

SOCIAL CURRICULUM 2022

→ By demonstrating our school values:



Manawaroa
Resilience



Ngākau Pono
Honesty



Whakaute
Respect



Whakakotahi
Integrity

→ and our ethos:

FRIENDS Whakahoahoa	LEARNERS Akonga	GUARDIANS Kaitiaki
in all we say and do		
Are kind with words and actions	Manage themselves and are ready to lead their own learning	Protect people, places, property and possessions

→ we will promote the message that
"Everyone has the right to be safe and happy at school each day."

A Social Curriculum is a means to teach and model to students how to interact and empathise with one another. It helps students feel good about themselves and their relationships, and to become more socially aware and emotionally intelligent. They learn how to be strong, confident citizens who positively contribute to society.

The Social Curriculum is our way of ensuring students are upstanders who understand, learn and practice empathy, kindness and respect. We want them to be intrinsically motivated to contribute to peaceful relationships and to manage conflict.

The Social Curriculum is delivered in every classroom at the beginning of each year as part of a 'Setting up for Success' programme. Students learn the rules around socially acceptable behaviours. The NZC Key Competencies feature in our planning and teaching of the Social Curriculum.

With each new Inquiry, we reinforce the principles of good citizenship and how we contribute successfully to our community and, ultimately, influence our world.



SOCIAL CURRICULUM

Definition and implementation

The SRS Social Curriculum promotes a peaceful classroom, playground and school.

CLASSROOM (Manaakitanga)

Looking after one another

- » Effective classroom management strategies and quality pedagogical practice are key to successful student learning and engagement
- » [Progress and Expectation Grid 2021](#)
- » Whare Tapa Wha dimensions: Taha Tinana (physical); Taha Wairua (spiritual); Taha Whanau (family) Taha Hinengaro (mental). Ensure teachers and students are aware of the importance of balance in their holistic health
- » Teachers model positive social communication and behaviours for students

TEAM (Whanaungatanga)

Maintaining our sense of belonging

- » All teachers are responsible for all students at all times (Whanaungatanga)
- » Team protocols will drive the individual team's Social Curriculum
- » Teams reinforce what strong, successful social interaction looks, feels and sounds like
- » Positive learning and behaviour strategies are sought for consistency across the teams
- » Successful strategies are shared collaboratively at team level
- » Teachers model positive social communication and behaviours for students.

SCHOOL (Kotahitanga)

Ensuring our sense of unity as one

- » Assemblies, Whanau days, Tuakana Teina initiatives, whanau engagement activities and school celebrations will continue to reinforce and promote successful social interactions and relationships
- » Staff and students demonstrate our school values of Manawaroa (Resilience), Ngakau Pono (Honesty), Whakaute (Respect), Whakakotahi (Integrity) and our ethos of Friends, Learners, Guardians
- » The Whare Tapa Wha concept is integrated into programmes throughout the year to demonstrate the Maori dimension for student wellbeing
- » The term overviews aim for community/whanau engagement to support the strategic plan delivery

SOCIAL CURRICULUM

Our staff protocols

We promote the Mason Durie Whare Tapa Wha Model of Health

Taha Tinana
Physical health

Promoting positive physical health

Taha Wairua
Spiritual health

Unseen and unspoken energies, spiritual awareness

Taha Whānau
Extended family health

Wider social systems, belonging, sharing, caring

Taha Hinengaro
Mental health

Expressing thoughts and feelings; mind and body

Our expectation is every class has a visual representation of Whare Tapa Wha.

Ensure our school values are constantly embedded and reinforced:



Manawaroa
Resilience



Ngākau Pono
Honesty



Whakaute
Respect



Whakakotahi
Integrity

This is how:

- » Be culturally aware of, and responsive to, our diversity
 - » Value and celebrate each other
 - » Be trustworthy, inclusive and clear in all communication
 - » Be solutions-focused
 - » Front issues in a timely and respectful way
 - » Be open to new learning and responsive to change
- » Use Pause, Breathe, Smile mindfulness strategies
 - » Integrate the Mitey Programme
 - » Use GRIT
- Examples of reinforcing this will include values certificates, bookmarks, sharing with whanau through the school newsletter and school pins.



SOCIAL CURRICULUM

Our team code of positive behaviours

To be completed by teams on launch day



WHAKATŌTANGA

Three ways to be our best selves:

Be a friend who uses kind words

Be a self-managing learner who takes risks

Be a kaitiaki/guardian with helping hands



TUPURANGA

We are Friends, Learners and Guardians in all we say and do.

We are Friends who share and care.

We are Learners who think and manage themselves.

We are Guardians who protect people, places and property.

We love learning!



