

# RIVERHEAD SCHOOL



CURRICULUM:  
LEARNING HIGHWAY  
2022



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# OUR VISION AND VALUES

We are a school which celebrates being an Innovative Learning Environment where our teaching, learning, and leading is collaborative and where learner agency is the focus. We believe learners (teachers and/or students) working with each other will create more than one could individually. This has become a key driver of why we do what we do.

Our purpose-built Innovative Learning Environments (ILE), allow for this to be a reality. On their own, traditional approaches to teaching and learning are no longer enough to give our children the best education to prepare them for life. Innovative learning approaches such as collaboration have not replaced familiar teaching approaches. Rather, they have expanded teaching and learning practices to suit our learners.

We are constantly collaboratively reflecting on what the evidence says about quality teaching and learning by:

- regularly reviewing the impact of our teaching practice on learning
- actively seeking external observation and critique by colleagues and more experienced teachers and leaders
- seeking and contributing to evidence of what works to improve learning outcomes and how we can apply that in our day-to-day practice
- innovating when 'what works' doesn't work for all learners or all of the time.



## Riverhead Primary School

**Learners at Riverhead School will be:**

**Empowered to THINK about their learning, themselves and others and DO all they can to DISCOVER their potential...**

*Ngā wawata, ngā moemoea mo ngā ākonga o te Kura o Riverhead:*

*Ngā whanaketanga kia tū tāngata rātou, kia matatau, kia mōhio ko wai rātou me no hea rātou..*



**Riverhead School Endeavours to...**

**Provide a collaborative, proactive, supportive and stimulating learning environment where all learners are encouraged to reach their personal best, celebrate success, show empathy towards and become positive, contributing members of society.**



to empower our learners to **THINK** about their learning, themselves and others and **DO** all they can to **DISCOVER** their potential



opinions  
plan  
idea  
consider  
decide  
thoughts

get  
on  
do it  
mahi

find  
recognise  
realise  
perceive  
see

Our school vision has a strong connection to the vision of the New Zealand Curriculum. 'Thinking' 'Doing' and 'Discovering' is the way we enable our students to be confident, connected and involved lifelong learners.

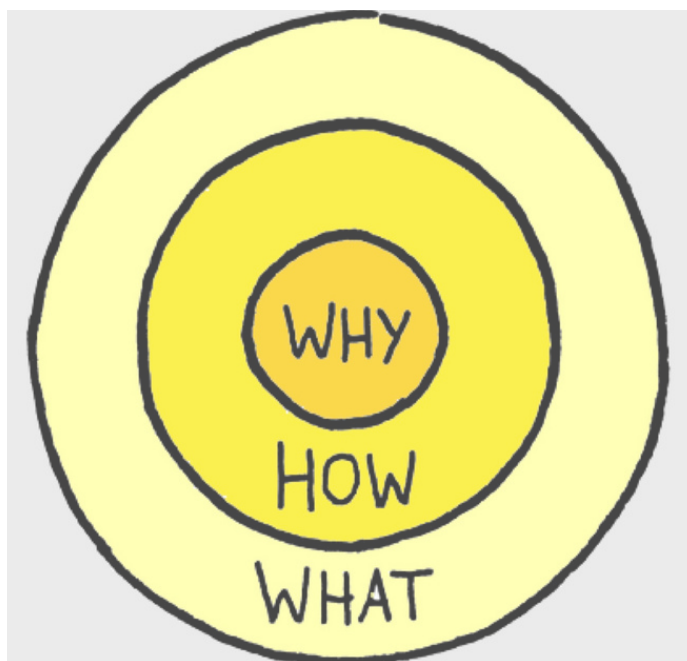
These three words underpin all aspects of Riverhead School. They are the focus for Riverhead School's Vision, Values, Expectations, Capabilities, and Learning Model.



Resilience and Excellence are our values focus. These are embedded in everything we do. Our learners are encouraged to exhibit excellence by reaching their goals and potential in being the best they can be. Resilience in and outside of the classroom is core to everyday experiences. We want Riverhead kids to take risks, make mistakes and bounce back.



Our 'why' - our school vision, is what drives us. This is informed by Simon Sinek's Golden Circle and Dr Julia Aitken's model of developing a values and vision based approach to school development.



Our drive to action, our will to act, is driven by what we say we value and believe - our 'heart'. If a practice is suggested from outside, our first question should be WHY? - How will doing this, using this practice, help us achieve what we say we value? As we explore new practices we constantly reflect on how well it enables us to achieve what we value.



As we created our future focussed curriculum, we used this process to develop who we are from our vision, values and beliefs, principles and practices. We are able to identify our values and beliefs which are the basis for particular practices, and we are engaged in reflecting upon how particular practices help us achieve what we value and believe.



Our Strategic aims, goals and directions are themed around these three focuses.  
Our Curriculum goals and innovations fit under 'Our Learning'.

