



Rangi Ruru
Girls' School

Statement of differentiation by enrichment and extension Accounting Department

Mission Statement:

The Accounting department seeks to challenge students in developing skills in preparing, presenting, analysing and decision making based on financial and non-financial information with emphasis on the NZ business environment.

Current strategies for enrichment:

- Students are given the opportunity to enter the Scholarship examination which requires after school classes combined with Christ's College.
- Students are given an option at Level 3 to sit an extra achievement standard looking further into management decision making in context.
- Students are encouraged to self-manage through self-paced work.
- Students are given options in their learning as to the level they will work at and the process they will go through to achieve their maximum success
- Students are introduced to members of the profession through presentations.
- Students are given the opportunity to attend workshops with other Canterbury students run by both the university and NZCETA Canterbury branch.
- Encourage students to be aware of current issues impacting on NZ reporting entities and evaluate the impact this may have on the performance and position of an entity.
- The use of current financial information from NZ reporting entities to explain accounting concepts.
- Providing students the opportunity to discuss ideas in professional manner.
- Students are encouraged to investigate NZ businesses for internal Achievement Standards to gain greater awareness and knowledge of influences on the NZ business environment.
- Students who show excellent understanding are provided with alternative challenges as opposed to "more work".
- Students are encouraged to self-reflect on work prior to submitting for assessment. They consider each other's work and evaluate this.
- Students are encouraged to reflect on their learning and what the next steps for their learning will be, this encourages ownership by learners.
- Encourage students to synthesise ideas through visual presentations.
- Allow students to organise work in a manner appropriate for them eg. Digital
- Use of kinaesthetic activities to allow students to apply their knowledge.



Rangi Ruru
Girls' School

Statement of differentiation by enrichment and extension Economics Department

Mission Statement:

The Economics Department seeks to inspire and challenge students to demonstrate a comprehensive understanding of the changes that occur in the New Zealand economy. Develop, analyse responses and recognise implications of Government policy initiatives, changing global influences, and institutional responses to a range of different sectors of the New Zealand economy, by using appropriate models and concepts.

Current strategies for enrichment:

- Open entry Scholarship classes that seek to develop skills in evaluating contemporary issues using a diverse range of resources, in order to evaluate the efficiency, equity and sustainability. Canterbury University are offering Micro and Macro Economics papers after school for those seeking to extend their understanding.
- Entry in National Competitions: Opportunity to undertake the Monetary Policy Challenge, Fiscal Policy Challenge and Auckland University Essay Writing Competitions.
- Research relevant content using You Tube – pajholden & mjfoodie
- Enlighten through Canterbury University visits, guest speakers, analysis of current events and following the economic development of NZ throughout the year on News Talk ZB (Larry Williams)
- Insightful – developing student awareness of the drivers and consequences of current events in the NZ economy.
- Perceptive –establishing and re-enforcing the causal links between the various sectors of the economy.
- Student use visionator video clips (reflection), posters, socratic quiz, BYOD researched response, relevant You Tube clips , jigsaw Puzzles, construction of physical models, practical demonstrations of economic theory, cartoon interpretation, Websites (RBNZ, Stats), reading textbooks, Elearn-economics.



Rangi Ruru
Girls' School

The **English Faculty** encourages enrichment and extension by employing a number of strategies.

Firstly we have streaming which is a proven and effective way of grouping students according to ability and allows the students to set the pace of learning.

We also offer a range of standards in each year group so that students can pick and choose according to interest and ability.

In Year 13 the classes are divided into Shakespeare and non-Shakespeare classes to allow for enrichment for those who have a passion for literature.

Junior teachers are using a model similar to the Autonomous Learner Model P74 of MOE Gifted and Talented Students Meeting Their Needs In NZ Schools to offer a variety of activities within each topic studied, allowing for student choice and self selection. This system aims to give students the content and process know how that enables them to take responsibility for developing, implementing and evaluating their own learning

We have a Creative Writing Club to foster and encourage the talents of our writers. The club embraces all year groups and is run by two teachers. We offer competitions such as the NZ Poetry Society Annual poetry and Haiku Competitions, The National Council of Women's Poetry Competition and the Rangi Writing Cup.

