Our Expectations for what a Kihikihi School Classroom has …

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| Clear Learning Paths |
| Literacy and numeracy* Task boards for groups
* Modelling books use to track learning and achievement
* Oral language being planned for and taught throughout the school
* Spelling/wordstudy programmes being taught at all levels
* Visible word banks to support learning
 | Behaviour* Expectation of respect for others –visitors, staff and students
* Visual display of student management plan
* Consistency between classrooms and staff
* Positive behaviour is recognised and rewarded
* Contacts with whanau are made both positive and for consequences.
 | Inquiry* Integration of Inquiry into all areas of learning
* School model displayed in the classroom – students having knowledge of the inquiry process
* Inquiry skills being taught, eg skimming, notetaking…
* Think tools being taught.
* Use of graphic organisers being taught
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| An inclusive learning environment |
| Grouping students* Relationships and building connections are at the core of learning.
* Students assessed and grouped to suit their needs
* ‘experts’ accessed when needed.
 | Tikanga Māori* Mixed language environment – learning, labels, instructions etc
* Maori integrated as a norm - Whakatau, powhiri, mihi, karakia, kapa haka, units of learning, our ethos, the KKS way
 | Self assessment, peer assessment and staff assessment;* Students opinions of their own and others learning is valued.
* Reflection folder information – sharing learning with whanau
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| Informed teachers |
| OTJ’s Formative and Summative Assessment* Modelling books used to track students thinking and contributions.
* Assessment collated and analysed to support teaching
* Etap used effectively
 | Expertise sort where needed* Taking advice from peers
* Meeting with RTLB, RTLit to develop programmes
* Taking part in school wide PD
* Sourcing PD opportunities for personal needs
 | Direction* Long and short term goals for learning
* Long and short term personal goals
* Teacher reflection as part of appraisal process
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| Physical Environment | Dispositions (Key Competencies) |
| * Mat space for sharing
* Daily timetable visible to students
* Rubbish system for recycling
* Students work on the walls
 | * Students are taught their ‘meaning’
* Students self assess against the dispositions
* Staff model the ‘expectations’ set with the dispositions
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