

MOSSTON SCHOOL CHARTER

OUR VISION

To develop the whole person

OUR MISSION

To engage learners through **Quality** Education
(Kia ako nga tamariki te taonga o te kura)

OUR BELIEFS

AT MOSSTON SCHOOL WE DARE TO BE WISE

I AM A PERSON WHO:

CARES

THROUGH:

C hoices I make
A chieving my personal best
R espect for myself and others
E nthusiasm for learning
S ustaining our environment

SHOWS QUALITY

IN:

my work
my behaviour
my thinking

**FEELS GOOD ABOUT
MYSELF AND OTHERS**

BY:

looking after my body
working well with others
playing fair
being happy being me
making the most of the
opportunities that come my way



And I can communicate these to others through the way I listen, think, act and feel

Curriculum Delivery Plan

Our National curriculum framework gives us the basis to provide a broad view of learning through the values and key competencies of the new curriculum.

These provide the framework for developing life long learners, while the achievement objectives in each curriculum area provide learning platforms to develop these skills.

Our curriculum delivery plan will focus on achievement through the principles key competencies and values across these eight curriculum areas. These are intertwined with our school beliefs as mentioned above.

Assessment and evaluation of children's progress will be based on the extent to which these skills and key areas are developing.

Strategic three year and annual planning will enable us to focus on specific aspects of the school and curriculum which require development to ensure maximum learning opportunities for our pupils

To help us prepare for learning situations and ensure consistency across the school we will include a planning format for use by teachers.

To ensure coverage of competencies and learning areas across the curriculum we will use :

- Tracking sheets highlighting objectives and skills covered each term
- Year plan
- Long term plans each term
- Unit and Topic plans
- Weekly and daily planning for numeracy and literacy and delivery of the programme

A variety of approaches will be developed over a period of time to implement the teaching and learning programmes.

Teachers will undertake Professional Development as needs arise, as part of school wide development, or as new ideas and initiatives are introduced.

This may occur in Curriculum areas, classroom management and in programmes which help improve children's learning in all contexts.

The New Zealand Curriculum statements include many learning examples and ideas of how to integrate the curriculum into teaching and learning programmes. These statements should be used as a point of reference when planning.

These are our Key Beliefs about teaching and Learning at Mosston School

Children will have the Foundation skills of Learning

- They are able to communicate by thinking logically, read, write, numerate, listen, express their views, accept others views.

Children are prepared to become enthusiastic future learners

I AM:

- Applying the CARE value of the school to every day situations in the classroom, school and home environments
- providing a relaxed culture of learning for enjoyment
- Able to take my students on an exciting learning journey where they are developing positive attitudes to learning
- Empowering my students to take responsibility for their learning and behaviour.
- Encouraging my students to express emotions positively and creatively

Children are provided with powerful learning experiences through a strong curriculum delivery plan

I AM:

- Providing concepts and topics relevant to the interests of the children
- Making Learning valuable and FUN
- Consistently engaging all children in learning

Children are provided with powerful teaching

I AM:

- Planning collaboratively as a worthwhile team member
- Guiding, coaching, mentoring, modelling
- Prepared to question ideas and contribute my own
- Keeping up to date with current educational thinking and professional reading
- Setting high Professional standards by being a good role model and taking pride in what I do
- Ensuring assessment and self appraisal is relevant and purposeful and is focused on next learning steps
- Constantly evaluating programmes and reflecting on my approaches to teaching and learning
- Organized sufficiently to maximize teacher / pupil interactions during the day before, during and after school.

Children are a part of QUALITY learning environments

I AM

- Working with other teachers and children as a team
- Ensuring there is a strong feeling of self esteem and confidence amongst the children
- Making Whanau and visitors feel comfortable coming into the classroom and interacting with myself and the children
- Taking time to develop positive professional relationships with children and other teachers
- Guiding children towards producing quality work
- Being consistent in expectations in my classroom and throughout the school
- Providing a positive classroom environment by making displays informative, purposeful and aesthetically pleasing,