

## BRUCE McLAREN INTERMEDIATE SCHOOL

### PROCEDURES: CURRICULUM DELIVERY 2008

#### RATIONALE

The delivery of the New Zealand Curriculum is the prime function of the school. The method and emphasis of the delivery is contingent upon the needs of the students and of the community. These needs are known from community surveys and the results of testing of the children at the beginning of each year.

#### PURPOSES

To provide clear guidelines for the delivery of the curriculum for 2008 which are also in accordance with the NEGs and NAGs as well as with the respective curriculum statements.

#### PROCEDURES/GUIDELINES

The main thrust of the curriculum areas is to be levelled at all the children attaining Levels Three and Four which is where the large majority of the children of this age group lie. There are children working above these levels and some working at lower levels. The classroom programme is to be adaptable to meet the needs of the children working at these extremes. The Associate Principal (Curriculum) will be responsible for overseeing the curriculum delivery in the school.

Extra support for very slow learners will be assessed and, where possible, addressed by the Special Needs Sub-committee which is led by the Associate Principal (Support).

Two classes for independent workers (who must be average or above in ability) will also be provided to extend the children who have already developed independence in their learning habits.

#### **A. The Fundamentals**

1. The emphasis within the curriculum will be upon numeracy (mathematics), literacy (reading, written language, listening), science and problem solving.
2. The **mathematics** programme shall consist of formal lessons which contain:
  - a. An emphasis upon the 'Basics':
    - (1) The multiplication and division tables from 1 x 1 to 10 x 10
    - (2) The basic addition and subtraction facts
  - ii. To encourage the children and also to gauge the progress being made by the children as a cohort and individual, regular tests shall be held with the results recorded
    - (1) The Bruce McLaren Tables Test
    - (2) The Bruce McLaren Basic Facts Test
  - iii. Those children who pass the tests will be awarded certificates in celebration.
- b. A sequential approach to the sub-topics in the mathematics programme will be followed as the main part of the mathematics curriculum covering number, geometry, statistics, measurement, and algebra.

- i. Pre-assessment will take place prior to each unit and each syndicate will have the children grouped to meet the differing needs of the pupils as indicated by their differing rates of success in each diagnostic test.
      - ii. Wherever possible, formative assessment will be utilised especially in written language
      - iii. Evaluative/Summative assessment will take place at the end of each unit to determine the progress made and to highlight where later revision can be most meaningfully aimed.
    - c. Problem solving in mathematics will have a strong emphasis. To assist this the school will:
      - i. Continue with the Otago Problem Solving Challenge with those children who can comprehend the concepts involved and/or who wish to participate
      - ii. Make the teaching of problem solving techniques part of the on-going classroom programme.
3. The **reading** programme shall consist of formal reading lessons as well as being a fundamental part of the integrated units. Emphasis shall be placed upon:
- a. Comprehension - reading for meaning (see Literacy Contract below)
  - b. Using an eclectic approach in the teaching of reading skills
    - i. Use of phonics, whole word recognition, and context will be utilised so the children develop rich and deep reading attack skills
    - ii. Cloze techniques will be used to reinforce word recognition
    - iii. Oral and written questioning used
    - iv. Sustained Silent Reading (SSR) and Guided Silent Reading (GSR) will a part of the programme
    - v. A great deal of formal comprehension to develop the skills of comprehension as opposed to 'barking at words'.
  - c. Comprehension based tests will be used to determine progress made as opposed to a reliance upon word recognition tests such as Burt. Comprehension of what is read is the main purpose of reading - hence this emphasis.
4. Those children who have fallen behind in their reading will be placed, vacancies permitting, on:
- a. The Four Minute Reading Programme
  - b. The Rainbow Readers
  - c. The Parent Programme
5. **Written language** will be formally taught:
- a. Utilising:
    - i. Basic grammar (nouns, verbs, adjectives, pronouns, adverbs, prepositions, tense, case etc)
    - ii. The construction of sentences
    - iii. The construction of paragraphs (leading sentences)
    - iv. The construction of essays and fictional compositions with introductions, bodies and conclusions.
  - b. The children will have the above modelled and given much practice in actual writing
  - c. Spelling and the use of a clear cursive script will also be emphasised.
6. **Science and Problem Solving.**
- a. The science programme will of a practical nature and will include the children doing practical experiments and drawing conclusions from their results guided by their teacher

