



KING'S  
S C H O O L

CURRICULUM

VISION

# MESSAGE FROM THE HEADMASTER

We want a school where boys are encouraged to learn and where staff create an environment, through collective and individual planning, which allows boys to reach their potential. We aim to nurture our students to enable them to excel and be effective in tomorrow's world. We want our boys to have a can-do attitude, with an ability to think based on a solid foundation in the core curriculum.

The key will be a focus on developing a curriculum which engages the school philosophy of discovering individual talents in every boy and releasing in him the means to succeed.

As we reflect on the needs of our boys, clear guidelines are required for our teaching staff to assist them in delivering a robust curriculum.

Our goal is to deliver boys who are:

- Given a solid foundation in the core curriculum
- Critical, creative thinkers, curious and open-minded
- Confident and aware of their individual talents
- Motivated to learn
- Flexible, resilient and use initiative
- Healthy in mind and body
- Benefiting from a culture of succeeding
- Practising values-based Christian principles

This document is consistent with our aim to offer a curriculum that is innovative and has a breadth to cater for individual difference. It also reflects the Ministry of Education curriculum review.

Delivering the best to the boys is what it is all about.

**Tony Sissons**  
HEADMASTER



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CURRICULUM

TEACHING AND LEARNING  
FRAMEWORK

# King's School

Developing the individual talents of each boy... for life

**Innovation**

**Creativity**

**Technology**

**Life Skills**



**Values**

**Thinking**

**Quality**

# INTRODUCTION

The King's School Teaching and Learning Curriculum framework is a scaffold for the total teaching and learning experience – inside and outside of the classroom – that daily takes place at King's School.

This provides a common language and shared approach to pedagogy that reinforces and supports the school's operation as a “thinking organisation”.

The structures and principles that underpin the Teaching and Learning framework have been drawn from the New Zealand Curriculum and internationally-developed teaching and learning frameworks.

## 1. Quality Teaching

The New Zealand Curriculum framework identifies the following key principles:

- High expectations
- Treaty of Waitangi
- Cultural diversity
- Inclusion
- Learning to learn
- Community engagement
- Coherence
- Future focus

## 2. Essential Learning

The New Zealand Curriculum and South Australian framework identifies the following dimensions for curriculum organisation:

- Thinking
- Managing self
- Communication
- Relating to others
- Social responsibility

### 3. Productive Pedagogy

The New Zealand Curriculum framework identifies the following as effective pedagogies:

- Teacher actively promoting student learning
- Creating a supportive learning environment
- Encouraging reflective thought and action
- Enhancing the relevance of new learning
- Facilitating shared learning and experience
- Providing sufficient opportunities to learn
- Teaching as inquiry

### 4. Understanding by Design

This method of Curriculum design and delivery aims to enhance teacher clarity, student engagement, learning and deeper understanding.

### 5. Dimension of Learning

The following dimensions from the New Zealand Curriculum and the Partnership for 21<sup>st</sup> Century Skills identifies four areas that target where teaching and learning interconnects through:

- Dimension 1 : Life skills and Values based Thinking
- Dimension 2 : Learning and Innovation Skills
- Dimension 3 : Information, Media and Technology skills
- Dimension 4 : Thinking Behaviours