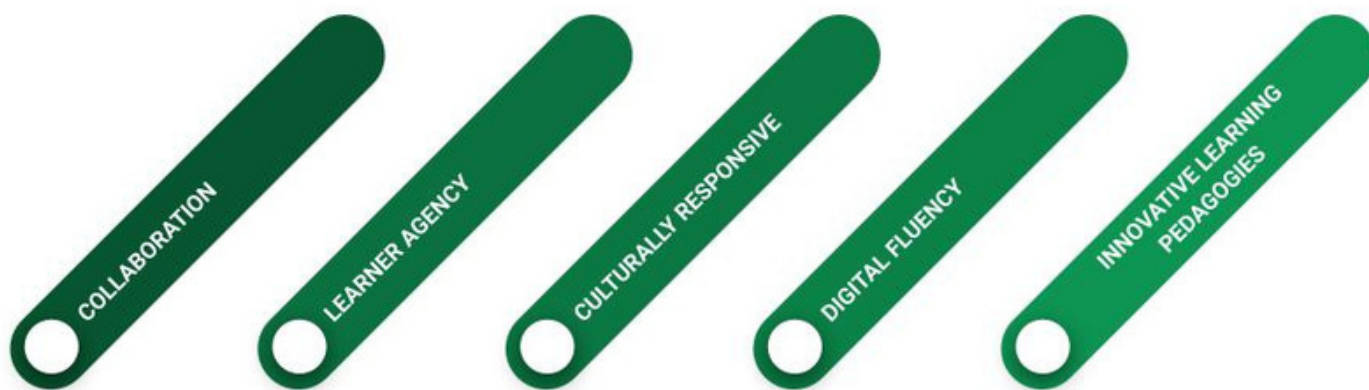




# POWERFUL LEARNING AND INNOVATION AT RIVERHEAD SCHOOL

We believe powerful learning and innovation occurs through Thinking, Doing, and Discovering. We want our learners to think about, do something about it, and discover something new. Our 'why' is driven by this and we have 5 key components that are underpinned by our Riverhead School vision.

**They are:**







# Collaboration

We believe learners (teachers and/or students) working with each other will create more than one could individually. This has become a key driver of why we do what we do. Our teachers work collegially towards achieving a shared goal/purpose through authentic and connected learning. Collaborative and co-teaching practices involve teachers working together in teaching teams across the school, to plan, teach and assess learners. 'Thinking' together, 'doing' together and 'discovering' together!

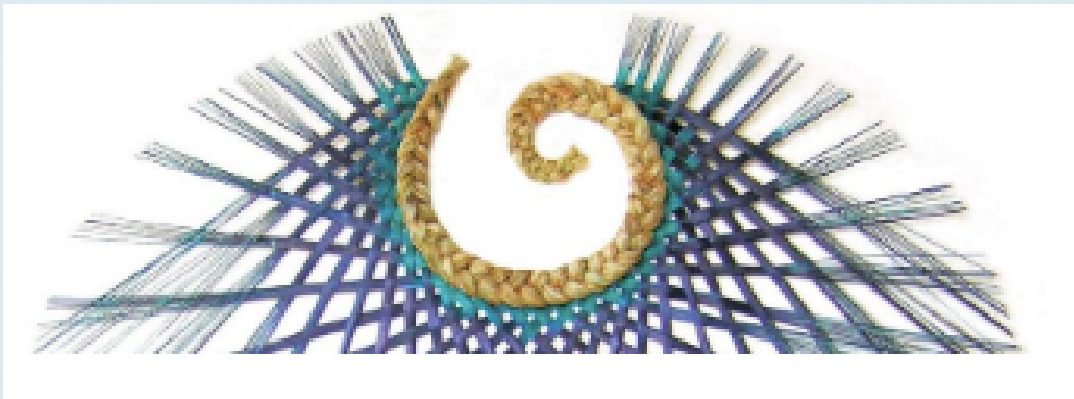
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## **Community of Learning - Whiria Te Tangata**

Riverhead School is part of the Whiria Te Tangata Community of Learning with 12 other Norwest Schools. This is a collaborative working group who focus collectively on Key Drivers of Change.



The drivers are:

- Collective Teacher Efficacy - Building teacher efficacy in collaborative ways of working
- Culturally Responsive Pedagogy - Embedding culturally responsive pedagogy
- Learner Agency - Developing learner agency
- Powerful Learning Connections - Strengthening learning connections with parents, families, whānau, ākonga and teachers
- Powerful Community Connections - Developing a local curriculum utilising the context provided by the local community, and economic opportunities.

# Learner Agency

We believe our learners have the power to act. This is achieved by them being personally responsible for discovering their potential. At Riverhead School we focus on the explicit teaching of agentic skills to enable learners to be able to identify, reflect and act on where they are at in their learning and what their next steps will be. Moving from teachers completely owning the learning process to learners owning more of it.

Through the **Bumper Learner Capabilities** and Learning Progressions our students are developing autonomy and agency in their learning. Students are 'Spectators', 'Passengers', 'Navigators' or 'Drivers' of their learning and these are informed by the Key Competencies of the New Zealand Curriculum. Our guiding principles are a core part of these.



Extensive research has proven that students learn best when they are:

- actively involved in decision making
- initiating learning
- collaborating together
- making connections within and across learning areas.

