

Wairau Valley Special School

Academic

Being creative

Life Skills

Exercise

Curriculum

Developed: January 2016

Review: January 2017

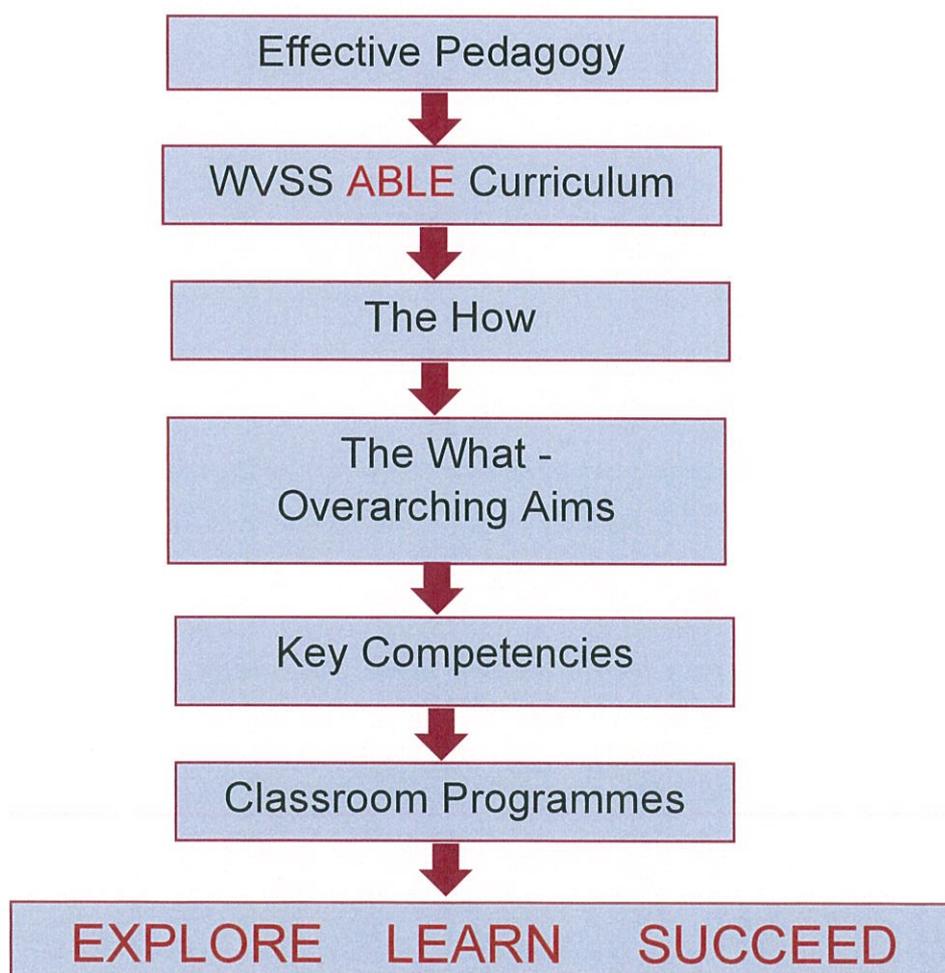
WVSS Curriculum 2016

Introduction

At Wairau Valley Special School, in partnership with parents/caregivers, we aim to support all students to succeed in an ever changing environment. We will provide individualised quality education, based on each student's strengths, interests and individual needs.

Every student is a learner, and the Wairau Valley Special School Curriculum focusses on putting the students at the centre of all teaching and learning. Students will experience a curriculum that engages and challenges them to maximise their learning. This curriculum will support each student to develop the competencies they need to be effective communicators and to be as independent as possible to reach their full potential. The Curriculum is forward looking and inclusive. Every student is supported with an effective communication system.

The Wairau Valley Special School Curriculum is aligned with the NZC and fulfils the intent of the document. The school curriculum is A.B.L.E. – Academic, Being Creative, Life Skills and Exercise. This will meet the individual needs, drawing aspects from the NZC that are most important to our students and their community.



