>School Garden                                                                   | <u>Physical Inquiry &amp; Physics Concepts</u><br>Forces and Motion<br>-Simple Machines<br>-Push and Pull<br>-Magnets<br><u>Sound</u><br>- musical instruments<br>-vibrations<br>-waves  | <u>Properties and change of matter/chemistry &amp; Society</u><br>- Simple kitchen chemistry<br>- Fizzing, foaming                                                                        | <u>Interacting Systems</u><br>-Dinosaurs<br>-Extinction<br>- Ice age<br><u>Time: day &amp; night</u>                                                    |
| Seniors (4-8)        | <u>Ecology/Life Processes</u><br>Stream study<br>Dove River<br>-Habitats – wider habitat/stream<br>Microorganisms<br>-Water sources<br>-Classification<br>-Mini-beasts<br>-Sustainability | <u>Physical Inquiry &amp; Physics Concepts</u><br>Electricity<br>-renewable<br>-Solar<br>- wind power<br>- hydro power<br>-circuits<br>-positive/neg<br>-static                                  | <u>Properties and change of matter</u><br>States of matter<br>Solid, liquid & gas<br>-melting, boiling, expanding<br>Crystals<br>Sherbet<br><u>Acids/Bases</u><br>PH scale | <u>Astronomical Systems</u><br>-Solar System<br>-Moon tides<br>-Night/day<br>-Satellites<br>- STARS<br><br><u>-Matariki</u> | <u>Ecology/Evolution Plants</u><br>Photosynthesis<br>Pollination<br>Natives<br>Abel Tasman<br>Pest control<br>Conversation<br>Sustainability<br>Farming<br>Kahurangi<br>National Park | <u>Physical Inquiry &amp; Physics Concepts</u><br>Forces and Motion<br>-Pulleys<br>-Gears & Levers<br>-Friction<br>Flight<br>-Aerodynamics<br>-Gravity<br>-Lift/pull/drag<br>-parachutes | <u>Properties and change of matter/chemistry &amp; Society</u><br>Preserving food<br>Milk/cheese/ butter<br>Yogurt<br><u>Forensics</u><br>DNA<br>Imprints<br>Fingerprints<br>Fabric/fibre | <u>Earth Systems</u><br>-Geology<br>-Volacnoes<br>Rock Formations<br>Earthquakes<br>Fossils<br><u>Weather:</u><br>Water Cycle<br>EROSION<br>RAIN GAUGES |
| Other Learning Areas | Animals/farming: our local environment, ENVIROSCHOOLS focus; linked in. Pop up Science: heat, insulation-conduction, Native Birds                                                         |                                                                                                                                                                                                  |                                                                                                                                                                            |                                                                                                                             |                                                                                                                                                                                       |                                                                                                                                                                                          |                                                                                                                                                                                           |                                                                                                                                                         |

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# Te Ao Māori

*Ko taku reo taku ohooho,  
ko taku reo taku mapihi mauria.*

My language is my awakening, my language is the window to my soul.

## **Our Beliefs about Māori learning:**

- Dovedale Primary School is committed to integrating Tikanga (Māori culture and custom) and the Māori world view into all aspects of learning. By learning te reo Māori and becoming increasingly familiar with Tikanga, Māori children will have their identities and culture strengthened and respected, while non-Māori learners will journey towards creating shared cultural understandings. All who learn te reo Māori help to secure its future as a living, dynamic and rich language (NZC, pg14).

## **Our Programme:**

- A holistic and natural integration of Te Reo and Māori World view is expected throughout the curriculum
- Lesson plans from TKI ; Curriculum Guidelines - *Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki*
- Curriculum Guidelines for Teaching and Learning Te Reo Māori will be used to support children to achieve curriculum level one by the end of year eight
- An integrated approach to learning, focusing on contexts that have meaning and interest for children
- Te Reo Māori learning experiences will be explicitly taught, and when appropriate, be integrated into everyday teaching and learning opportunities. The knowledge and skills acquired by our children will be built upon as they progress through the school. Daily delivery of this programme will be built into classroom timetables.