We run a very successful and well attended debating club at all levels. This is mostly utilised by highly able students and we attend all the local competitions.

We work closely with the GATE Coordinator who offers enrichment by arranging trips to writing events, the opportunity to hear speakers at the university, debating at Model UN, as well as an online writer's group for YouthOnline.



Rangi Ruru
Girls' School

GEOGRAPHY DEPARTMENT

Enrichment strategies for students

Mission statement:

The Geography department aims to develop students who are knowledgeable, well informed citizens able to make insightful and well balanced decisions about people and the environment.

At the beginning of the year students complete a variety of short geographical tasks to establish strengths and weaknesses in skills and concept understanding. Individual needs are identified, personal goals established and learning strategies discussed, including the use of individual learning styles and specific learning needs.

Geography uses the following strategies for enrichment.

Students are encouraged to:

- extend their knowledge, and apply abstract geographical concepts by undertaking wider reading and extension activities, as well as the use of relevant web sites and on-line learning activities. Complex texts and references are provided for able students to delve more deeply into topics, seeking out a range of data, evidence and opinion.
- critically analyse local and global issues with associated positive and negative impacts, through a variety of case studies.
- Evaluate a variety of courses of action and articulate a range of perspectives on a topic or issue.
- Make and justify decisions around geographical issues and provide insightful arguments.
- Undertake more complex investigations when undertaking geographic research critically evaluate their results and suggest alternative methods.
- use a variety of presentations from essays, posters, brochures to PPTs.

The department provides other opportunities for enrichment by:

- Arranging outside speakers to provide stimulating insights into events or issues.
- Providing opportunities to learn outside the classroom, in the environment being studied and making observations, collecting data, photos and applying concepts.
- Encouraging attendance at seminars and workshops held by the Geography Teachers' Association, University of Canterbury and Lincoln, and the Christchurch City Council.

- Identifying possible candidates for Scholarship in term 2, and provide them with extension activities, higher level skill development and wider reading texts and references. Tutoring in term 3 and 4 is offered.
- Encouraging students to enter in Geographical Society competitions.



Rangi Ruru
Girls' School

Languages Faculty Statement on Differentiation by Enrichment and Extension

Mission Statement:

The Languages Faculty will provide opportunities for all students to develop their linguistic and sociocultural competencies to their full potential within the language they are studying.

Strategies for Enrichment and Extension:

- Various websites used for differentiated learning e.g. BBC.co.uk/ [MaFrance](http://MaFrance.com), MarugotoPlus.com
- All languages students signed up to Language Perfect and Active Learn websites to consolidate their classroom learning
- OneNote used by senior students to store and give/ receive feedback on their writing and speaking tasks (beyond what required for assessment)
- Year 9 Writing Portfolio and Year 10 Magazine give students opportunities for extension
- Languages cabaret held every 2 years to showcase student work
- Languages/ International Week activities
- Trips to Japan, France and Spain every 2/ 3 years
- Exchanges to Yokohama, Argentina, Germany, Tahiti and Switzerland
- Where possible languages assistants available to work with all classes
- Regular cafe and restaurant visits (appropriate to the language)
- Regular film visits e.g. Japanese Film Festival
- Interchanges with other schools e.g. Yr 10 French with Boys' High, Canterbury Yr 10 Japanese Day , Canterbury University Senior Japanese Immersion Day
- Canterbury Speech Competitions – e.g. Alliance Francaise, Japanese Konnichi Wa Speech Contest
- International exams – e.g. Japanese Proficiency Exam, Alliance Francaise Delf Exams
- Varied cultural activities e.g. dancing, cooking lessons



Rangi Ruru
Girls' School

Mathematics and Statistics Faculty Statement on Differentiation by Enrichment and Extension

Mission Statement

The Mathematics and Statistics Faculty will provide a quality education in Mathematics and Statistics to students of all abilities. We aim to have all girls reaching their potential via differentiated teaching and opportunities to stretch themselves inside and outside of the classroom.