PUĀWAITANGA

We are Friends, Learners and Guardians who value:

Respect

We respect others, ourselves, our environment

Integrity

I can do the right thing even when no-one's watching

Resilience

Having a growth mindset to persevere

Honesty

We are trustworthy, loyal, fair and sincere.



HAUTŪTANGA

We are strong Friends, Learners and Guardians who are empowered leaders.

To be and do this we need GRIT. Being strong in our Solid 5 gives us GRIT.

Hautūtanga SOLID 5:

Respect (Whakaute)

I treat others, myself and my environment in a respectful manner

Honesty (Ngākau Pono)

I demonstrate honesty in all I say and do

Integrity (Whakakotahi)

I am the same on the inside as I am on the outside

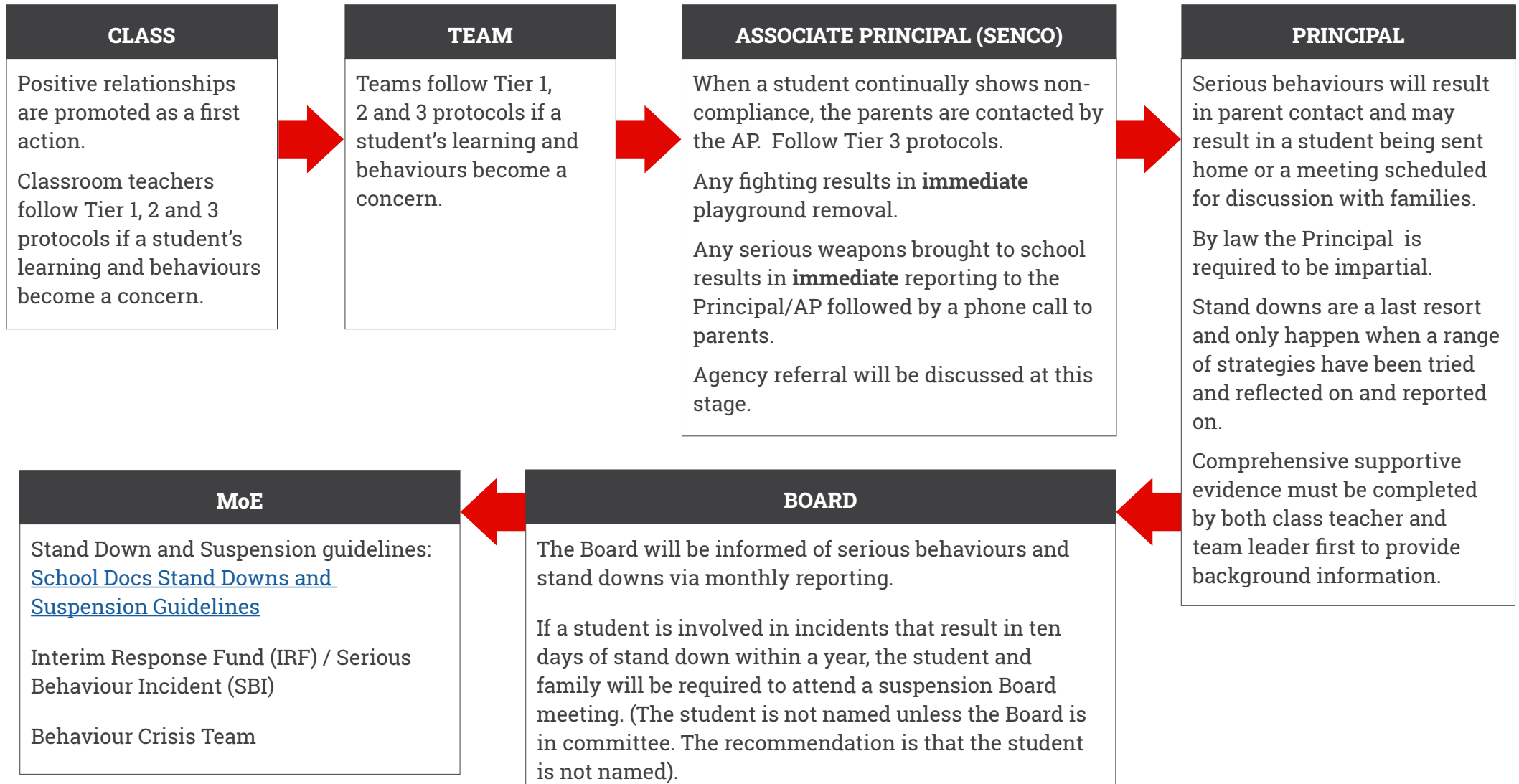
Resilience (Manawarao)

I am able to cope with change and difficult times in my life.

Teams will review, refine and revisit their main protocols each year.

