



Kelburn Normal School

**Charter
2011 - 2016**

Kelburn Normal School Vision

“Where students learn creatively and strive for excellence, preparing for lifelong learning.”

What we want for our students...

<p>Young people who will be confident, connected, actively involved, lifelong learners.</p>	<p>Students who learn creatively and strive for excellence, to become lifelong learners.</p>
<p>Confident</p> <p>Positive in their own identity Motivated and reliable Resourceful Enterprising and entrepreneurial Resilient</p>	<p>Students who know themselves and act effectively.</p> <p><i>Managing Self</i></p>
<p>Connected</p> <p>Able to relate well to others Effective uses of communication tools Connected to the land and environment Members of communities International citizens</p>	<p>Students who relate well to others and contribute to society.</p>
<p>Actively involved</p> <p>Participants in a range of life contexts Contributors to the well-being of New Zealand – social, cultural, economic, and environmental</p>	<p><i>Relating to Others/ Participating and Contributing.</i></p>
<p>Lifelong learners</p> <p>Literate and numerate Critical and creative thinkers Active seekers, users, and creators of knowledge Informed decision makers</p>	<p>Students who are knowledgeable and know how to learn.</p> <p><i>ULST/ Thinking</i></p>

Kelburn Normal School Values

<p><i>These values are to be encouraged and modelled by all staff, and explored by students in their daily action and interactions.</i></p> <p><i>The values are closely linked to the key competencies, and provide a deeper dimension for many learning conversations.</i></p>	
<i>New Zealand Curriculum</i>	<i>Kelburn School Curriculum</i>
<p>Respect- For themselves, others and human rights.</p>	<p>Aroha and Respect- Treating ourselves and others well, by being considerate and helpful, and showing good manners. <i>Relating to others. Managing Self</i></p>
<p>Integrity- Being honest, responsible, and accountable, and acting ethically.</p>	<p>Responsibility and Honesty- Learning to make positive choices and act effectively and with know how. <i>Relating to others, Managing Self</i></p>
<p>Equity- Through fairness and the social justice</p>	<p>Fairness- Becoming a good role model and helping others in wider social contexts. <i>Relating to others, Participating and contributing</i></p>
<p>Community and Participation- For the common good.</p>	<p>Manaakitanga Working together to create a shared sense of community and culture. <i>Relating to others, Participating and contributing</i></p>
<p>Diversity- As found in our different cultures, languages and heritages.</p>	<p>Inclusiveness- Creating a rich learning culture which celebrates different identities, and provides opportunities for all <i>Participating and contributing</i></p>
<p>Ecological Sustainability- Care for the environment.</p>	<p>Interdependency- Increasing our understanding of ecology and the challenges society faces here. <i>Participating and contributing, Thinking</i></p>
<p>Innovation, Inquiry, and Curiosity- By thinking critically, creatively, and reflectively</p>	<p>Powerful Learning- Becoming expert learners and discovering the possibilities that learning offers. <i>ULST/ Thinking</i></p>
<p>Excellence- By aiming high and by persevering in the face of difficulties.</p>	<p>Resourcefulness and Positivity. Reaching our full potential as literate and numerate learners together. <i>ULST/ Thinking</i></p>

Kelburn Normal School Principles

These underpin the curriculum and the curriculum needs to be consistent with them.

<i>New Zealand Curriculum</i>	<i>Kelburn School Curriculum</i>
<p><i>High expectations</i> <i>The curriculum supports and empowers all students to learn.</i></p> <p><i>Inclusion</i> <i>The curriculum ensures students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</i></p> <p><i>Coherence</i> <i>The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to future learning.</i></p> <p><i>Learning to learn</i> <i>The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</i></p> <p><i>Community engagement</i> <i>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau and community.</i></p> <p><i>Treaty of Waitangi</i> <i>The curriculum acknowledges the principles of the Treaty and the bicultural foundations of Aotearoa.</i></p> <p><i>Cultural diversity</i> <i>The curriculum reflects New Zealand's cultural diversity.</i></p> <p><i>Future focus</i> <i>The curriculum encourages students to look to the future by exploring future-focused issues.</i></p>	<p><i>High expectations</i> <i>The curriculum is based on developing the key competencies and dispositions of all learners.</i></p> <p><i>Inclusion</i> <i>The curriculum is delivered in versatile ways that connect up the many dimensions of learners & learning; students are actively involved in learning processes and in creating a rich learning culture.</i></p> <p><i>Coherence</i> <i>The curriculum is co-ordinated through the development of the key competencies, and of the associated values. This process is linked to a long view of the learning areas as defined by essence statements and big picture objectives; achievement objectives are selected to go with these.</i></p> <p><i>Learning to learn</i> <i>Reflective learning is planned and delivered through the daily practice of learning conversations which unfold out of authentic learning contexts.</i></p> <p><i>Community engagement</i> <i>Connections are made to student's wider learning and life worlds in all phases of the learning cycle; parents and community play their role in students' learning stories.</i></p> <p><i>Treaty of Waitangi</i> <i>Te Reo and Tikanga Maori enrich the classroom curriculum and the school's cultural activities. Parents will be advised of the level of Te Reo taught and if required the school will seek other avenues of instruction in order to meet individual need.</i></p> <p><i>Cultural diversity</i> <i>Opportunities are created for students to take part in a variety of cultural activities, particularly those associated with the city and its community.</i></p> <p><i>Future focus</i> <i>The curriculum encourages students to become resilient and resourceful learners, able to adapt to change and contribute to society.</i></p>

National Standards

National Standards provide a nationally consistent means for considering, explaining, and responding to students' progress and achievement in years 1-8. They provide reference points, or signposts, that describe the achievement in reading, writing, and mathematics that will enable students to meet the demands of the NZC. They will help teachers to make judgements about their students' progress so that the students and their teachers, parents, families, and whānau can agree on the next learning goals.

National Standards	At Kelburn School
<p>Improve Learning for all Students through clearer reporting to parents</p> <p>When used in conjunction with effective assessment practices, the National Standards will be a powerful means of informing students, parents, families, whānau, teachers, schools, and the education system about how well things are going and what can be done better to improve learning for all students.</p>	<p>KNS Teachers use a range of assessment approaches and tool resources to gather information about our students.</p> <p>Overall teacher judgements are made in relation to National Standards by triangulating evidence of student progress and achievement and through by following a clear moderation process to increase assessment dependability.</p> <p>Reporting to parents is formally carried out three times a year, however parents, families and whānau are encouraged to make additional conference times if they so choose or see necessary.</p> <p>For specific details outlining the above refer to the KNS Assessment Statement.</p>
<p>Effective Pedagogy</p> <p>In order to make judgements in relation to the Reading, Writing and Mathematics and Statistics National Standards, it is essential that teachers understand the content that they are teaching in all of these learning areas, but more importantly that teachers have pedagogical content knowledge. Teachers must ensure that they understand the conceptual difficulties that students may be having and be able to plan coherent, targeted teaching to address those difficulties.</p>	<p>Through school wide and individual professional development programmes identified in the appraisal and self review cycle, KNS teachers have the opportunity to develop in both learning area content and pedagogical content.</p> <p>Participating in Action Research and on going learning conversations with colleagues ensures development of shared understandings amongst teaching staff and also personal development.</p> <p>For specific details outlining Effective Pedagogy at KNS refer to Effective Pedagogy statement.</p>