## **Learning opportunities for children:**

- Whānau groups; gardening, challenges and other opportunities throughout the year.
- Tuakana Teina –once per week built into timetable
- Waiata groups with specialist music teacher
- EOTC visits: Te Awhina Marae, Onetehua Marae (Golden Bay), Nelson Museum, School exchanges, Whenua-iti
- Everyday learning: teacher commands, immersion of Te Reo into other learning areas, visual aids in classroom, signage around the school
- Visiting experts and community support: advisors, community members
- Staff PLG (Professional Learning Group) with a partner school in our local area sharing expertise and developing teacher's confidence in te reo.

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# Active Schools

# Physical Education

Mauri tu mauri ora  
*An active soul is a healthy one.*

Dovedale School recognises the need to cater for the all being of the whole child (holistic education). The concept of well-being encompasses the physical, mental and emotional, social and spiritual dimensions of health.

Dovedale School promotes the interdependent concept of Hauaroa, (a Maori philosophy of well-being) and our learning programmes themes emphasize the importance of the whole child.

We look for a variety of ways to support our children and their whanau's well-being and involve the expertise of outside agencies where applicable and have strong links with the following organisations;

- Sport Tasman
- Whenua-iti
- Nelson Hockey
- Nelson Bays Tennis
- Nelson Baseball
- Swim Magic
- Nelson Rugby
- Nelson Football

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# Health Education

*Iti noa ana he pito mata*  
From a withered tree a flower blossoms

Dovedale School will implement a programme of Health Education based on the New Zealand Curriculum and in keeping with the school's charter and values. The focus of the programme will be to give our students the knowledge, skills and attitudes to maintain and enhance well-being. Students will recognise social and societal influences on well-being and be given opportunities to take action to promote their own and others' well-being.

In delivering Health Education, Dovedale School teachers will use a range of appropriate teaching strategies that engage students and enable development of the key competencies, while taking opportunities to integrate Health Education learning with other aspects of The New Zealand Curriculum.

We consult with our community every 2 years about our Health Programme and use this consultation process to implement new initiatives and make changes where necessary.

Some of the specific health programmes that we run at Dovedale School are;

- Life Education
- Sexuality Education (Positive Puberty ) in years 6-8
- Positive Behaviour programmes such as "Golden Time".
- Sun-smart
- Nutrition; water & milk only school & healthy eating

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# Social Sciences

*Whiria te tangata*  
Weave the people together

In the social sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

The social studies learning area involves students learning about the way society works and how people can participate as critical, active and responsible citizens. Contexts are drawn from the past, present and future and places within and beyond New Zealand.

Through the social sciences, children develop knowledge and skills to participate and contribute to their communities and the wider world. Along with this they clarify their understanding of their own identity and place in the world. Students develop an understanding of the bicultural nature of New Zealand and the Treaty of Waitangi as well as multicultural perspectives on people, places, cultures, histories and economics.

Social Sciences is structured by integrating concepts from the following strands:

- Identity, Culture and Organisation
- Place and Environment
- Continuity and Change
- The Economic World

At Dovedale School we integrate these strands into our termly whole school inquiry topics.

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# The Arts

*Mauri ate pono*  
Believe in Yourself

The teaching of arts should encourage a lifelong interest in music, dance, drama, and the visual arts. The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meanings (New Zealand Curriculum; pg. 20).

'The Arts' is taught through the following strands:

- Dance
- Drama
- Music – Sound Arts
- Visual Arts

At Dovedale School we integrate these strands into our termly whole school inquiry topics.

- In the senior area of the school the students learn the recorder; Years 4 & 5 and Years 6-8 learn the guitar from a specialist music teacher
- We utilise specialist Drama, Dance and Music teachers for productions, musical performances and special showcases.



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# Technologies

*He aha te kai o te rangatira?  
He Kōrero, he kōrero, he kōrero  
What is the food of the leader?  
It is knowledge. It is communication*

Technology is intervention by design. It uses intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities. Design is characterised by innovation and adaptation and is at the heart of technological practice. It is informed by critical and creative thinking and specific design processes. Effective and ethical design respects the unique relationship that New Zealanders have with their physical environment and embraces the significance of Māori culture and world views in its practice and innovation. Technology makes enterprising use of knowledge, skills and practices for exploration and communication, some specific to areas within technology and some from other disciplines.