	MANAAKITANGA <i>How do I support myself and others to have mana? How am I displaying resilience?</i>	WHANAUNGATANGA <i>How am I helping others?</i>	MAHI TAHI <i>How am I collaborating with others to display excellence?</i>	AKO <i>How am I collaborating with others?</i>
PRIDE		TRUSTWORTHY AND RELIABLE	PERSISTENCE	LEADING
MAKING MEANING		BUILDING POSITIVE RELATIONSHIPS	LEARNING TOOLS	FEEDBACK/ FEEDFORWARD
THINK CRITICALLY		CHALLENGE AND SUPPORT	PROBLEM SOLVING	INNOVATION
RESPECT		ACHIEVING POTENTIAL	ACTIVE LISTENING	RELATIONSHIPS
RISK-TAKING		POSITIVE LEARNING ENVIRONMENT	ACTIVE INVOLVEMENT	COLLABORATION



# GUIDING PRINCIPLES

At Riverhead School, our inclusive culture values the contributions of all learners, family, whanau, staff and community. We believe that all learners, no matter what their needs, deserve the right to achieve excellence and resilience in an equitable manner.

To support this we have four guiding principles of Ako, Manaakitanga, Mahi Tahī and Whanaungatanga which are explicitly linked and woven through our Learner Capabilities.

## AKO

### **THROUGH OUR RELATIONSHIPS AND CONNECTIONS WITH OTHERS WE GROW AND THEY GROW.**

The promotion of reciprocal teaching and learning relationships through continual dialogic pedagogy and sense making between all learners; Learning from each other.

We believe in all learners discovering and developing their potential as inquisitive, critical and creative thinkers. We encourage all children to take learning into their own hands by providing them with opportunities to make choices about what they learn and explore, have authentic experiences through play or action-based learning, passions, and our Riverhead Learning Model.

## MANAAKITANGA

### **HAVING A SENSE OF PRIDE IN OUR PEOPLE, OUR CULTURE AND OUR LEARNING.**

Caring for our learner's emotional, spiritual, physical and mental well being, as culturally located human beings by providing a safe, nurturing environment, while developing and sustaining the language, culture and identity of every learner.

All staff are committed to providing safe, caring and creative learning environments where everyone feels respected and treated with dignity. This is extended to ensuring all learners have the opportunity to learn and experience educational success.

## WHANAUNGATANGA

### **CREATING AN ENVIRONMENT WHERE EVERYONE IS VALUED AND STRIVES TO ACHIEVE THEIR GOALS AND POTENTIAL.**

Making cultural connections and establishing caring relationships that show we value and embrace quality interactions that support a sense of whanau and engagement in all aspects of school life.

Caring for our learners' well-being and achievement is paramount. We recognise that for us to truly understand the needs of each individual child we must connect with the learner themselves to build strong and meaningful relationships that promote a sense of belonging and acceptance.

## MAHI TAHI

### **WORKING TOGETHER COLLABORATIVELY TO ACHIEVE EXCELLENCE**

Building effective relationships with all stakeholders in order to be able to work together collaboratively in pursuit of learner-centred education.

Mahi tahi, or working collaboratively to achieve learner-centred education goals, is central to our beliefs at Riverhead School. It is essential for the overall hauora of every child, even more so for a child who has additional needs.



## Culturally Responsive

We are proactive in providing a supportive environment where all learners are encouraged to reach their potential. We believe in greater learner success and strive for this at Riverhead School.

A lens we use to help guide us is one of being culturally responsive. This is a key driver in Teaching as Inquiry both collaboratively and individually. We use Tataiako as a guiding document to achieve effective practice and improvement for learner success to occur.

Our curriculum design and implementation is aligned with requiring high-quality teaching being the most important influence we can have on high-quality outcomes for students with diverse learning needs. Culturally Responsive Pedagogy will be defined for our Riverhead context in the Charter/Strategic Plan, under the vision.



## Learner-centred Curriculum

An innovative learning pedagogy is driven by understandings around how authentic, personalised learning can enable our students to have increased engagement, ownership and agency over their learning.

Our curriculum - Learning Highway - is child-centred by design. Some delivery models and frameworks to support these theories include:

- Riverhead School Inquiry Learning model - process driven
- PBL - exploring real-world problems through exploration and discovery
- Contextual Curriculum - making learning meaningful to students by connecting to the real world, drawing on learners' interests and experiences

We believe in our students discovering and developing their potential as inquisitive learners who are critical, creative thinkers. We achieve this by encouraging students to take learning into their own hands. They are responsible for making choices about what they will learn and explore. They have authentic experiences through play or project-based learning, passions, and our Riverhead learning model.

## Local Curriculum

In 2022 we are beginning the process of exploring our local curriculum where we will begin to interpret the national curriculum in light of what matters to our community.

We intend to:

- Explore the extent to which our school goals and aspirations are consistent with the vision, principles, values, key competencies and learning areas of the NZC.
- Gather the aspirations of ākonga, mana whenua, parents and the wider community
- Support kaiako to examine their own beliefs and ideas in relation to new or agreed pedagogical practices
- Work with the community to determine ways in which local resources and learning opportunities will be used to achieve our goals.
- Consider what resources and PD are needed to support kaiako in implementing our local curriculum.