Mathematics and Statistics Faculty Strategies for Enrichment and Extension

Overall Strategies:

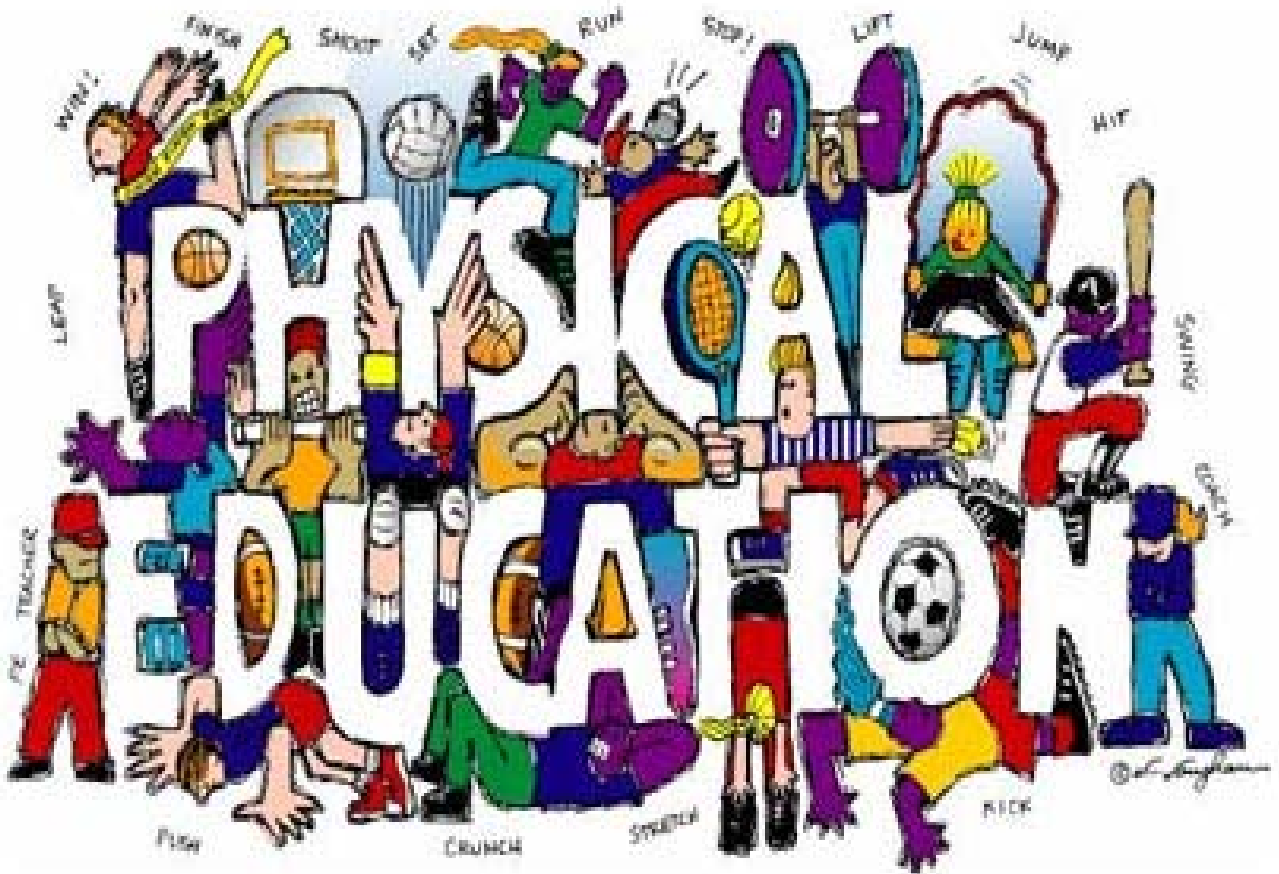
- Banding of classes. Although all classes cover the same topics in Y9/10, we have some extensions for top classes and their tests are more difficult
- Variety of courses. Eg Y11 Where, under NCEA, we are able to offer three different courses that suit the banded classes.
- Acceleration. We accelerate one group of Year 9's during Term 2 of each year. If this process is carefully handled it seems to work well and addresses the needs of most of the parents and girls who are keen on acceleration.
- Competitions. We enter a lot of girls into a variety of Mathematics competitions and lunchtime preparations for these competitions go on for most of the year.
- Flipped Classrooms. Several teachers are using flipped classrooms where girls work at their own pace for some topics during the year.