Wairau Valley Special School aims to:

WVSS	Area	Overarching Aims
A cademic	Reading	Recognise and comprehend signs, symbols or text demonstrating understanding
	Writing	Convey a message using signs, symbols or text meaningfully
	Communication/ Language	Be able to communicate needs, wants and ideas effectively
	Mathematics	Recognise and use mathematical concepts meaningfully in everyday situations
	Science Social Science Technology	Experience, participate and show understanding of the world around them
B eing C reative	Dance, Drama & Music	Explore and participate in as many creative forms of the performing arts
	Visual Art	Explore and create visual media that expresses a message and supports learning in context
L ife S kills	Health	Develop an understanding of personal wellbeing in order for ones needs to be met
	Self Help	Promote independence through a range of activities including caring for oneself and management of self.
	Domestic	Participation and experience in a range of everyday learning experiences and activities
	Vocational, Community & EOTC	Involvement in experiences that include a wide range of opportunities in everyday situations outside of the classroom
	Social, Leisure & Recreation	To engage in meaningful activities that help to develop friendships/social protocols/norms.
E xercise	Physical Education Fine & Gross Motor Skills	Participate in physical activity and sustain wellbeing
	Movement through Play	Experience and participate in a range of activities that promote communication enjoyment and interaction with others

Curriculum

The A.B.L.E.

Wairau Valley Special School Curriculum

WHAT

Academic

Reading/Writing
Communication/Language
Mathematics
Science/Social Science
Technology

Being Creative

Dance, Drama & Music
Visual Art

Life Skills

Health
Self Help
Domestic
Vocational, Community & EOTC
Social, Leisure & Recreation