SOCIAL CURRICULUM

Student support and wellbeing – SENCO process for referrals



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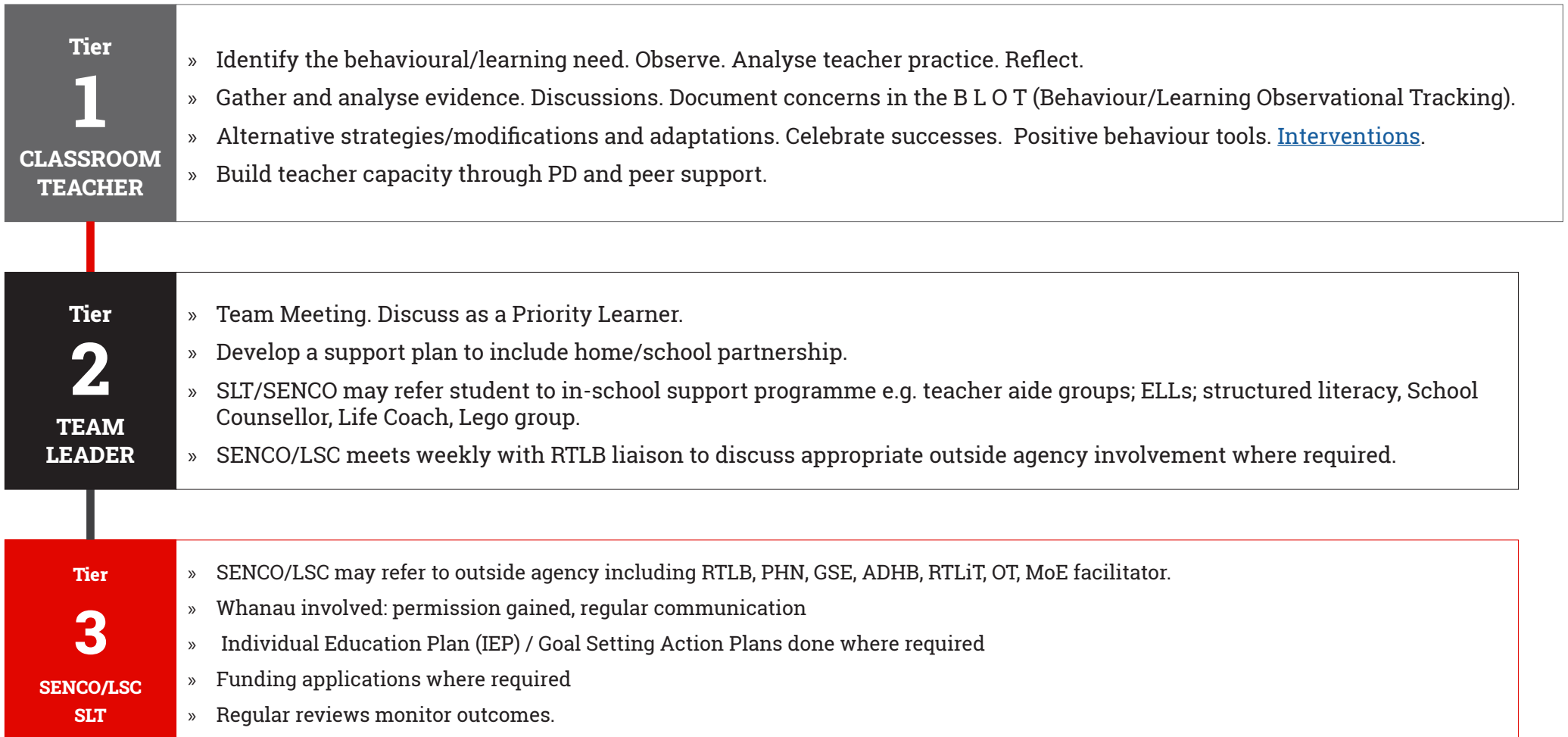
Student support and wellbeing

At times Priority Learners may need more individualised support.