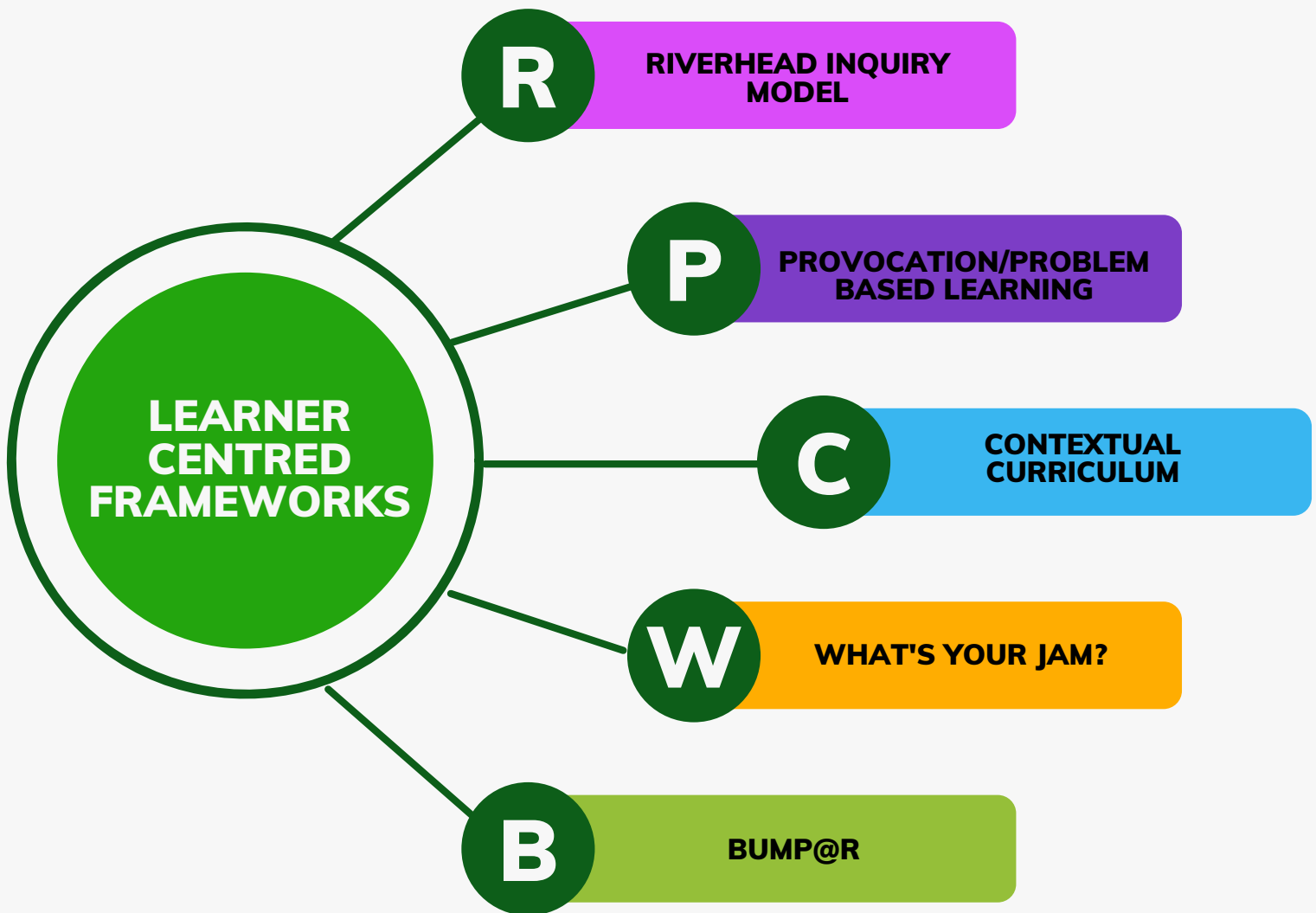
Through our contextual curriculum:

- Consider and agree on how links between learning areas will be explored and actioned to create meaningful learning
- Design rich learning opportunities that ensure teaching and learning reflect school goals

# LEARNING HIGHWAY

Our Curriculum design and implementation ensures we have coverage of the different learning areas and strands of the New Zealand Curriculum. It is child centred by design.

It has the following components across a year:

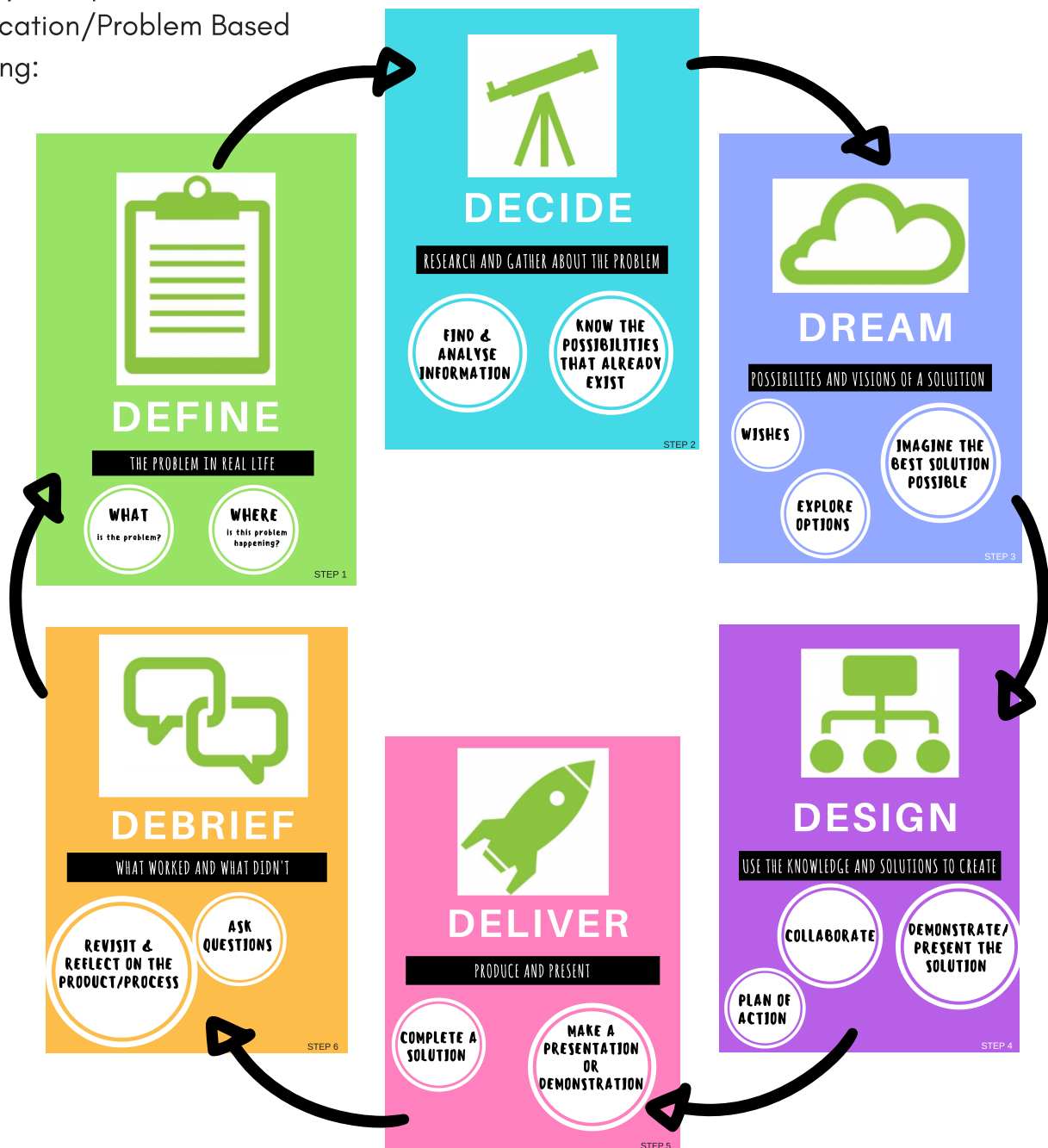


# PROVOCATION/PROBLEM BASED LEARNING

Provocation or Problem Based Learning includes?

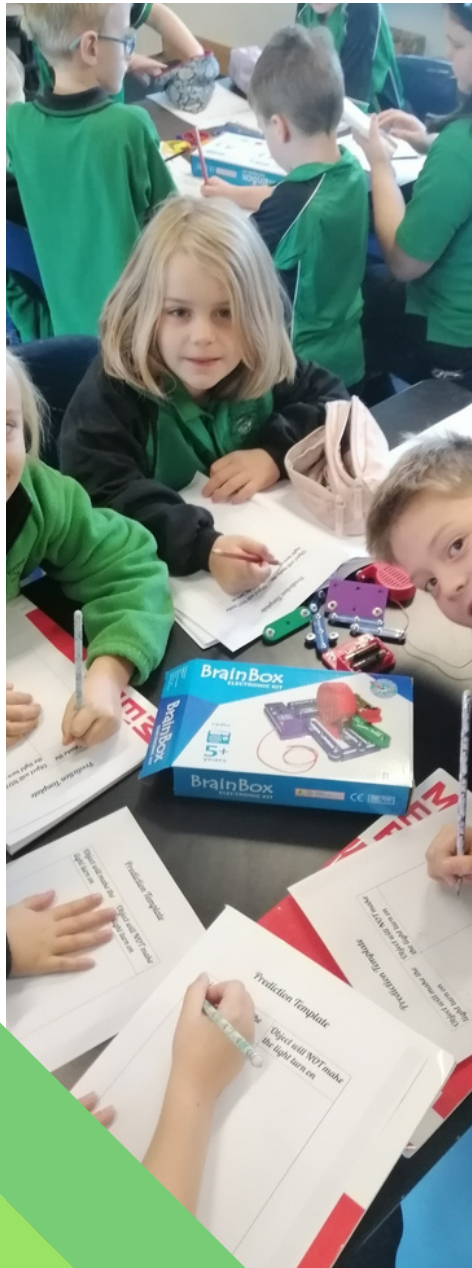
- a real problem that is important, critical, and usually complex,
- a collaborative problem-solving team
- a process that promotes curiosity, inquiry, and reflection,
- a requirement that talk be converted into action and, ultimately, a solution
- a commitment to learning.