These include digitally-aided design, programming, software development, various forms of technological modelling, and visual literacy – the ability to make sense of images and the ability to make images that make sense. (New inset NZC 2020)

## ***Learning Area Structure:***

The technology learning area has three strands: Technological Practice, Technological Knowledge, and Nature of Technology. These three strands are embedded within each of five technological areas:

- computational thinking for digital technologies
- designing and developing digital outcomes
- designing and developing materials outcomes
- designing and developing processed outcomes
- design and visual communication.

The Technology learning area has been revised to strengthen the positioning of digital technologies in the New Zealand Curriculum. This is for all students from year 1–13 and is to be fully implemented into schools in 2020. The goal of this change is to ensure that all learners have the opportunity to become digitally capable individuals. The change provides a greater focus on students building their skills so they can be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies. (See Dovedale School Digital Technologies Overview)

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# Assessment Statement

*Titiro whakamuri  
Kokiri whakamua.*

Look back and reflect  
So you can move forward.

The primary purpose of assessment at Dovedale School is to improve children's learning and teacher's teaching. This occurs through the interaction between teaching and learning, based on timely gathering, analysis, interpretation and use of information that can provide evidence of children's progress. Not all assessment is formalised, much is based on OTJ's (overall Teacher Judgment), that is evidence based.

Assessment at Dovedale School is based on a Formative Model.

Assessment:

- Clarifies what children know, can do, and still need to learn.
- Involves children in setting realistic goals through self and peer assessment.
- Supports teaching and learning goals through understanding planned outcomes and success criteria, with guidance from teacher feedback.
- Is planned and communicated, with children knowing in advance how and why they are being assessed.
- Is suited to the purpose, using informal and formal approaches chosen to suit the information required.
- Outcomes are based on variety of evidence to ensure professional judgments are valid and fair.
- 
- 
- School wide data will be collected, analysed, to review teaching and learning processes, as well as reporting to the BOT on learning trends and outcomes and the MOE.
- Moderation discussions between teachers will ensure there is a shared understanding of the progressions in learning.
- Will be linked to the teaching inquiry process, refer NZC pg35

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- Progress relation to levels is reported to parents twice per year in writing and in 3-way child, parent teacher conferences and achievement in the NZC curriculum
  - Parents are always welcome to discuss their child's progress and achievement throughout the year with their child's class teacher.

We use the following Assessments;

Literacy:

- Running Records using PM Benchmarks and 'Ready to Read'
- E-aSSTLE writing assessments 4 times a year (1 per term)
- STAR – beginning of the year in Years 3-8
- STEPS – spelling age assessment
- Moderation of Writing against the Exemplars
- PAT's Reading Vocabulary, Reading Comprehension (Start and End of Year) Years 4-8 \* from 2020

Numeracy:

- NUMPA & Gloss – alternate years at the start of the year
- E-aSSTLE math's assessments 4 times a year (1 per term) – year 4-8
- IKAN – Years 4-8
- Stage 0-8 tracking assessments throughout the year on an individual basis
- PAT Math's (Years 3-8) start and end of year \* from 2020

Science:

- Time 1 and Time 2 Science observations
- Science observations /anecdotal evidence against the Science Strand and Curriculum levels

Inquiry / Topic based learning / Values and Key competencies:

- 'The Dovedale Learner Profile' – a rubric that scaffolds our values, the NZC Key Competencies, critical thinking, work aptitude and social skills. This is a layered rubric that is assessed twice per year aspiring to our 'Graduate Profile' at the end of Year 8

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# The Dovedale School Graduate Profile

When I leave Dovedale I will be...

**Confident** to try new things and bounce back if things don't go my way

**Respectful** towards others in my words and actions – appreciating our differences

**Happy** to be myself and do my best

**Creative** in my thinking and adaptable to new ideas and situations

**Inspired** by life and enthusiastic about embracing new opportunities

**Strong** in the knowledge and skills I have developed to do well in my next learning journey

**Connected** to my community and the environment – proud of 'our place' and my belongings

.... taking an abundance of stories and experiences away with me!

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# Discovery Learning

*Ka rondo, ka wareware  
Ka kite, ka mahara  
Ka hangaia, ka marsma ahah.*

I hear and I forget  
I see and I remember  
I do and I understand.

