COTSWOLD VALUES LINKS

Our School Values are embedded in our school curriculum and are expected to be lived and demonstrated by all members of our community – parents, staff and students. They are closely linked to the New Zealand Curriculum Key Competencies and Principles in the following way:

Values	Vision/Learners' Qualities	Key Competencies	Principles
Caring	**Respectful** of themselves, others and the environment.	• Thinking • Managing self • Relating to others • Participating and contributing	• High Expectations • Treaty of Waitangi • Cultural Diversity • Inclusion
Contributing	Actively **involved** in their learning and life.	• Thinking • Using language, symbols, and texts • Managing self • Relating to others • Participating and contributing	• High Expectations • Treaty of Waitangi • Learning to learn • Community Engage
Communicating	Effective **Communicators**	• Thinking • Using language, symbols, and texts • Managing self • Relating to others • Participating and contributing	• High Expectations • Learning to learn • Community Engage • Coherence
Creating	**Thinkers** and Problem Solvers who Reflect on their learning	• Thinking • Using language, symbols, and texts • Managing self	• High Expectations • Inclusion • Learning to learn • Coherence
Challenging	Resilient **Risk Takers**	• Thinking • Managing self • Relating to others • Participating and contributing	• High Expectations • Treaty of Waitangi • Cultural Diversity • Inclusion • Learning to learn • Community Engage • Coherence

The following criteria (rubrics) have been developed to assist our children to understand and self-monitor their progress on **the Cotswold Way – our Values and Vision**.

Managing Self

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

	Basic (rarely)	Novice (sometimes)	Proficient (often)	Advance (consistently)
Shows Initiative	• I rarely solve my own problems	• I sometimes solve my own problems or seek help as appropriate	• I often solve my own problems or seek help as appropriate	• I consistently solve my own problems or seek help as appropriate
Learning Goals	• I struggle to explain my next learning goals	• I need a little help to explain my next learning goals	• I often explain my next learning goals	• I consistently explain my next learning goals
	• I rarely reflect on my achievements	• I sometimes reflect on my achievements	• I often reflect on my achievements	• I consistently reflect on my achievements
Effort	• I rarely try my best	• I sometimes try my best	• I often try my best	• I consistently try my best
	• I rarely complete my work.	• I complete my work but with little effort	• I often complete my work to a satisfactory standard	• I consistently complete my work to a high standard
	• I rarely like trying new things in my learning	• I sometimes try new things in my learning	• I often try new things in my learning	• I consistently try new things in my learning
	• I rarely show a positive attitude	• I sometimes show a positive attitude	• I often show a positive attitude	• I consistently display a positive attitude
Follows Instructions	• I rarely follow all instructions	• I sometimes follow instructions	• I often follow instructions	• I consistently follow instructions
Is Responsible	• I rarely look after my belongings	• I sometimes look after my belongings	• I often look after my belongings	• I consistently look after my belongings
	• I rarely put things away where they belong	• I sometimes put things away where they belong	• I often put things away where they belong	• I consistently put things away where they belong
	• I rarely follow the school and classroom rules	• I sometimes follow the school and classroom rules	• I often follow the school and classroom rules	• I consistently follow the school and classroom rules

Relating To Others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas. Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

	Basic (rarely)	Novice (sometimes)	Proficient (often)	Advance (consistently)
Respect	• I rarely treat people with respect	• I sometimes treat people with respect	• I often treat people with respect.	• I consistently treat people with respect
	• I rarely acknowledge the points of view of others	• I sometimes acknowledge the points of view of others	• I often acknowledge the points of view of others	• I consistently respond and acknowledge the points of view of others
	• I rarely negotiate to agree on a solution in a variety of contexts	• I sometimes negotiate to agree on a solution in a variety of contexts	• I often negotiate to agree on a solution in a variety of contexts	• I consistently negotiate to agree on a solution in a variety of contexts
Active Listening	• I rarely listen to others ideas and points of view	• I sometimes listen to others ideas and points of view.	• I often listen to others ideas and points of view	• I consistently listen to others ideas and points of view
Share Ideas	• I rarely share ideas	• I sometimes share ideas	• I often share ideas	• I consistently share ideas
Interacts Effectively	• I rarely use or understand non-verbal communication	• I sometimes acknowledge and understand the use of non-verbal communication	• I often acknowledge and understand the use of non-verbal communication	• I consistently acknowledge and understand the use of non-verbal communication
	• I rarely cooperate with others	• I sometimes cooperate with others	• I often cooperate with others	• I consistently cooperate with others
	• I rarely use strategies to cooperate	• I sometimes use strategies to cooperate and understand when to compete and when to cooperate effectively	• I often have positive relationships and use strategies to cooperate and understand when to compete and when to cooperate effectively	• I consistently have positive relationships and use strategies to cooperate and understand when to compete and when to cooperate effectively

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Participate & Contribute

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group. Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

	Basic (rarely)	Novice (sometimes)	Proficient (often)	Advance (consistently)
Leadership	• I rarely show leadership in groups	• I sometimes show leadership in groups	• I often show leadership in groups	• I show good leadership in a range of activities
Team Player	• I rarely participate in a group situation	• I sometimes participate in a group situation	• I often participate in a group situation	• I consistently participate s in a group situation
	• I rarely stay on task in a group situation	• I sometimes stay on task in a group situation	• I often stay on task in a group situation	• I consistently stay on task in a group situation
Sense of Belonging	• I rarely participate in class experiences	• I sometimes participate in class experiences	• I often participate in class experiences	• I consistently participate in class experiences
	• I am withdrawn in the playground	• I need support to interact in the playground	• I am often involved in playground activities	• I am consistently involved in playground activities
Collaborative	• I rarely share ideas or my point of view	• I sometimes share ideas and my point view	• I often share ideas and my point of view.	• I consistently share ideas and my point of view
Actively Involved	• I rarely take risks and try new things	• I sometimes take risks and try new things	• I often take risks and try new things	• I consistently take risks and try new things
	• I rarely support others with their learning	• I sometimes support others with their learning	• I often support others with their learning	• I consistently support others with their learning
	• I rarely help others outside of the classroom	• I sometimes help others outside of the classroom	• I often help others outside of the classroom	• I consistently help others outside of the classroom
	• I rarely participate in extra-curricular opportunities	• I sometimes participate in extra-curricular opportunities	• I often participate in extra-curricular opportunities	• I consistently participate in extra-curricular opportunities
Co-operate	• I rarely cooperate with others	• I sometimes cooperate with others	• I often cooperate with others	• I consistently cooperate with others
Communicate	• I rarely communicate with others	• I sometimes communicate with others	• I often communicate with others	• I consistently communicate with others

Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

	Basic (rarely)	Novice (sometimes)	Proficient (often)	Advance (consistently)
Critical Thinker	• I rarely ask questions in class	• I sometimes ask questions in class	• I often ask questions to seek answers	• I consistently ask questions to seek answers
Knows how to be a thinker	• I rarely explain my thinking	• I sometimes explain my thinking	• I often explain my thinking	• I consistently explain my thinking
Curiosity	• I rarely display curiosity	• I sometimes display curiosity	• I often display curiosity by asking questions	• I consistently display curiosity in all areas
Creative Thinker	• I rarely use a range of thinking tools	• I sometimes use a range of thinking tools	• I often use a range of thinking tools	• I consistently use a range of thinking tools
Finding Information	• I rarely find relevant information	• I sometimes find relevant information	• I often find relevant information about a topic	• I consistently find relevant information about a topic

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