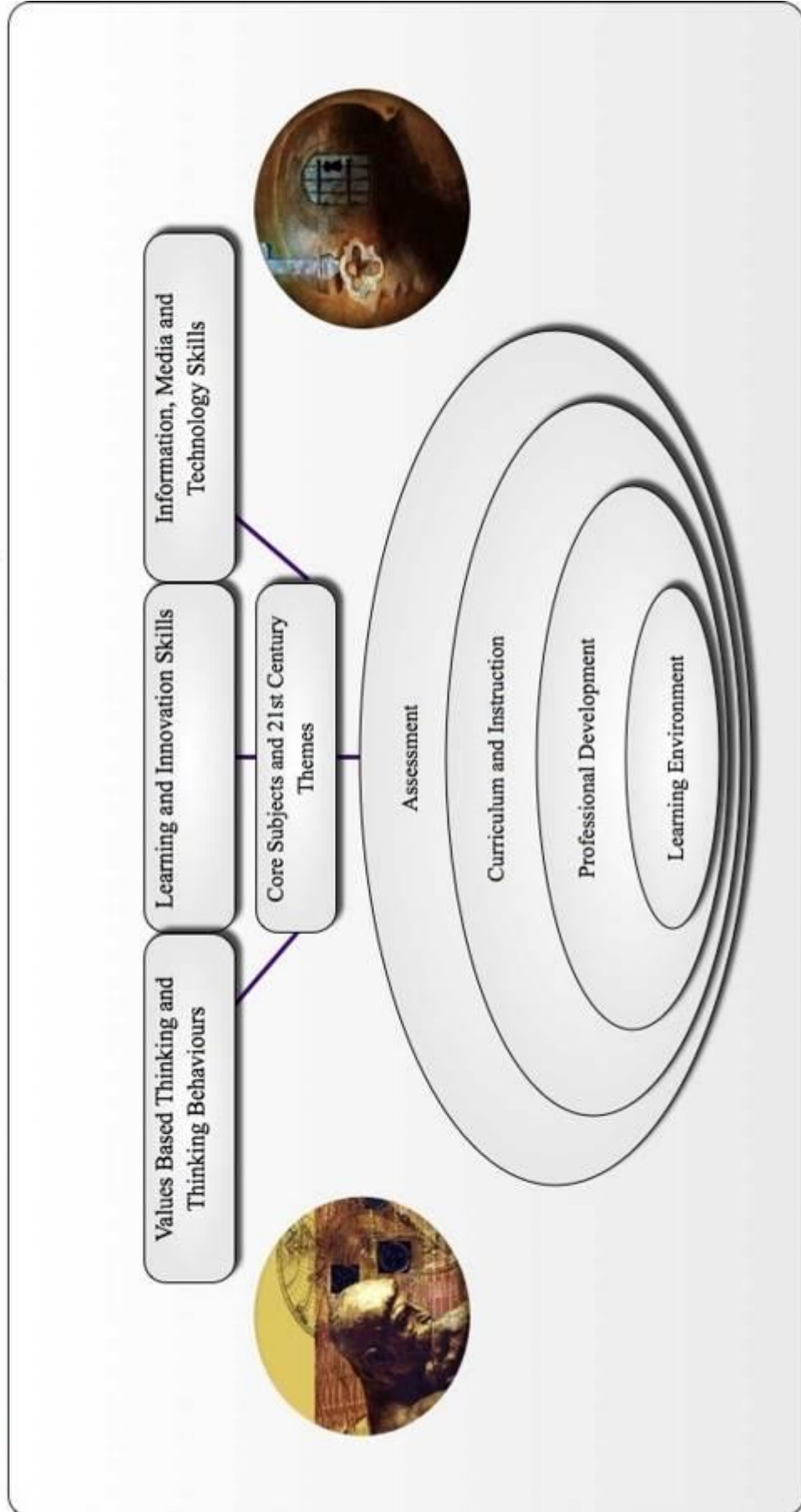
The King's School Teaching and Learning framework operates through these four dimensions which connect and support our core subjects.

It is a framework which grows out of the King's School Vision to: **Develop the individual talents for each boy... for life.**



## King's School Curriculum Model

He who teaches himself and rectifies his own ways is more deserving of respect and reverence than he who would teach others and rectify their ways - Kahlil Gibran





## Values Based Thinking and Thinking Behaviours

Children are not casual guests in our school. They have been loaned to us temporarily for the purpose of instilling in them a foundation of values on which their future lives will be built.



Reflective Thinking



Risk Taking



Working Collaboratively



Thinking Flexibly



Being Creative and Innovative



Questioning and Posing Problems

The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills



# VALUES BASED THINKING AND LIFE SKILLS

## (Thinking Behaviours)

Today's life and work environment require far more than thinking skills and content knowledge. The ability to navigate complex life and work environments in the globally competitive information age requires students to develop values based on thinking and life skills.