Discovery Time provides an environment where students are given the opportunity to direct and take responsibility for their own learning. They are given the freedom to develop skills which may not be promoted in the regular classroom. It provides opportunities for teachers to meet the cognitive social-emotional and physical needs of children through flexible activity-based experiences. It gives students an opportunity to enhance our Dovedale School values of Confident, Respectful, Happy, Creative, Inspired and Strong. Whanau and preschooler are invited to take part in this weekly Discovery Learning Session. It is open to all and enhances our motto of "Flying Together"

*Discovery Time provides opportunities for children to:*

## Critical components

- Planning.
- Regular, timetable session.
- Time for students to share and reflect on their learning.
- Skilled adult input
- Additional equipment.

- *Direct their own learning.*
- *Participate in new experiences.*
- *Encounter challenges/take risks.*
- *Extend existing skills.*
- *Work cooperatively.*
- *Interact socially.*
- *Reflect on their learning.*
- *Problem solve creatively.*
- *Be children (young again)*
- *Be creative.*
- *Provide happy learning memories.*
- *Develop skills.*
- *Be experts.*
- *Discover passions.*

*Discovery Time provides opportunities for teachers to:*

- *Send quality time with individual children.*
- *Observe children in a range of situations.*
- *Cater for children's individual learning styles.*
- *Provide ways to develop the key competencies.*
- *Use an integrated approach to curriculum coverage.*
- *Challenge children's thinking through questioning.*
- *Provide an environment that promotes risk taking.*
- *Provide fun learning experiences.*

*Reference: Discovery Time, Developing key competencies through activity-based, child directed learning, Brenda Martin and Gay Hay*

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# Learning Processes

*Hapaitia te ara tika pumau ai te rangatiratanga mo nga uri whakatipu*

Foster the pathway of knowledge to strength, independence and growth for future generations.

## Inquiry Learning:

Inquiry based learning is a constructivist approach in which children have ownership of their learning. It starts with exploration and questioning and leads to investigation into worthy questions, issues problems or ideas.

It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusion and taking actions.

## Experimental Learning:

The Experimental Learning process allows for the development of learning opportunities through experimentation, utilising the scientific method as its basis for quality, robust learning to occur.

While having its roots in the science curriculum it is also used in other learning areas. Individuals have the control to proceed in a sequential manner that tests prior knowledge. Research has shown that learning is enhanced by a hands-on approach, questioning and discussion.

Experimental learning is supported by our Inquiry Learning model, helping make connections for the child to make sense of the world.

## Explicit Teaching:

Explicit instruction is a deliberate act of teaching to address an identified need. It includes modelling and explanation of skills/strategy/knowledge and discussion of why and when they are useful.

It is directed towards specific outcomes, enabling children to build on existing knowledge/skills/strategies, and how to apply them to new contexts.

Children also need time to practice and consolidate their new learning, have meaningful feedback and be guided towards their next steps.

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# Learning Processes - continued

## Problem Solving:

The learning environment will provide opportunities for children tactilely seek, use and create knowledge to solve problems. They will be given opportunities to reflect, draw on personal knowledge and intuitions, ask questions and challenge the basis of assumptions and perceptions.

This is the basis for the development of the Key Competency of Thinking.

## Authentic Learning:

Authentic Learning positions children at the centre of the learning and is related to their needs and interests.

Children are involved in researching, designing, planning, creating and critically evaluation, solutions to real-life problems.

**Authentic Learning experiences are those which enable learners to be engaged with their learning, learning solutions are meaningful to the life of the child and connected best for certain children for real-life events.** Children are able to make links between prior experiences, current and future learning.

The teacher's role is one of facilitation and guidance.

These processes are inter-related/interwoven and not used in isolation.

## The Teachable Moment:

The Teachable Moment is an unplanned opportunity that arises with children. A flexible mature experienced teacher, using a formative approach uses a fleeting spontaneous opportunity, often sensed and seized by the teacher. The "Teachable Moment", can be digression, a temporary sidetrack, inadvertently capturing children's interests and attention. This also refers to times when a child is most

Receptive to learning, involving the children's interest or responses.