We use the 6 D's of solution fluency as a process for Provocation/Problem Based learning:





Provocation/Problem Based Learning at Riverhead School is process or product driven depending on the purpose. We want problem solving and action to be 'real' and therefore look for local and global issues to explore in a range of ways. We link science, health, technology and design learning into projects. Teachers explicitly teach core understandings that is then applied to their projects.



In PBL, the teacher is a coach, who is responsible for promoting and facilitating learning, as well as encouraging the team to be self-managing. The theory of action learning is used by business and organisations worldwide.



# RIVERHEAD LEARNING MODEL

Our Riverhead Learning Model encourages reflective thought and action. It facilitates shared learning, promotes connections with prior knowledge and provides a broad range of opportunities for learning. Riverhead School's Learning Model scaffolds students' learning in order for them to become independent learners who think deeply. The planning of explicit teaching combines higher thinking and questioning skills. These include Bloom's Taxonomy, Thinking Hats, Solo Taxonomy, Graphic Organisers, and Multiple Intelligences.

RIVERHEAD LEARNING MODEL

1

## THINK

Whakarotia



### IGNITION

*Explore*

*Wonderings & Ponderings*

*What do we know?*

*Uncover*

*Have a go/experiment*

*Predict*

*Consider possibilities*

*Question*

RIVERHEAD LEARNING MODEL

2

## DO

Mahia



### CHANGING GEARS

*So What?*

*Use information*

*Collaborate*

*Why/How/Compare/Explain*

*Have a go*

*Experiment*

*Building knowledge*

*Consider*

*Demonstrate*

*Making connections*

RIVERHEAD LEARNING MODEL

3

## DISCOVER

Kitea



### ACCELERATION

*New information*

*Innovate*

*Collaborate*

*Make a difference*

*Fix*

*Share/Present*

*Reflect*

*Critique*

*Inspire*

# What's Your Jam?

## The Why?

What's your Jam is a child centred approach that replaces previous concepts such as passion projects and genius hour.

At Riverhead School we value authentic learner agency with children having the 'power to act'.

This is an opportunity for learners to experience learning with no context to it, no expectation from us as teachers in relation to Learning Outcomes.



## The What?

What's your Jam provides children an opportunity to lead their own learning while being supported by a teacher.

It allows them to learn a new skill that interests them and that they may not have experienced otherwise. Teachers are able to share a skill or passion that they have with learners.

What's your Jam allows us to utilise experts in our community, share our passions and celebrate new learning as it happens.