Exercise

Physical Education
Fine & Gross Motor Skills
Movement through Play

HOW

Structured
Teaching

Relevant and
Meaningful
Contexts

High Levels of
Engagement

High Student
Interest

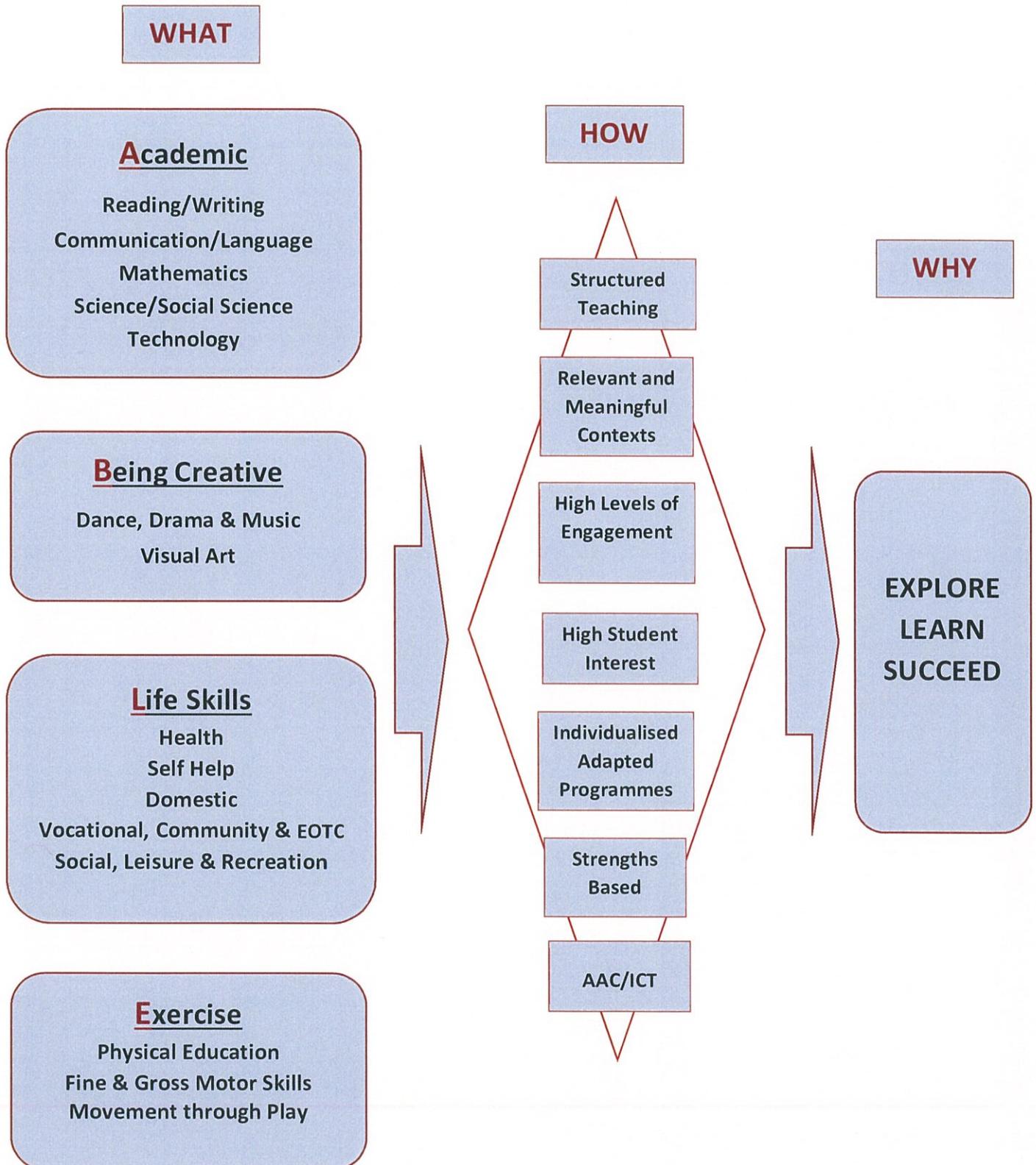
Individualised
Adapted
Programmes

Strengths
Based

AAC/ICT

WHY

EXPLORE
LEARN
SUCCEED



At Wairau Valley Special School our **A.B.L.E. Curriculum** is successfully taught through:

a. Structured Teaching

- Consideration for classroom layout and learning styles
- Specific skills are taught and practiced moving towards independent learning
- Modelled and scaffolded teaching and learning
- Learner and learning focussed
- Students know why & what they are learning and how they will get there and know when they have achieved success
- Assessment and learning are linked with clear criteria set

b. Relevant & Meaningful Contexts

- Age respectful
- Related to individual and prior learning
- Balanced
- In partnership with families/whānau

c. Engagement

- Interactive programmes with concrete and tangible learning promoted
- Motivating learning activities
- Student input into learning programmes
- Repetition and practice is encouraged
- Reflective practice is evident

d. Student Interests

- Opportunities for learning through student's interest is fostered – personalised learning
- Programmes are challenging and foster problem solving
- Culture and heritage is acknowledged
- Students feel happy and safe in their learning environment

e. Individualised Adapted Programmes

- Provision of individualised resources
- Opportunity to process & practice – 'EXPLORE, LEARN, SUCCEED'
- Risk taking encouraged
- Feedback and feedforward is used appropriately
- Plan for next steps