It is inter-woven with other learning processes.

**Child centered learning-ownership.**

**It is what we do!**

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# Key Competencies

*Ma te huruhuru ka rare te manu.*  
Adorn this bird with feathers to enable it to fly.

*At Dovedale School we can use our own school values and learner profile to support the Key Competencies through integrated learning programmes that encourage children to become critical, responsible thinkers and life-long learners in today's society.* Opportunities to develop the competencies are made available to children as part of their classroom learning programmes and specifically taught through all levels of the school.

Our goals are:

- To support children to be independent users of the Key Competencies.
  - To deliver the Key Competencies through deliberate acts of teaching and through integrated learning experiences.
  - To challenge and support the development of Key Competencies in increasingly wide ranging and complex contexts.
  - To encourage and develop self assessment approaches through appropriate criteria which will enable children to make judgements about their own progress and setting of further goals.
  - To use Virtues to reinforce the Day Competencies.
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- Key Competencies are assessed on our 'Dovedale Learner Profile' Rubric.

|  |           |       |           |      |
|--|-----------|-------|-----------|------|
|  | Hatchling | Chick | Fledgling | Dove |
|--|-----------|-------|-----------|------|



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|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Confident</b><br>Risk taker<br>Communicator<br>Bouncing back<br>Self managing<br>Leadership                 | <ul style="list-style-type: none"> <li>I am scared to make mistakes</li> <li>I find it difficult to talk about my learning</li> <li>I find it difficult to bounce back after things don't go my way</li> <li>I need to learn to make good choices about my learning and behaviour</li> <li>I find it difficult to communicate with others</li> <li>I need my teacher to help me learn</li> </ul> | <ul style="list-style-type: none"> <li>I know it is ok to take risks and make mistakes to learn</li> <li>I can talk about my learning with others</li> <li>I can bounce back when things don't go my way</li> <li>I am beginning to manage my own learning and behaviour by making good choices</li> <li>I am learning to listen and respond to others</li> <li>I ask questions to others to help me learn</li> </ul> | <ul style="list-style-type: none"> <li>I am starting to take risks with my learning</li> <li>I can talk about my learning and identify my next steps</li> <li>I demonstrate resilience</li> <li>I can be trusted to manage my behaviour and learning</li> <li>I listen and respond appropriately with others</li> <li>I usually manage my own learning</li> </ul> | <ul style="list-style-type: none"> <li>I can take learning opportunities from my mistakes</li> <li>I can confidently talk about my own learning and help others talk about their learning</li> <li>I am a good role model to others about how to show resilience</li> <li>I am trusted to learn independently and I can support others in their learning</li> <li>I can listen and communicate confidently in a variety of ways and situations</li> <li>I manage my own learning</li> </ul> |
| <b>Respectful</b><br>Relating to others<br>Respectful of environment<br>Celebrating Differences<br>Trustworthy | <ul style="list-style-type: none"> <li>I need to learn about what respect is and how to show it</li> <li>I don't know how to look after 'our place and our school'</li> <li>I find it hard to listen to other people's ideas</li> <li>I cannot always be trusted to act responsibly</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>I know what respect is and I am beginning to show respect towards others</li> <li>I can look after the environment when I am reminded</li> <li>I can listen to other people's ideas</li> <li>I am beginning to manage my own behaviour by making good choices</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>I display respect to people around me and their property</li> <li>I take care of our environment</li> <li>I can take on other people's point of view when working in a group</li> <li>I can be trusted to manage my own learning and behaviour</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>I can relate to a wide range of people</li> <li>I actively listen to others</li> <li>I recognise different points of view</li> <li>I can negotiate with others</li> <li>I can take on different roles in different situations and am a role model to others</li> <li>I can work with others to come up with new ideas.</li> <li>I always respect the environment</li> </ul>                                                                          |
| <b>Happy</b><br>Being myself<br>Doing my best                                                                  | <ul style="list-style-type: none"> <li>I don't know what a 'can do' attitude is</li> <li>I don't know how to be a team player</li> <li>I don't know how to think for myself</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>I am learning to give things a go before asking for help</li> <li>I am learning to be a team player</li> <li>I am learning to think for myself</li> <li>I am learning to try my best</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>I give everything a go</li> <li>I actively participate and contribute to the school</li> <li>I think for myself</li> <li>I try my best</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>I give everything a go, and encourage and support others to do the same</li> <li>I participate and contribute as a positive citizen</li> <li>I think for myself, make a decision and act upon it</li> <li>I try my very best in all I do</li> </ul>                                                                                                                                                                                                  |