These skills include an ability:

- To adapt to change
- To be flexible
- To manage goals and time
- To work independently
- To be self directed learners
- To work collaboratively

The skills that assist in the development of Thinking Behaviours are:

- Reflective thinking
- Risk taking
- Working collaboratively
- Flexibility in thinking
- Being creative and innovative
- Questioning and posing problems

The values that are modelled and encouraged throughout King's School are to:

- Display compassion and have a readiness to forgive
- Have a sense of thankfulness and generosity
- Be engaged in service that is selfless
- Display sincerity, integrity and a sense of justice
- Have courage and a sense of purpose

## LEARNING AND INNOVATION SKILLS

Learning and innovation skills are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21<sup>st</sup> century.

The focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

## COMMUNICATION AND COLLABORATION

At King's, students are encouraged to:

- Articulate thoughts and ideas clearly and effectively through speaking and writing
- Demonstrate the ability to work effectively with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work

## CREATIVITY AND INNOVATION

King's students are encouraged to:

- Demonstrate originality and inventiveness in work
- Develop, implement and communicate new ideas to others
- Be open and responsive to new and diverse perspectives
- Act on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

Creativity will be focused around the following 4 components:

- Fluency, or generating a flood of ideas or solutions on a topic or problem
- Flexibility of sorting categories in order to gain other ideas and different perspectives
- Originality of developing new or unusual ideas or products
- Elaboration of ideas or products, and extending or further developing these



## Learning and Innovation Skills

A mind is a fire to be kindled, not a vessel to be filled. - Plutarch



### Critical Thinking and Problem Solving

Exercising sound reasoning in understanding  
 Making complex choices and decisions  
 Understanding the interconnections among systems  
 Asking significant questions that clarify points of view leading to better solutions  
 Analysing and synthesizing information to solve problems and answer

### Critical Thinking Toolkit

### Creativity and Innovation

Demonstrating originality and inventiveness in work  
 Being open and responsive to new and diverse perspectives  
 Developing, implementing and communicating new ideas to others  
 Acting on creative ideas to make a useful contribution to the domain in which the innovation occurs

### Communication and Collaboration

Assuming shared responsibility for collaborative work  
 Demonstrating ability to work effectively with diverse teams  
 Articulating thoughts and ideas clearly and effectively through speaking and writing  
 Exercising flexibility and willingness to help make necessary compromises to accomplish a common goal

### Thoughtful Talk

### Thinking Maps / Exemplars

# CREATIVITY AND INNOVATION

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## Brainstorming

Fluency is the skill of generating a flood of ideas or solutions on a topic or problem. Students are taught skills which develop fluent thinking through brainstorming including:

- Flexibility of sorting categories in order to gain other ideas and different perspectives
- Originality of developing new or unusual ideas or products
- Elaboration of ideas or products, and extending or further developing these

# CRITICAL THINKING AND PROBLEM SOLVING

Students are encouraged to:

- Exercise sound reasoning and understanding
- Make complex choices and decisions
- Understand the interconnections among systems
- Identify and ask significant questions that clarify various points of view and lead to better solutions
- Frame, analyse and synthesize information in order to solve problems and answer questions

Critical thinking involves developing skills such as:

- Interpreting information
- Identifying arguments
- Analysis
- Evaluation
- Drawing conclusions
- Justifying ideas
- Explaining reasons
- Being fair minded
- Problem solving