f. Strengths Based

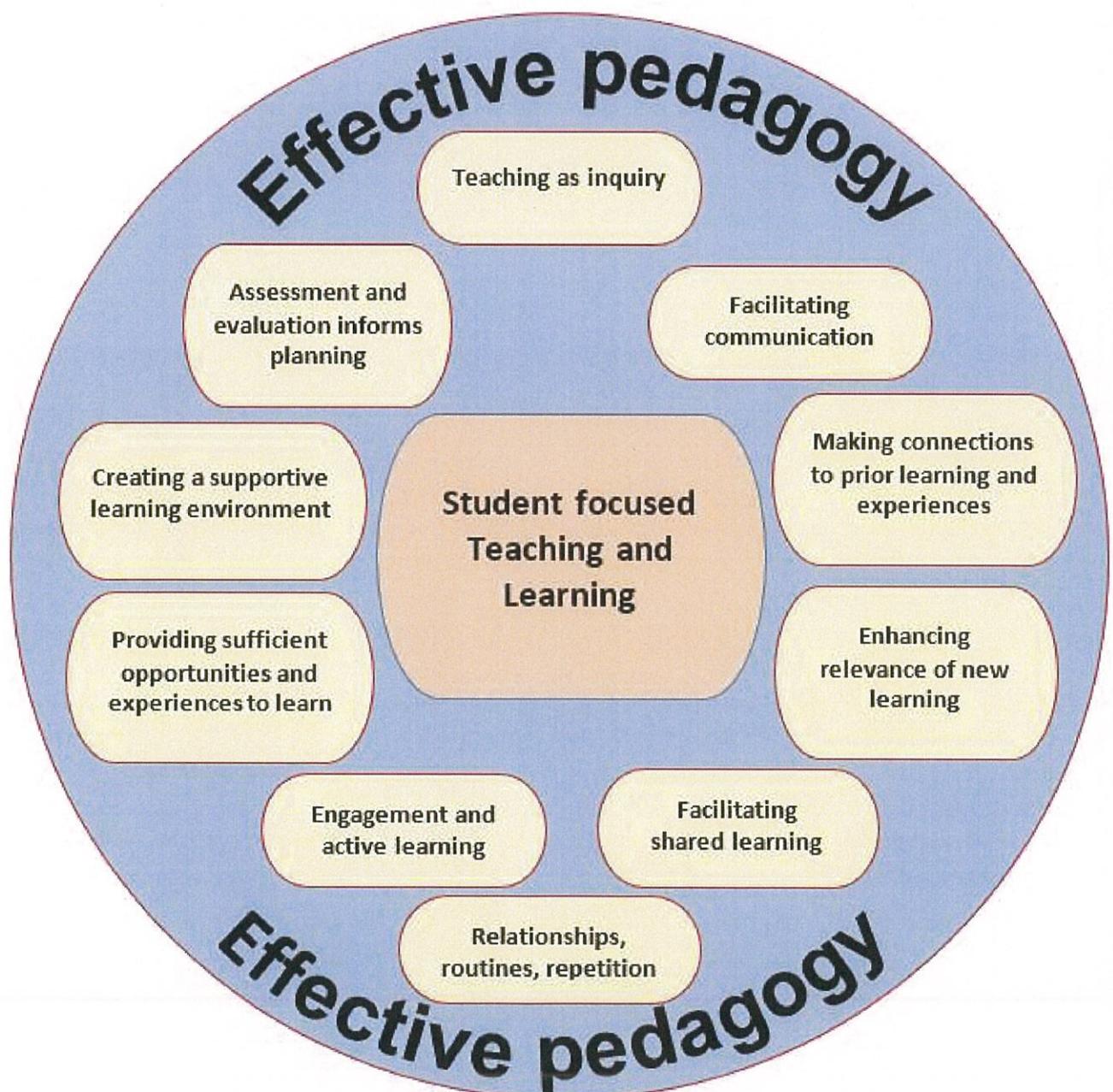
- High expectations for learning
- Successes and progress celebrated
- Acceptance of individual differences and needs
- Provisions made for differences
- Learning is transferable and generalised

g. AAC/ICT

- Verbal communication is fostered and modelled
- Communication is supported by individualised low and high tech devices for students who have communication challenges and/or are non-verbal
- Social communication and interaction is encouraged
- Social skills and friendships are developed

Pedagogy

Teacher and Therapist practice promoting student learning



Teaching as Inquiry

Effective pedagogy requires that teachers inquire into the impact of their teaching on their students learning.

Inquiry into the teaching- learning relationship can be visualised as a cyclical process that happens moment by moment (as teaching takes place), day by day, and over the longer period. In this process, the teacher asks:

- **What is important (and therefore worth spending time on), given where my students are at?**

This focusing inquiry establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.