Strategies In the classroom:

- Basic strategy for differentiating the curriculum in classes - offer a choice – choice of starting point or pace, choice of resource or task, choice in assessment, choice of approach and depth.
- Using activities such as rich investigations and problem solving with multiple entry and exit points (Of course we already have and use a lot of these)
- OneNote is a very good tool – in particular for flipping classrooms, choice of pace. Videoing and having access 24/7 is a real bonus.
- We have Rangi Ruru Extension Assignments in Y9/10 and these are used in conjunction with Enrich-e-matics, competition papers, nrich etc.

RANGI RURU PHYSICAL EDUCATION

Vision, Mission, Philosophy and Differentiation



Part A: The Departments Ethos

Vision

A Department that is progressive and dynamic, that provides an interactive and challenging environment, which inspires and engages students to reach their potential.

Mission

Challenging students to strive for excellence, through a student centred approach based on enjoyment, interest and achievement in a milieu of critical inquiry and reflection.

Philosophy

Purpose:

- Education of the individual in, through, and about movement;
- Encompasses those learning processes which extend, inform and critique the deliberate use of play, exercise or physical activity and that promote the health, growth and development of individuals both in school and beyond;
- Makes a unique contribution in assisting individuals to learn the essential skills that enable them to be active, responsible, informed decision makers who understand the physical responses and social influences inherent in physical activity;



Aims of PE at Rangi Ruru Girls' School

- To install in students the knowledge and understanding that Physical Education is inherently important in the development of the 'whole person'.
- To develop principles of Physical Education where/when possible
- To provide a diverse program
- Promote Physical Education as a meaningful and valid subject that builds on a student's knowledge in, through and about physical activity and skills from year to year.
- Create a positive and safe learning environment in which success, achievement and self-confidence is enhanced
- Develop social skills such as teamwork, co-operation, respect, acceptance, fairplay and leadership in, through and about physical activity
- Build a lifelong interest in physical activity and promote the importance of physical activity for health and wellbeing both now and in the future
- Provide skills, fun, fitness and challenge through participation where all activities are inclusive

GATE/Differentiation in Physical Education

To inspire, challenge and empower girls to release their potential through a diverse range of quality experiences.'

Students are being catered for in a number of ways. Examples of what we do are highlighted below:

Physically gifted

1. Sporting opportunities both within and outside school community (e.g. directing a particularly able student in athletics to lunchtime athletics training with specialists).
2. Individualised programmes and flexibility within the PE timetable to allow for specialised training
3. Peer teaching

Leadership (gifted in leadership)

1. Leadership opportunities within class (eg sports education, leading classes in Level 1 Applied PE)
2. Directing them to leadership opportunities within the school environment (e.g. committees, team captains, umpiring courses, spirit trophy applications, outward bound etc.)