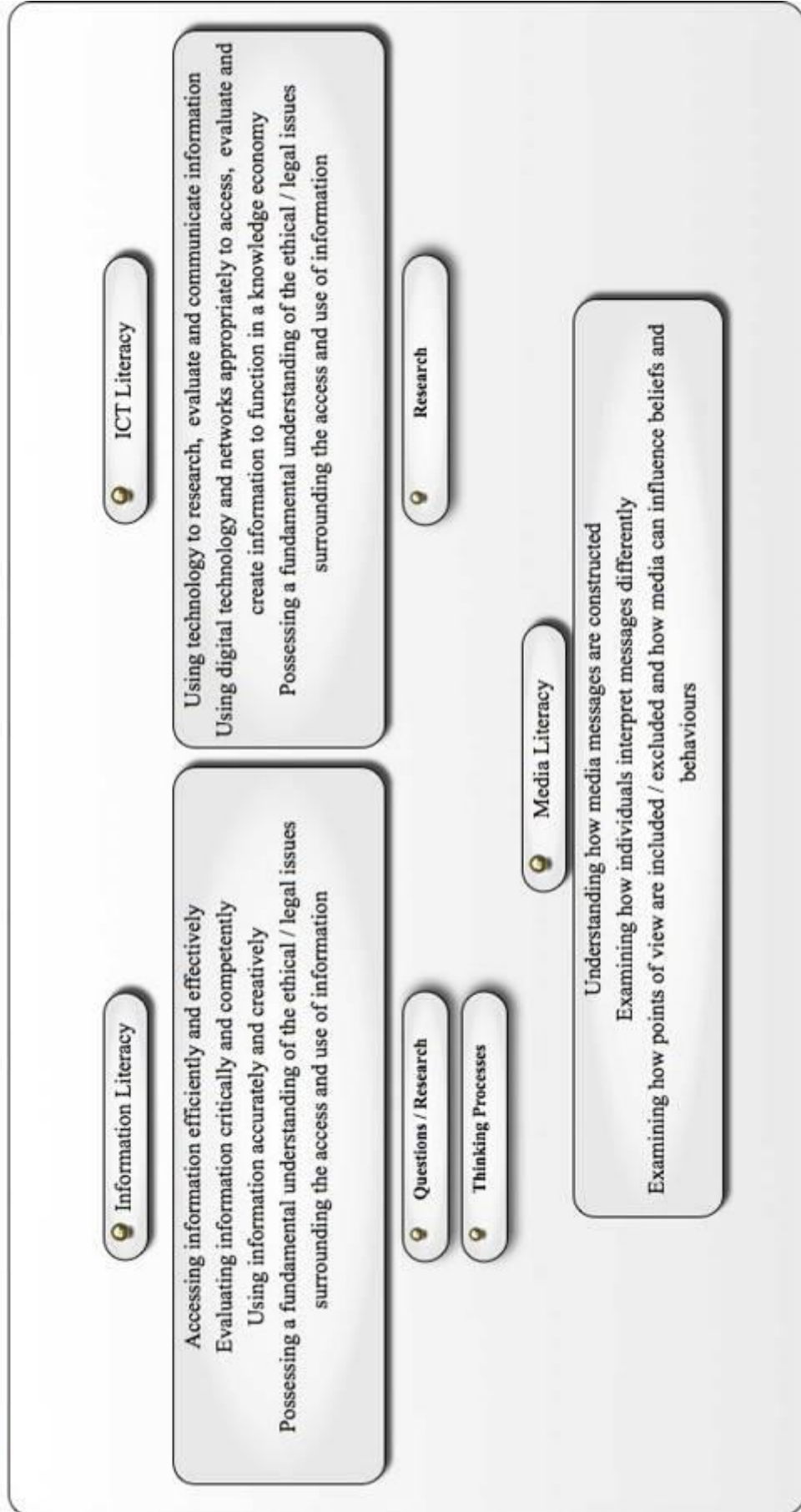
## Thinking strategies across the school

	Year 1 / 2	Year 3 / 4		Year 5 / 6		Year 7 / 8	
<b>Core Thinking Strategies and Contexts</b>	Prediction Classification Sequencing Comparing	Generating Possibilities  Compare & Contrast	Problem Finding Solutions	Evaluative Thinking Ranking	Prediction Reasoning Drawing Conclusions	Creative Problem Solving Compare & Contrast	Cause & Effect Skilful Decision Making



## Information, Media and Technology Skills

Within today's information society, the most important learning outcome for all students is their being able to function as independent lifelong learners. The essential enabler to reaching that goal is information literacy



# INFORMATION, MEDIA AND TECHNOLOGY SKILLS

People in the 21<sup>st</sup> century live in a technology and media-suffused environment. These are marked by several characteristics:

- Access to an abundance of information
- Rapid changes in technology
- The need for collaboration

To be effective in the 21<sup>st</sup> century students need to be able to exhibit a range of critical thinking skills related to information, media and technology.