| <b>Creative</b><br>Curious<br>Questioner<br>Thinker<br>Problem solver<br>Shows initiative                      | <ul style="list-style-type: none"> <li>I cannot say what I am thinking</li> <li>I am not interested in learning new things</li> <li>I do not know how to ask a question</li> <li>I need someone else to solve my problems</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>I am learning how to explain my thinking</li> <li>I like learning new things and want to learn more</li> <li>I am learning how to ask questions</li> <li>I need help solving problems</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>I am able to reflect on my thinking</li> <li>I enjoy new learning experiences</li> <li>I am curious about my learning</li> <li>I am able to ask questions about my learning and find answers to questions</li> <li>I can use strategies by myself to solve problems</li> </ul>                                             | <ul style="list-style-type: none"> <li>I am able to reflect and modify my learning</li> <li>I am able to independently inquire into my own questions</li> <li>I can make sense of information, experiences and ideas</li> <li>I am intellectually curious</li> <li>I ask questions</li> <li>I am a competent learner who can find creative solutions to problems identified by myself and others</li> </ul>                                                                                 |
| <b>Inspired</b><br>Embrace new opportunities<br>Actively participate                                           | <ul style="list-style-type: none"> <li>I don't like trying new things</li> <li>I don't like working in a group</li> <li>I often sit back and not participate in new experiences</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>I like trying new things when I am supported</li> <li>I am learning how to work well as part of a group</li> <li>I am developing my confidence to join in with new experiences</li> </ul>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>I am confident to try new things</li> <li>I enjoy participating in a range of different experiences</li> <li>I work well in a group and offer worthwhile ideas</li> <li>I am confident in a range of situations</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>I seek out new opportunities</li> <li>I am excited when I participate in new things and have a positive attitude towards all opportunities on offer</li> <li>I can inspire and influence others in a positive way</li> </ul>                                                                                                                                                                                                                         |
| <b>Strong</b><br>Good work habits<br>Making progress<br>Achieving learning goals                               | <ul style="list-style-type: none"> <li>I need my teacher to set my goals</li> <li>I don't think I am good at learning</li> <li>I don't work hard at my learning goals</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>I help my teacher to set goals for my learning</li> <li>I think I am good at learning</li> <li>I am learning to work hard to achieve my learning goals</li> </ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>I set personal goals</li> <li>I have a 'can do' attitude</li> <li>I see myself as a capable learner</li> <li>I have good work habits to achieve deadlines</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>I strive to achieve my goals and extend them</li> <li>I am reliable, resilient and resourceful</li> <li>I am trusted to work independently and can help others to achieve their goals too</li> <li>I am a role model excellent learning behaviour and others look up to me</li> </ul>                                                                                                                                                                |
| <b>Together</b><br>Team player<br>Connected to community<br>Working alongside others                           | <ul style="list-style-type: none"> <li>I don't know how to work in a team</li> <li>I don't know who is in my community</li> <li>I find it difficult to work with others</li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>I am learning to work as part of a team</li> <li>I know who is in my community what makes my community special</li> <li>I am learning to work alongside a range of different people</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>I contribute appropriately as a group member</li> <li>I am proud of my community and what makes it unique</li> <li>I help make the classroom and the school a better place for others.</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>I can lead a team and model how to be a team player to others</li> <li>I create opportunities for others in the group</li> <li>I am proud of my community and I am connected to the people in it</li> </ul>                                                                                                                                                                                                                                          |

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# E-learning

*Tohaina ō painga ki te ao.*  
Share your gifts with the world.

Through E-learning our school enhances teaching and learning to meet the needs and aspirations of our children.

E-Learning assists in the making of connections by allowing children to explore new learning environments and overcoming barriers of distance and time. It facilitates shared learning by allowing children to join or create learning communities that extend into and beyond classroom.