## The How?

The Arts

- Term 1 & 3 - Junior School
- Term 2 & 4 - Senior School

Digital Technology

- Term 1 & 3 - Senior School
- Term 2 & 4 - Junior School

## Arts:

Visual Art

Drama

Music

Dance

## Digital Technology:

mBot

Makey Makey

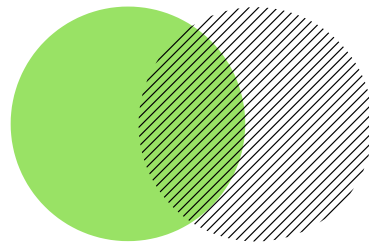
Microbit

Sphero

Bee-Bot

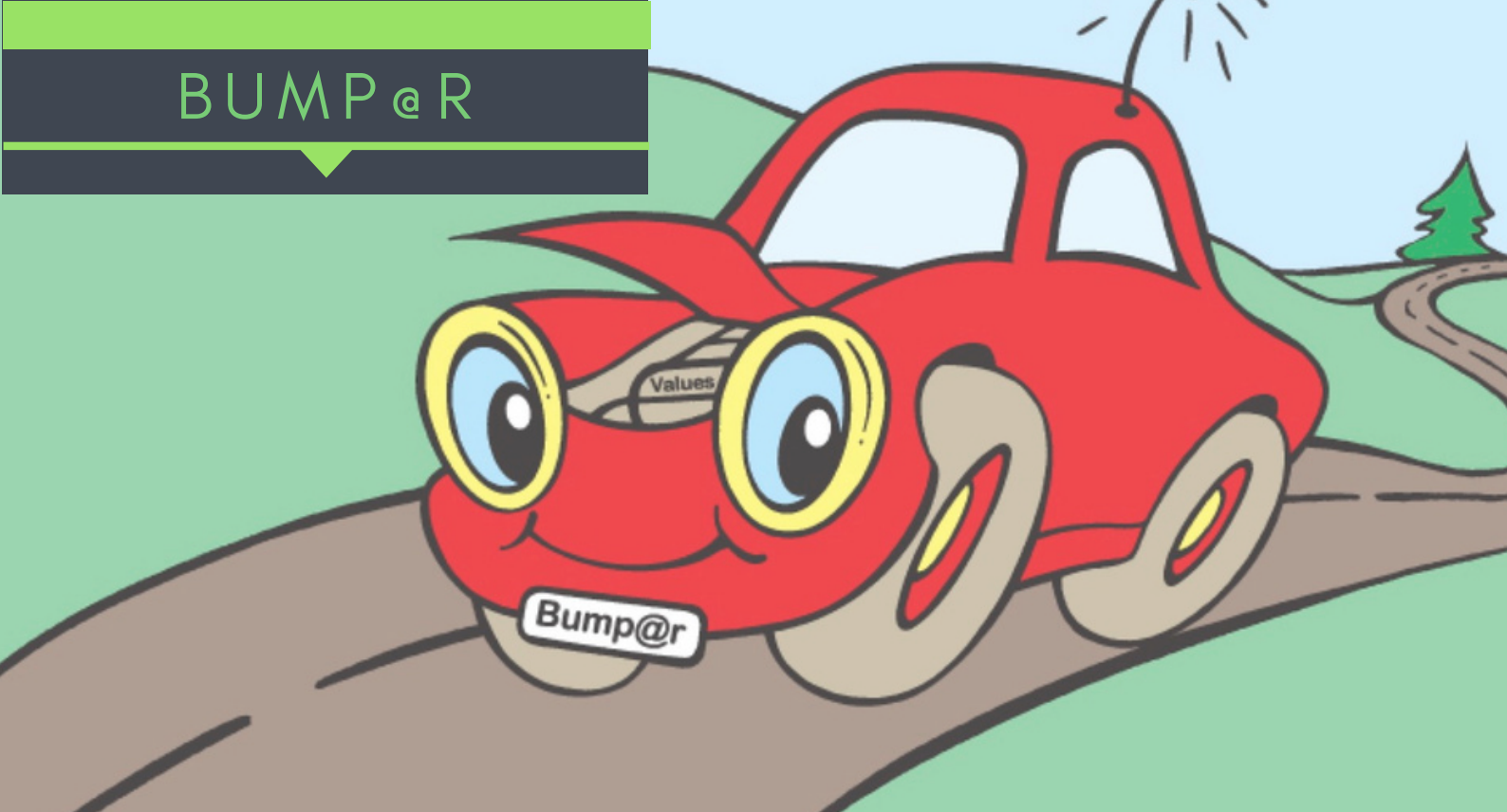
LEGO Mindstorm





# AKO- KIDS TEACH KIDS

One of our guiding principles is Ako which promotes the idea of reciprocal teaching. Through ako, we are able to utilise the idea of kids teaching kids. This allows children who have an expertise or a passion to plan for and share their knowledge with others.



## Riverhead School Bump@r Kid Expectations...

### Think...

Before you speak  
Before you act  
Of others

### Do...

Make it right  
Make someone's day  
Choose your attitude  
Have fun

### Discover...

How to manage self  
How to respect others  
How to reach your goals & potential

Bump@r is the icon used to represent the Riverhead School Learner, to support our school being a Fun, Fair, Safe place to be and learn.

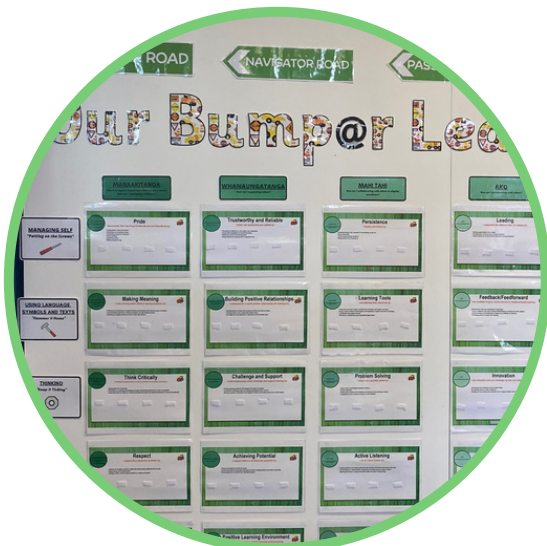
Bump@r was first developed in 2008. Teachers and students worked cooperatively over a year, developing the concept to make Riverhead School an 'even better place'. Bump@r became directly linked to our vision, 'Think, Do, Discover', in providing students a way to; "Empower them, to think about their learning, themselves and others and do all they can to discover their potential."

Bump@r was revised in 2013, to include a toolbox of 'Skills' (Key Competencies), and engine of 'Values' and a road of 'Learning Highway' (Curriculum).

EXCELLENCE

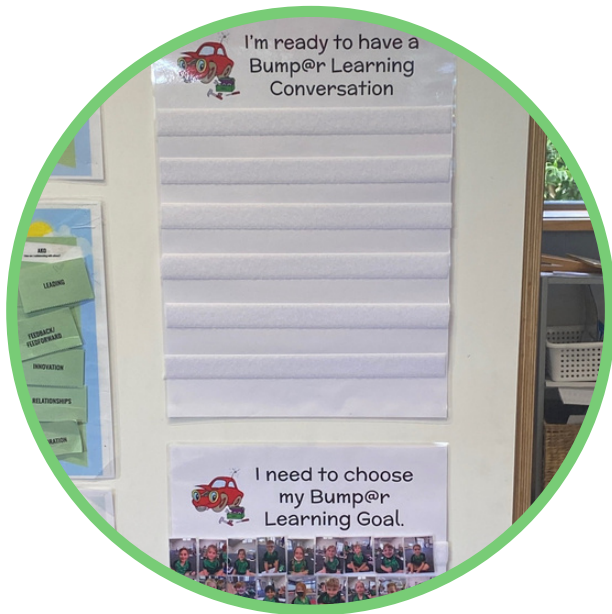
RESILIENCE

Bump@r is also 'Tuned into Learning' with the antenna. You will hear the learning languages used often in the classroom around the skills being used. Bump@r has two main values focuses; supporting children to be Resilient and exhibit Excellence, and these underpin the other values.





