



KAHUTARA SCHOOL

Opening the gates to our future

Curriculum

Our mission:

Dynamic education for all in a rural setting

Vision Statement: Opening the gates to OUR future

High achievement for every child while maintaining
our warm family environment.

Ko Remutaka te Aorangi te maunga
Ko Ruamahanga te awa
Ko Ngāti Kahungunu o Rangitanē te iwi
Ko Kohunui te marae
Ko Kahutara te kura

Welcome to the curriculum document for Kahutara School.
We acknowledge Ngāti Kahungunu and Rangitanē as our local
South Wairarapa Iwi.

We value the knowledge of our [local whanau and use this to help design our learning units and celebrations](#). These are contextualised in ways that are authentic and meaningful for Maori learners and honour mana whenua. Ka Hikitia, the strategic plan for Maori learners developed by the Ministry of Education states that a strong sense of Maori identity expressed via language and culture is central to Maori learner success.

Our local curriculum begins with Kaitiakitanga.

We are the guardians of our school and the local area. We aim to leave it in a better state for future generations.

Kahutara School plans for inquiries which incorporate our School Values, the New Zealand Curriculum Key Competencies and the Future Focused Principles.

Using a range of Assessment for Learning practices our staff plan 'deliberate acts of teaching' (Effective Literacy Practice) to cater for the diverse learning, behavioural and emotional strengths of our students.

<i>NZC Key Competencies</i>	<i>NZC Future Focused Principles</i>
Thinking	Sustainability
Relating to others	Citizenship
Using language, symbols and texts	Enterprise
Managing self	Globalisation
Participating and contributing	

School Values

We show 'Manaakitanga' by showing kindness, generosity, hospitality and support.

- We value other people.
- We make people feel welcome
- We are good hosts and show generosity
- We are kind to others
- We want others to succeed

We show 'Confidence' by being brave, trying new things, not giving up, and stepping out of our comfort zone.

- We are confident and proud of ourselves and who we are.
- We are resilient
- We are independent in our learning
- We are willing to take risks and try new things
- We can share our ideas with others in a range of different ways

We show 'Connectedness' by understanding and embracing the connections to our: whanau and friends, culture, environment and learning.

- We understand how we learn.
- We are connected to our school and our community
- We can relate well and communicate with others
- We are good team members
- We are globally minded

We show "Critical Thinking" by thinking about our words and actions, how we can improve our learning, how we have a growth mindset, and how we can solve problems.

- We ask good questions
- We are problem solvers
- We can reflect on our learning and think about how we can improve
- We think about our words and actions

Curriculum Implementation

Our curriculum focuses on a big idea or concept which can be flexible in length and subject weighting.

1. Teachers plan units of learning that are informed by the analysis of students' needs, passions, opportunities and teacher strengths.
2. Teachers and students use an inquiry process to plan- as below
3. Science, Social Sciences, Technology, the Arts, and Health and PE feature at least once per year in units planned for each class.
4. Units incorporate 2 of the above learning areas. They are generally planned in termly cycles however some units may be shorter or longer.
5. Year 7 and 8 students have opportunities to learn languages through online programmes or specialist teachers.
6. All units should include aspects of te Ao Māori and bicultural perspectives
7. All units should include rich collaborative learning opportunities.

Our Inquiry Learning Model

The Flow: Planning my Inquiry

<p>1. I am curious</p> <ul style="list-style-type: none"> ● My Big Question is..... What/Why/How? ● Provocative question: ● My branching questions are... 	<p>2. I am exploring. I am experimenting</p> <ul style="list-style-type: none"> ● Who/what (will I connect with?)
<p>4. I am celebrating.</p> <ul style="list-style-type: none"> ● I will share my learning with/by..... 	<p>3. I am sorting. I am creating.</p> <ul style="list-style-type: none"> ● How have I organised my findings? ● How have I answered my question? ● What am I going to do with it? (Taking action)



Reading, Writing and Maths are taught as separate subjects but will link to the unit of inquiry wherever possible.

Year 8 Capability Goals

Leavers' Capability Goals identify what we want our akonga to be able to DO when they leave Kahutara School at the end of Year 8. They represent the essence of the learning areas of the NZC and the Kahutara School Values.

The following Capabilities

- Making meaning in discipline-specific ways
- Critical Inquiry
- Perspective taking
- Taking Action

are elaborated through the English, Arts, Health and Physical Education, Te Reo Maori, Learning Languages, Mathematics, Science, Social Science and Technology curriculum areas.

These goals are outlined and stored in a doc '[Year 8 Leavers Goals](#)' on our shared drive.