## MEDIA LITERACY

Media literacy encompasses the skills and knowledge needed to question, analyse, interpret and evaluate the messages of the mass media. In essence, media literacy is the application of critical thinking to the messages of print and electronic media.

At King's we focus on:

- Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviours
- Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

# INFORMATION LITERACY

It is important to ensure our students:

- Access information efficiently and effectively, evaluate information critically and competently and use information accurately and creatively for the issue or problem at hand
- Possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information

## Questioning

Students develop a questioning toolkit that will:

- Provide knowledge / information
- Stimulate thinking in:
  - > critical ways
  - > creative ways
  - > ethical/value based contexts
- Challenge themselves

## Information Seeing / Selecting and Evaluating

Students are taught to develop skills such as:

- Using search engines / catalogues to gather data from a range of sources
- Selecting information relevant to their question
- Skim reading
- Note taking
- Being able to discriminate information
- Being able to select information that is accurate (ie. from various information sources)
- Selecting information that is authoritative



## Thinking Processes

Students use a range of thinking strategies to refine their thinking with the information they gather, such as:

- Compare and Contrast
- Cause and Effect
- Problem Finding
- Decision Making
- Creative Problem Solving
- Creativity tools such as SCAMPER
- Using old ideas to create new ones
- Prediction and the drawing of conclusions

# ICT (INFORMATION, COMMUNICATION AND TECHNOLOGY) LITERACY

Students are taught a range of skills in ICT literacy, including:

- Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate and create information in order to function in a knowledge economy
- Using technology as a tool to research, organise, evaluate and communicate information
- Understanding of the ethical/legal issues surrounding the access and use of information

## The 5 W's (1 "H") of Cyberspace

### WHO is the source of the information?

- Has someone taken responsibility for the content of this Web site?
- Is information about the author or organisation clearly stated?
- Are there any links to in-depth information about the author or organisation?
- Can you contact the company or author through a real world postal address or phone number?
- Can you confirm that the company or author is a credible, authoritative source of information?
- Can you verify the authority of any of the site's content that is attributed to other sources?

### WHAT are you getting?

- Is the information biased in any way?
- Does the site rely on loaded language or broad, unsubstantiated statements?
- Is emotion used as a means of persuasion?
- Does the site offer more than one viewpoint?
- Are there links to other or alternative viewpoints?
- Does the site's information seem thorough and well-organised?
- Does the site clearly state the topics that it intends to address?
- Does it follow through on the information it has promised?
- Does the information seem complete? Consistent?
- Is the information well written and easy to understand?

- Does the Web site offer a list of further in-depth resources or links to such resources?
- Is it important that the information you are seeking be right up-to-date?

### **WHERE to find it?**

- Learn to deconstruct a Uniform Resource Locator (better known as a URL or “site address”). Use the URL from the Media Awareness Network as an example:

[www.media-awareness.ca/english/tools/site\\_directory/](http://www.media-awareness.ca/english/tools/site_directory/)

### **WHY are you here?**

- Can I get the information faster off-line?
- Does the online material I am finding suit my needs?
- Am I able to verify this information?

### **HOW can you tell what's what?**

- When in doubt, doubt. Scepticism should be the rule of thumb on the Net.
- Double-check your facts and sources – and then check them some more!

