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 |