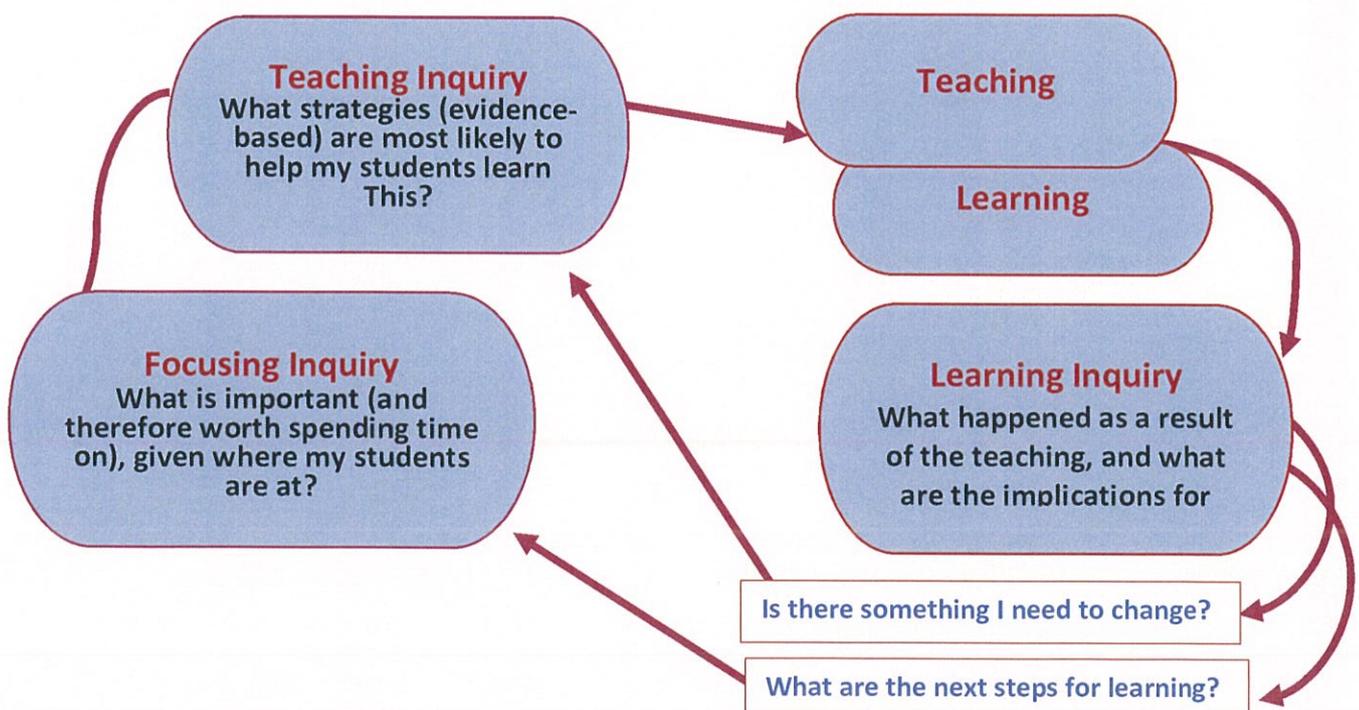
- **What strategies (evidence-based) are most likely to help my students learn this?**

In this teaching inquiry, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.

- **What happened as a result of the teaching, and what are the implications for future teaching?**

In this part of the learning inquiry, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They analyse and interpret the information to consider what they should do next.

Teaching as Inquiry



Key Competencies

THINKING	To actively seek knowledge	<ul style="list-style-type: none"> • Explore my world • Be open to new learning • Be curious • Learning ways of finding out more
	To apply knowledge	<ul style="list-style-type: none"> • Use what I know in different settings • Use what I know with different materials • Use what I know with different technologies • Use what I know with different people
	To reflect on knowledge and create new ideas	<ul style="list-style-type: none"> • Learn from previous experience to solve problems • Make a link between objects, events and experience
USING LANGUAGE, SYMBOLS AND TEXT	To work with language, symbols and text	<ul style="list-style-type: none"> • Express myself using language, symbols and text
	To interpret language symbols and text	<ul style="list-style-type: none"> • Interpret language, symbol and text
MANAGING SELF	To be self-motivated	<ul style="list-style-type: none"> • Establish personal goals • Be involved in planning my learning • Demonstrate that I have a positive self-image • Reflect on my own development • Persevere
	To act independently	<ul style="list-style-type: none"> • Do things for myself • Use my initiative • Make my own decisions • Access my environment
	To meet challenges	<ul style="list-style-type: none"> • Manage my emotions • Manage my behaviour • Recognise when I need help • Take risks
RELATING TO OTHERS	To express myself	<ul style="list-style-type: none"> • Express my feelings and ideas • Share my ideas • Display self-confidence
	To respond to others	<ul style="list-style-type: none"> • Listen actively • Understand the feelings of others • Understand the perspective of others
	To learn with and from others	<ul style="list-style-type: none"> • Build relationships with others • Be a friend and make friends • Understand the effect I have on others • Negotiate • Adapt to different roles • Work effectively with others
PARTICIPATING AND CONTRIBUTING	Participating in	<ul style="list-style-type: none"> • Be confident in a number of groups • Use and access a range of amenities • Have a variety of passions and interests • Understand and follow group rules
	Contributing to	<ul style="list-style-type: none"> • Play different roles in various groups • Exercise my rights in various groups • Show my respect for the environment • Show respect for others