- b. Two consecutive days are put aside for Science Badge activities in Term 2.
- c. The problem solving programme will teach the various ways of approaching problems.

## **B. The Specialist Areas**

1. Specialists are used to teach the following subject areas:
  - a. **The Arts**
    - i. Visual art
    - ii. Music
  - b. **Technology**
    - i. Soft materials (textiles)
    - ii. Electronics and Metalcraft
    - iii. Hard materials (wood)
  - c. **Health/Technology**
    - i. Home economics/Cooking
2. The **PE** component of the Health and Physical Education Curriculum will be taught on a syndicate basis with all the teachers working together to deliver this aspect of the curriculum.

## **C. The Other Areas**

1. **Social Studies and Health** will be taught as integrated subjects where this is applicable:
  - a. The main structure of each unit of work is to be based upon language work - specifically written language and reading.
  - b. The achievement objectives for Social Studies and Health will be incorporated into a specific unit of work. (ie: if a theme is aboriginals, much of the work will be in the language skills of reading and written language incorporating research skills. Included in the unit will be the Social Studies objectives which can be incorporated in the unit of work)
  - c. There will be two Health units in each Year taught as 'stand alone' topics
    - i. Year 7
      - (1) WISH (Cultural Diversity)
      - (2) Pubertal Change
    - ii. Year 8
      - (1) WISH (Discrimination)
      - (2) Keeping ourselves Safe

## **D. The Essential Skills, Values and Attitudes**

The essential skills, values and attitudes form a part of every unit of work and day to day teaching.

1. In the School Action Plan the essential skills are detailed as they pertain to each curriculum area. These are to be taken into consideration when the planning of a unit of work is undertaken.
2. The values to be taught are those agreed upon by the community and which are incorporated in the school's Charter:
  - a. The prime values to be taught are:
    - i. The Golden Rule (Do unto others as you would have others do unto you)
    - ii. Respect for Others (Mana Tangata)
    - iii. Honesty (Pono)
    - iv. Caring / Compassion (Aroha)
    - v. Fairness (Tika)
  - b. Other values - Non-Racism (Manaaki), Reliability (Awhinatanga), Respect for the Law (Mana Ture), Tolerance (Ngakau Mahika), Spirituality (Mana Atu) - will also be covered.

3. The attitudes to be taught are reflected in the values and also include:
  - a. Independence in learning
  - b. Taking responsibility for personal actions
  - c. Setting personal goals and striving to meet them.
4. Much of the above will be incorporated in the school WISH (Working In Social Harmony) programme.

**E. Staff Development**

1. All teachers will be involved in two main emphases for 2008:
  - a. Sustaining the skills learnt from the Written Language Contract through on-going in-service training with a trained written language facilitator
  - b. Sustaining the skills learnt from the ICT Cluster Contract and a continuation of the ICT relationship developed with Avondale, Blockhouse Bay, and Henderson Intermediate Schools.
2. Training in working with gifted children
3. Other professional development will be to meet the individual needs of teachers.
4. Teacher aides will be provided with training to meet the needs of the special needs children who are attending this school.

**CONCLUSION**

By concentrating upon the fundamental skills of reading, written language, mathematics, science and problem solving the children will gain the necessary skills to enable them to undertake further studies and become independent self-motivated workers. These skills will be associated with the integrated use of ICT so the children utilise the resources of the internet and electronic developments.

In these ways the children will be able to take their places in the future as productive and fully functioning members in New Zealand society.