Academically gifted

1. Goal setting
2. Tutoring and extension sessions run by PE staff
3. Academic endorsements
4. Scholarship meetings - Facebook page with extension articles and twitter links, fortnightly tutorials, scoop.it resource sites. Term meetings with students from other schools. Skype calls with experts in the field and other students from around New Zealand
5. Interactive" padlet" sites with links to extension activities, articles, websites etc

Students with special needs

1. Lessons and activities are adapted for students with physical needs (e.g. little person would use her scooter when we powerwalked. We adapted rules of ball games so she ran less, students walked etc.)
2. Video logs and lunchtime oral assessments for students requiring assistance
3. Tutoring sessions
4. Differing modes of assessment depending on needs of the students

GATE definition for Rangi Ruru Girls' School

Rangi Ruru Girls' School recognises that gifted and talented students have unique academic, social, emotional and cultural needs and require an appropriate responsive learning environment. Gifted and talented students at this school demonstrate high levels of performance in one or more areas when compared with others of a similar age, culture, experience or environment. This may include spirituality, visual and/or performing arts, academic abilities, leadership, physical ability, and personal skills, cultural traditions, values and ethics, general intelligence, creative, productive and intuitive thinking.

We acknowledge that a percentage of our students are Maori and we value our gifted and talented Maori students, and recognise that additional to those areas listed above, gifted and talented Maori may demonstrate or show potential also in Kaitiakitanga (caretaker, guardianship of knowledge, environment and resources)

We also recognise that within the group of gifted and talented students there is a range from mildly gifted to profoundly gifted students. All of these students will require differentiated learning within the classroom.

We identify our gifted students using information from previous schools, parent information, standardised tests (including the scholarship examination, entrance testing and Midyis testing), teacher knowledge, observation and tuition, and psychologists' reports. We also consider peer self-nomination. We are flexible and have a continuous process to allow for the recognition of gifts and talents which may emerge or become recognisable at any stage of a student's education at this school. It is never a closed list.



Rangi Ruru
Girls' School

Statement of differentiation by enrichment and extension

Philosophy

Mission Statement:

Philosophy at Rangi Ruru emphasises the practical application of conceptual understanding to real-world situations. Philosophy helps develop a number of important transferable skills and dispositions that help New Zealanders to compete in a global setting. Philosophy aims to energise students by encouraging them to question, test and challenge what they are told. Philosophy education at Rangi Ruru aims to directly explore moral, aesthetic and environmental, political and religious values, and the foundations that values rest on.

Philosophy Learners' Profile. <i>In the Philosophy Department we want all our learners, teachers and students, to be</i>	
Engaged and Challenged <ul style="list-style-type: none">• Asking questions• Searching for answers• Challenging what they are told• Trying to make sense of the world around them	The Ability to Make Connections <ul style="list-style-type: none">• Noticing patterns of thinking• Thinking outside the box• Using understanding from one area and applying it in others• Finding relevance in daily life and current affairs
<i>We also want them to be making real progress in developing:</i> Confidence <ul style="list-style-type: none">• Willing to take risks, even if it means being wrong• Putting forward their opinions• Asking for clarification, help and advice• Being able to resist peer pressure to agree	The Ability to Express Themselves Clearly and Articulately <ul style="list-style-type: none">• Using language precisely and concisely• Backing up theory with specific evidence• Interacting with and responding to others productively• Thinking, listening and reflecting before expressing
The Ability to Manipulate Concepts and Ideas <ul style="list-style-type: none">• Putting together logical arguments	Greater Autonomy <ul style="list-style-type: none">• Raising issues they want to understand and explore

<ul style="list-style-type: none"> • Criticising their own and others' arguments • Making reasoned, informed decisions • Suggesting new ways of interpreting and explaining concepts 	<ul style="list-style-type: none"> • Finding, and evaluating, sources of information • Managing their time and deadlines • Critiquing their own work
---	---

Current strategies for enrichment: Differentiation in a Mixed Ability Setting

There are three key aspects of differentiation within Philosophy: optimising the opportunities for all students to access information, resources and texts related to the subject; optimising opportunities for all students to optimise their conceptual grasp; and optimising the opportunities for all students to express that understanding. Assessment in Philosophy should focus on the second of these, but students will need support in all three areas if they are to demonstrate and be credited for their best achievement in the subject.