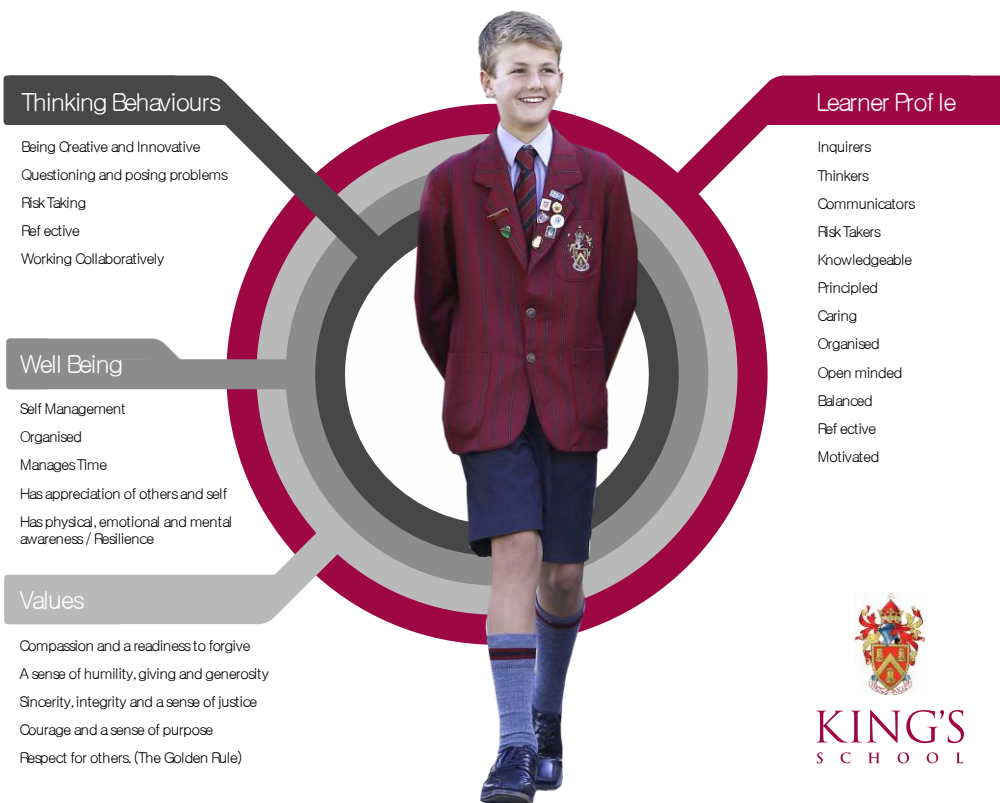
# KING'S SCHOOL LEARNERS' PROFILE

The learner profile describes a list of attributes that promote academic rigour and the establishing of a personal value system leading to international-mindedness.

The programme encourages student to become:

- **Inquirers** – their natural curiosity has been nurtured and they actively enjoy learning
- **Thinkers** – they exercise initiative in applying thinking skills critically and creatively to solve complex problems
- **Communicators** – they receive and express ideas and information confidently in more than one language
- **Risk-takers** – they approach unfamiliar situations without anxiety and have the confidence to explore new ideas
- **Knowledgeable** – they have explored themes which have global significance and have acquired a critical mass of knowledge
- **Principled** – they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice
- **Caring** – they show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others
- **Open-minded** – they respect the values of other individuals and cultures and seek to consider a range of points of view
- **Well-balanced** – they understand the end importance of physical and mental balance and personal well-being
- **Reflective** – they give thoughtful consideration to their own learning by constructively analysing their personal strengths and weaknesses

# A King's Boy is prepared for excellence at the next level





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ASSESSMENT

# CURRICULUM FRAMEWORK

**Assessed curriculum – How will we know what has been learned?**

## Strategies and Feedback

Teachers use a range and balance of school-based assessment strategies and feedback techniques, including:

- Writing samples
- Benchmarks and continuums
- Structured observations
- Anecdotal records
- Performance tasks
- Rubrics or guiding descriptors
- Portfolios of work
- Student/teacher/parent conferences

The principal purposes of assessing what has been learned are to:

- Determine what the student knows and understands about the world
- Inform and differentiate teaching and learning
- Monitor the effectiveness of the programme
- Identify the professional development needs of teachers

Essentially, assessment in this programme is of two types, each of which has a specific function:

- **Formative assessment** is interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative assessment and learning activities are directly linked; neither can function effectively or purposefully without the other.
- **Summative assessment** occurs at the end of the teaching and learning process and provides students with opportunities to demonstrate what they have learned. It aims to give teachers and students a clear insight into students' understanding.



