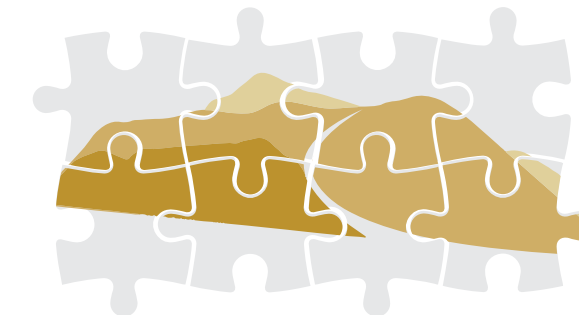







# Āhuatanga Whaiaro


Our Valued Attributes



*Purpose: To enrich learning opportunities by ensuring coherence and continuity of learning for ākonga, both over the years and across settings within our Puketeraki Kāhui Ako.*

	ECE - Yr2	3-6	7 -10
<b>BEING: Cultural connectedness, Belonging, Wellbeing</b>			
<b>Summary vision statement</b>  This is a statement of intent that is brought to life through the actions set out below.	I know who I am and who is in my whānau.  I know how I feel and can recognise how others feel too.  I know how to ask for what I need and can share my ideas and be part of a group.	I know who I am, where I am from.  I know how I can connect and contribute to the wellbeing of myself, others and communities.	I value who I am. I recognise that I am part of a community and can see value in my and others' contributions.
	The student is beginning to develop relationships within the school/service environment.	The student actively forms new connections and builds new relationships.	The student accepts others and works to maintain healthy and diverse relationships.
	The student knows they are part of many groups. They know who the significant adults are in their whānau, school/service and community and how these people can support them.	The student knows why and how they are connected to many different groups - their whānau, their school/service and wider community.	The student has belief in their own unique qualities/abilities and strengths and those of others, and how these influence their whānau, school and community.
	The student is beginning to develop an understanding of their background and what's important to their whānau.	The student is developing an increasing understanding of their background and what's important to their whānau and other members of their community.	The student understands, accepts and feels comfortable with their own cultural identity whilst embracing that of others.
	Through their use of tikanga and te reo, students begin to demonstrate an awareness of Te Tiriti o Waitangi and the cultural landscape in which they live and learn.  The student explores personal interests and cultural connections in their learning.	The student has an increasing understanding of Te Tiriti o Waitangi and the cultural landscape in which they live and learn.  They are able to recognise and contribute to cultural connections and learning opportunities across the curriculum.	The student values the principles of Te Tiriti o Waitangi and demonstrates these through actively contributing to cultural connections and learning opportunities both across and beyond the curriculum.

	The student is beginning to develop resilience, confidence and problem solving.	The student begins to independently use strategies to be resilient, open to change and solve problems .	The student demonstrates resilience, can cope effectively with change and solves problems through employing a range of trusted and proven strategies.
	The student shows an increasing ability to self manage and self regulate in a range of contexts.	The student is developing independence to ask for help and a growing awareness of their hauora.	The student has the confidence to seek help to support the hauora of themselves and others.
	The student feels emotionally and physically safe and ensures that others feel safe too.	The student feels emotionally and physically safe and ensures that others feel safe too.	The student feels emotionally and physically safe and ensures that others feel safe too.
<b>DOING: Communication, Exploration, Contribution</b>			
<b>Summary vision statement</b>  This is a statement of intent that is brought to life through the actions set out below.	I work with and help others in my community.  I can show or tell others my ideas and feelings.  I know how and where I learn best and try new things.	I help to make my community a good place to learn.  I can share my ideas and feelings in different ways.  I can explore my interests using the skills and knowledge I have learned.	I seek ways to positively contribute to my community, both in school and beyond.  I can choose the best way to communicate my ideas and feelings and understand the impact these have on others.  I take responsibility for exploring my passions using the skills and knowledge I have learned.
	The student recognises how their environment influences and supports their learning.	The student experiences and contributes to their learning influenced by their school and whānau values and experiences	The student begins to see themselves as part of wider society and recognise how their skills and knowledge can be applied across a range of contexts.
	The student interacts positively with others in their community.	The student is able to contribute respectfully to the learning culture and community.	The student confidently and appropriately contributes to the learning culture and community.
	The student is supported to be a leader and demonstrates this in a range of contexts.	The student develops their strengths and abilities as a leader and they take on leadership opportunities to practise these in a range of contexts.	The student has a well developed understanding of their own leadership potential and they seek opportunities to demonstrate this in a range of contexts.
	The student is able to express their needs, wants, feelings and knowledge in different and creative ways.  They listen to other people’s ideas and feelings and start to accept that they are differ from their own.	The student can communicate feelings and ideas using a range of strategies and styles.  They use a wide range of learning-area language and conventions.  They actively listen and makes thoughtful observations in conversations.	The student can confidently and clearly communicate feelings and ideas using a range of media, recognising the impact of their ideas on others.  The student listens respectfully to other people’s views, builds on and critiques their ideas, and is willing to change their ideas in the light of new evidence.

	<p>The student learns strategies to actively explore their world in a spontaneous, inquisitive manner. They increasingly take risks with their learning and are not afraid to make mistakes.</p>	<p>The student asks and explores questions about how their world works. In doing so they expand their range of experiences across learning areas.</p> <p>The student takes risks by stretching their learning into new and unfamiliar areas, accepting that making mistakes is part of learning.</p>	<p>The student is systematic and accurate in carrying out their own investigations and inquiries, drawing on the inquiry practices of the relevant learning area(s).</p> <p>The student carefully evaluate any sources of data and information they use, demonstrating their awareness of why some sources are more reliable than others.</p> <p>The student's experiences help them to develop an understanding of risk and how it is managed in different disciplines.</p>
	<p>The student draws on their interests and makes choices about where to learn and what activities to do.</p> <p>The student is developing the ability to transfer skills and knowledge between tasks.</p>	<p>The student draws on their interests and makes choices about what to learn, how to learn, when and who to seek support from.</p> <p>They increasingly make connections between the skills and knowledge they have learned across learning areas and share their learning with others, ako.</p>	<p>The student follows their passions and drives their own learning.</p> <p>They intentionally transfer skills and knowledge between learning areas and beyond the classroom.</p> <p>The student displays a sense of personal and collective responsibility for taking action on issues that concern them and are able to cope with a degree of uncertainty.</p>

**KNOWING:** Connected Curriculum - taking the concepts of being and doing to inform the curriculum of your context.