* **PIKO’S PEOPLE**
* **“BELONGING - WHANUANGATANGA”**
* 

**OBJECTIVES:**

**Students will….**

* explore aspects of local and regional communities and groups that the students belong to;
* consider who belongs to a particular community and how those individuals and groups become part of it (for example, immigrant groups);
* examine and analyse people’s quotes, stories, oral histories, and opinions (such as in letters, diaries, interviews, and newspapers);
* observe participatory responses in others – this could include issues about people protesting or themes that explore how people work towards change in their communities;
* examine the decision making of others
* develop their own participatory responses – such as participating in decision making within a school setting or involvement in community projects, which will lead to greater understanding of how their own actions affect others.

**DEEP UNDERSTANDINGS:**

**(Identity, Culture & Organisation)**

**Students to …….theorise, generalise, hypothesise, reflect, generate (extended abstract verbs)….**

**.. who am I (as an individual) and who are we (groups)**

**.. how societies / groups are organized and function**

**.. how societies / groups are shaped – by the past, by diversity, by culture, by location**

**.. how and why diversity occurs in New Zealand (bicultural) and the world**

**.. how people participate in society / groups**

**CUST SCHOOL GOALS / FOCI:**

LINKED TO CHARTER-GOALS-PD-APPRAISAL-SELF REVIEW

**Strategic Area: Student Learning and Achievement**

How are children’s needs catered for?

To review and update “Junior” and “Progress” report and use of E-Portfolio’s

To review specialist programmes within classes

**Strategic Area: Future Focus**

Annual Goal: To explore opportunities for our learners to achieve the best possible educational outcomes (Transition / Maori / IES)

**Strategic Area: Environment**

Annual Goals: To ensure that our motto, vision, values and TIP’s are

embedded in everyday school life

To establish a Health and Safety Audit

**Strategic Area: Community**

Annual Goals: To ensure teaching programmes meets needs of children

To trial variety of celebration of learning (sharing children’s

Work)

* To ask provocative questions within inquiry
* To utilise solo in appraisal / classroom teaching
* To write class review on teaching / learning in topic
* To share children’s learning through open mornings / website / blogs / Oxford Observer

**Writing:** Target - By the end of 2015 at least 40% of all students will be achieving above the National Standard for writing and less than 10% of boys

* To improve the quality of writing – motivate & write
* To connect writing with topics
* To moderate childrens work every 3/4 weeks
* To participate in quality pd (all)
* To update literacy programme of work

**Maths**: Target By the end of 2015 at least 40% of all students will be achieving above the National Standard for Maths and less than 10% of boys

**Possible Contexts:**

Treaty of Waitangi Refugees

ANZAC’s Feel The Beat (Samoa)

Racism Chinese in NZ

Whoever you are

Global Stuff we like

Talking together globally

Mountain Voices

Aborigines

Tikanga / Te Reo

Power Government

Different Cultures

Our kura

Local Heroes

I Belong

**Possible Actions:**

**Purpose: For students to undertake a purposeful community-focused action designed to influence people’s ideas or behaviour**

Write letters about an issue

Lobby for a change

Attend meetings

Design posters etc to portray a viewpoint

Fundraise for project

Invite visitors to school

Write submissions

Present play to portray an idea

Organise an election about an issue

Hold a position of responsibility

MUSICAL – BUTTON BOX

**Provocative Questions:**

Who are you?

Who am I?

Who are we?

Are you different?

Why are people different?

Who do you belong to?

How do I / groups work?

How is the past important?

Are differences / diversity important?

Is the past important?

How do people make a difference?

Is New Zealand unique?