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PEDAGOGY  
CURRICULUM AND INSTRUCTION



# EFFECTIVE PEDAGOGY

## Teacher actions promoting student learning

While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on students' learning. This evidence tells us that students learn best when teachers:

- Create a supportive learning environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
- Facilitate shared learning
- Make connections to prior learning and experience
- Provide sufficient opportunities to learn and inquire in a positive teaching-learning relationship.

## What should this look like in our classrooms?

Students are likely to:

- Take an active role in decisions about the content, process and assessment of learning
- Take an active role in learning
- Wait less and learn more
- Be interested in their learning
- Feel empowered to make suggestions
- Ask questions of themselves, the teacher and others

The teacher is likely to:

- Notice, recognize and respond to learners - which may necessitate adapting plans in the teaching moment
- Give quality feedback and feed-forward that relate to the learning areas as well as the thinking behaviours
- Alter and adapt plans in response to learners
- Revisit learning plans with students
- Show themselves as learners and to model thinking behaviours

Content, topic or foci are likely to:

- Be (or become) interesting to students

- Draw on authentic contexts - related to things that are happening in the local and global community
- Relate to students' existing knowledge and experience
- Broaden students' competencies

Resources are likely to:

- Come from a range of sources - local, national and global
- Draw on diverse perspectives
- Include a range of media
- Be sourced not only by teachers, but also by students, parents, community members and others

Activities are likely to:

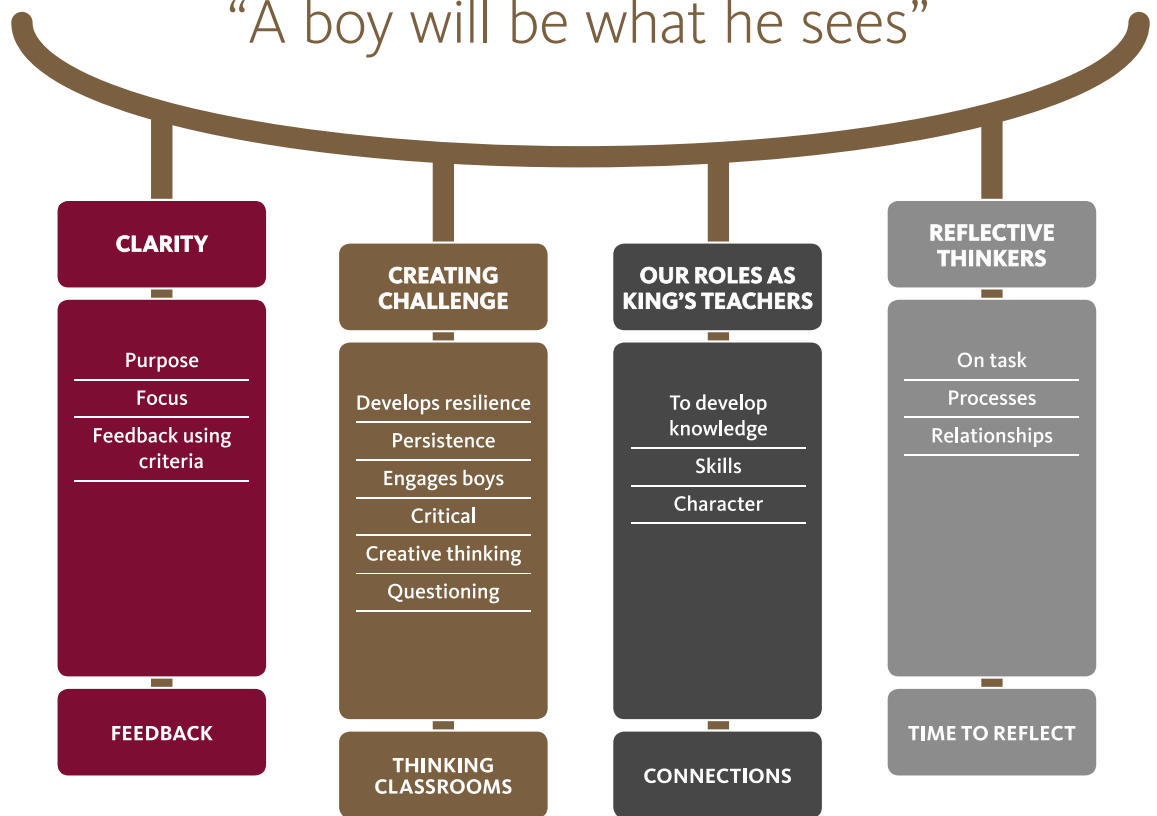
- Take students into real, authentic contexts
- Be flexible and adaptable
- Be dynamic - activities that lead to and generate other unforeseen activities
- Be for other individuals and groups
- Be purposeful and worthwhile
- Be aligned to important outcomes