<p>Tier 1 TEACHERS</p>	<p>Identify the student's learning / behaviour needs and reflect on the learning environment eg teaching practice, student dynamics, setting events and or classroom routines.</p> <p>Consider ABC (antecedents /behaviours / consequences).</p> <p>2 functions of behaviour Pb4L.</p> <ul style="list-style-type: none"> » Whānau engagement (inform appropriate whanau member) <ul style="list-style-type: none"> - Conversation (before or after school / phone call / email etc) - Structured meeting » What evidence do I need to consider? <ul style="list-style-type: none"> - Current assessment information and data from previous class or school 	<ul style="list-style-type: none"> - Observations over a period of time reported onto B.L.O.T. - Discussions with other staff familiar with the student <ul style="list-style-type: none"> » How can I modify / adapt the learning environment? <ul style="list-style-type: none"> - Modifications: - Adaptations: - Try different positive learning/ behavioural strategies/interventions - Continue to build the relationship and celebrate successes often » How can I build my capacity? <ul style="list-style-type: none"> - Professional development / readings / resources - Observations of / conversations with colleagues
<p>Tier 2 TEAMS</p>	<ul style="list-style-type: none"> » Meet with team leader, and if appropriate, take to team for strength based discussion - keeping in mind the privacy rights of the student and whānau » Teacher document concerns in the BLOT - Behaviour/Learning Observational Tracking tool. » A support plan will be developed by the teacher, whānau and team leader. » LSC could support at this point. Link support plan to BLOT. » If whānau are unable to attend, the support plan will be sent home. 	<ul style="list-style-type: none"> » The student will be supported to take ownership of desired outcome. » Support plan to be reviewed at an agreed time frame. » If the desired outcomes have not been achieved after trialling alternative strategies the student will be referred to the SENCO team for further discussion. » Teacher and team leader discuss with appropriate support people (eg LSC, APs) and will identify next steps including existing teacher aide groups; ELLs; Structured Literacy Support, assistive technology, Lego groups, RTLiT, RTMaT,
<p>Tier 3 SENCO</p>	<ul style="list-style-type: none"> » Data and strategies tried by the teacher and team leader are discussed and the SENCO team is now informed with supporting evidence. » Whānau permission for referral is gained - communication is ongoing and the student is added to the SENCO and MoE Learning Support Register. » The student may be referred to the appropriate agency, which may include: RTLb, PHN, ADHB, GSE, RTLiT, SLT, MoE, Oranga Tamariki, School Counsellor and Life Coach. Some agencies require parent permission to refer. » If the agency accepts referral, the student will now be monitored by the agency, SENCO team, classroom teacher and team leader. » An individual education plan (IEP) will be developed when necessary led 	<p>by RTLb services or the SENCO team. This must include the student and whānau involvement.</p> <ul style="list-style-type: none"> » Between referral to SENCO and acceptance by the agency, the following may be done: <ul style="list-style-type: none"> - Funding applications/ Discussions with liaison RTLb /Alternative SLT strategies » Regular review meetings are held to monitor the desired outcomes. » Extreme behaviour cases may be fast tracked to Tier 3. » Information about learners may be transferred between schools providing whanau understand the procedure.

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Student support and wellbeing flowchart



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Positive behaviour strategies and interventions

At Teacher level (Tier 1)

Reflect on classroom dynamics (carry out an environmental audit of the classroom)

- » Evaluate current classroom programme: is it safe, consistent and predictable?
- » Assess expectations; are they achievable for that student?
- » Carry out a strengths-based assessment on the child
- » Consider different learning styles

Inform the appropriate whanau member of the need for additional support

- » Informal discussion before or after school
- » Phone call or email
- » Structured meeting

Set up positive learning/ behaviour strategies

- » Celebrate successes
- » Use tuaka teina
- » Review mindfulness strategies
- » Use extrinsic rewards (eg stickers, marbles in a jar, golden time, free choice activities)
- » Set up a positive self-management contract
- » Develop a positive action plan (set SMART goals with students)
- » Establish peer/buddy mentor
- » Establish older buddy/mentor (eg senior student)

Seek further support

- » Professional development
- » Professional reading
- » Observations of colleagues or in other schools
- » Conversations with colleagues/LSC
- » Discuss with appraiser/mentor
- » Speak with student's past teachers



SOCIAL CURRICULUM

Positive behaviour strategies and interventions

At Team Leader level (Tier 2)

Reflect on classroom dynamics (carry out an environmental audit of the classroom)

- » Team leader walk through of the classroom
- » Share planning within teams/team leader
- » Support with ideas and strategies

Inform the appropriate whanau member of the need for additional support

- » Formal meeting with the whanau hosted by the team leader
- » Set goals for learning/behaviour
- » Develop a support plan that connects home and school
- » Family, school and student sign support plan
- » Regular contact is maintained with the whanau

Set up positive learning/ behaviour strategies

- » Access appropriate support people/programmes with SLT (eg structured literacy)
- » Refer to in-school groups eg, Lego social groups, counselling, life coaching
- » Positive management contract
- » Daily/weekly check-in (monitor quality of work or standard of behaviour)
- » Informal time out in Team Leader classroom

Seek further support

- » Discuss at team meeting for further ideas and strategies
- » Set up buddy classrooms
- » Support teacher to have discussions in other parts of the school
- » Set up structured observations
- » Suggest further PD opportunities
- » Supply relevant professional readings
- » Create opportunities for mentor time