The school will ensure:

- Children will have access to up-to-date technologies.
- There are systems in place to guarantee children's safety while using technologies.
- Teachers will be up skilled as needed.
- E-learning will be integrated through the school curriculum.
- All children will be able to access e-learning through a supportive learning environment.
- Budget consideration will account for future developments in E-learning.

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# Learning Environment

*Me mahi tahi tātou mō te oranga o te katoa.*  
We should work together for the wellbeing of everyone.

At Dovedale School the Learning Environment is valued as a teaching unlearning resource. The Environment is designed to facilitate interactive experiences enabling discovery type learning which cater for the holistic needs of all children.

The Learning Environment is:

- Formative - making the most of authentic learning opportunities.
- Flexible.
- Responsive to the changing needs of children, enabling them to be risk takers in supportive environment.
- Not confined by buildings, physical structures or prejudices.
- Co-constructed by teacher and children, selecting high standards and expectations.
- Responsive to cultural diversity of the school community.
- Designed to cater for the children's physical and emotional needs, which are recognised and valued.
- Reflective of our small, close community, family village.
- Rural opportunities, farming history, landscape.
- Historical values.
- Reflective of our natural environment and the resources on our doorstep; using our local community as learning resource.

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# Careers Education for Year 7 & 8

*Kia whakatōmuri te haere whakamua:*

I walk backwards into the future with my eyes fixed on my past

As part of the Ministry of Education National Administration Guidelines, Year 7 and 8 students from Dovedale School participate in career guidance opportunities. Our careers information and guidance programme is organised to meet the needs of year 7 and 8 students. It typically involves all senior students and is general in nature. Activities are aimed at increasing students' awareness of the career options open to them, and motivating and focusing students to think about their options for the future.

Aspects of careers education are integrated into topics or themed as appropriate, but can also stand alone. The resources/programmes used by the school include:

- Our termly ELECTIVES programme emphasizes the opportunities available in our community by a the use of adults providing guidance about their jobs and skills that can be used in the wider world.
- digital-based information resources
- Careers New Zealand
- audio-visual media and written material
- personnel, for example: liaison personnel from secondary and tertiary institutions, parents/past students , community role models, local business or industry.

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# Home and School Partnership

*Ehara taku toa, he takitahi, he toa takitini.*

My success should not be bestowed onto me alone, as it was not individual success but success of a collective.

At Dovedale School the aim of Home School Partnership is to enhance learning relationships between our school and our community. We acknowledge and celebrate the pivotal role of family and aim to strengthen collaborative teaching and learning approaches between parents, children and teachers, whilst embracing cultural diversity.

- Home School partnerships will be supported and promoted through allocation of resources and staffing and will take a variety of forms.
- Maori and Pacific children and their families will be embraced and invited to contribute fully in the learning experiences of their children.
- The Home School philosophy will permeate all aspects of the school culture to support all children in their learning.
- Whanau and community invited to see children's learning during regular showcases.
- Whanau encouraged and welcomed into the school and classrooms. (at anytime)
- Regular assemblies and times of celebration.
- Dovedale promotes a family/whanau environment, children of all ages, buddy systems.

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# Transition

*Poipoia te kakano  
Kia puawai.*

Nurture the seed  
and it will blossom.

At Dovedale School we recognise that Transition occurs and needs to be supported through all levels of the school and delivery of the curriculum. We believe that children come to school with valuable learning experiences. We aim to recognise this prior learning and build on it to enable children to confidently and competently contribute and belong in the school environment. We recognise and celebrate the diversity, both cultural and social, that the children bring to the new learning environment. Our transition philosophy values and celebrates the importance of developing strong connections with family and whanau through providing a culture of respect and shared responsibility for all our children.

- Recognises the seamless nature of the Te Whariki Curriculum which links across into the NZ curriculum (Early childhood to Primary).
- Takes children from where they are, allowing them time to develop and grow at their own pace.
- Allows children to learn through responsive and reciprocal relationships.
- Recognises the importance of holistic development, empowering children to follow their own interests and learning styles.
- Provides for the active exploration of the environment through the provision of indoor/outdoor learning opportunities.
- Transition is individualised to meet each child's needs being flexible, adaptive and responsive in its approach.