The classroom culture is likely to:

- Develop creative, critical or reflective thinking
- Focus on learning
- Embrace flexibility
- Feel like a place where students are confident to have a say
- Encourage questions, contributions, suggestions, learning from mistakes and successes

# RELATIONSHIPS

“A boy will be what he sees”



What does a King's classroom look like?



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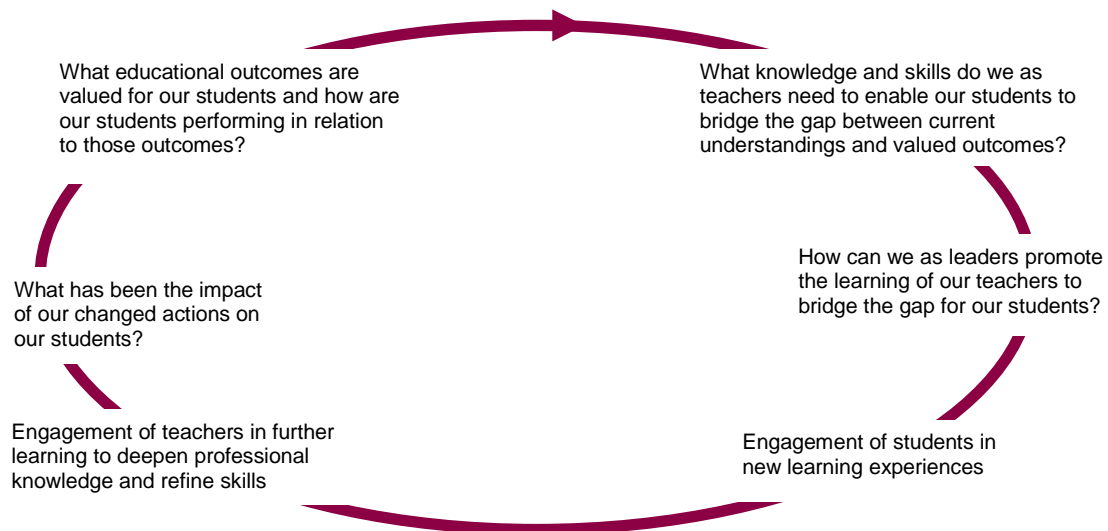
PROFESSIONAL DEVELOPMENT

# PRINCIPLES OF PROFESSIONAL LEARNING AND DEVELOPMENT

King's School PD is based around the following principles:

- Active school leaders who have a vision for professional learning lead and organise staff learning
- A focus on student outcomes and the links to classroom practice
- Worthwhile content related to the local context and based on the findings of established educational research
- Use of assessment information about the performance of teachers and students
- Experts who facilitate teachers to develop their own understanding of new ideas
- A programme to sustain momentum, where theoretical understandings continue to develop teacher practice

## Questions that drive our PD decision making?





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LEARNING ENVIRONMENT

# LEARNING ENVIRONMENT

A 21<sup>st</sup> century learning environment depends on a number of elements to support the teaching and learning of King's School.

These elements include:

- Facilities and design
- Technology
- Timetabling
- School culture
- Leadership
- Professional learning communities

Within the classroom environment staff will create learning experiences that will develop the mastering of the basics, enhance critical, creative and reflective thinking and foster a work ethic.