# BUMP@R KIDS



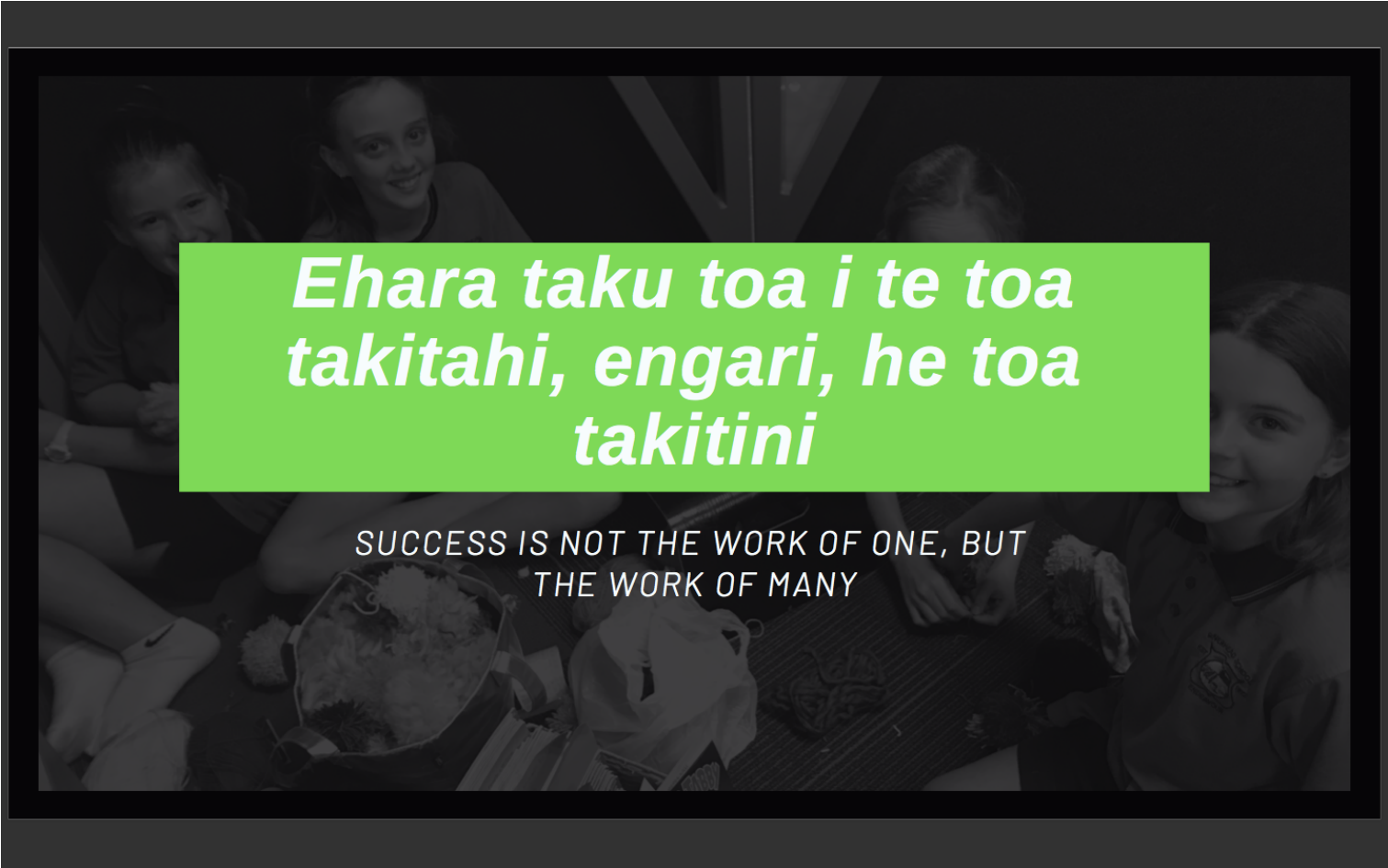
Bump@r has many functions in our school, in supporting our curriculum through the Key Competencies – Bump@r Learner Capabilities, our Values, our Affirmation System – Honours System, and Behaviour Management Programme – Bump@r Kid Expectations.

It is the central element of our amazing culture, the feel of the school and how we work. Riverhead children are proud to be 'Bump@r Kids'.

We have guiding practices and processes to promote Bump@r behaviour. (this can be found in our Bump@r as a Learner Process and Protocols).







***Ehara taku toa i te toa  
takitahi, engari, he toa  
takitini***

SUCCESS IS NOT THE WORK OF ONE, BUT  
THE WORK OF MANY