It is essential that differentiation involves catering for all the ability ranges and specific learning needs of all students within the classroom, including the more able and GAT students. Differentiation is not merely a means of adapting work for the students in the class who struggle most with learning.

Utilising a wide range of teaching and learning opportunities, and a wide range of formats for student to present their philosophical understanding and skills is essential for crediting students' best achievement in Philosophy. It is, however, also important that students have opportunities (outside of assessment) to practice and develop skills which they might struggle with. For instance, it is important students have the opportunity to develop their formal writing skills in Philosophy, even though when it comes to an assessment they may opt to display their philosophical understanding in the form of a speech.

Connections: Make connections to students' lives

- Acknowledging and respecting students' points of view and questions.
- Inviting students to contribute from their store of cultural knowledge, experiences, and traditions.
- Introducing and utilising philosophical ideas and perspectives from other traditions, including Māori, Pasifika, European, and Asian.
- Being sensitive to the ways in which philosophical discussion might connect to particular concerns of students.
- Encouraging students to identify issues, problems, and debates that might cause offence for some students.
- Enhancing the relevance of new learning by encouraging students to apply new ideas to contexts that matter to them



Rangi Ruru
Girls' School

Science Faculty Statement on Differentiation by Enrichment and Extension

Vision

For students to recognise and value the role of Science in helping individuals and societies make better decisions, so that we can live well and contribute to solving global problems.

Mission Statement

Through a variety of learning experiences the Science Faculty aim to inspire challenge and empower each student. Our teaching programme will recognise the needs of students' and both challenge and support their learning. We will provide students with knowledge, understanding and skills to enable them to be 'scientifically literate' citizens. This will allow them to take an informed participatory role in the science-related decisions that societies must make.

Students need to see learning Science as

- *relevant*- using 'authentic, problem-based inquiry' in a project-based format
- *engaging*- discovering by doing lots of 'hands on' activities
- *worthwhile*- having relationships with role models & mentors, especially females, make girls consider science a desirable, exciting, rewarding career pathway and show them it is possible to excel in STEM careers.

Current Science Faculty Strategies for Enrichment and Extension

Differentiation incorporates a *variety* of strategies that teachers use in response to students' readiness, interest and their learning styles.

- Differentiation of *content* refers to changing the material being learned by a student
 - Differentiation of *process* refers to the way in which a student accesses material
 - Differentiation of *product* refers to the way in which the student shows what she has learned
- (Tomlinson, 1999)

The Science Faculty uses strategies that allow students to:

- explore topics of interest

- expand their research skills
- be exposed to current scientific theories
- develop their practical and inquiry skills

Throughout the units of study we assess students on a regular basis, both formally in assessment tasks and informally by examining students' work and asking each student questions about her understanding of the topic. This then informs our next steps and plan for progress in our teaching and learning programme.

Strategy	Focus of Differentiation	Definition	Example
Tiered assignments	Readiness	These are designed to instruct students on essential skills that are provided at different levels of complexity. The objectives are the same but the process and/or product are varied according to the student's level of readiness	Some students are provided with direct instruction on the characteristics of living vs. non-living things, and are given guidance in identifying members of both groups. Other students work in teams to identify members of both groups and come up with original examples.
Compacting	Readiness	This allows the teacher to adjust their instruction to account for prior student mastery of learning objectives. <ol style="list-style-type: none"> 1. Assess the student to determine her level of knowledge on the material to be studied 2. Create plans for what she needs to know and excuse her from studying what she already knows 3. Create plans for her to spend on enriched or accelerated study 	In a science class, students who already know the process of photosynthesis are given a lab assignment in which they must develop and test hypotheses related to the topic, while other students are given more direct instruction on the concept.

Interest Groups	Readiness Interest	These are set up so that learning experiences are directed toward a specific learner interest. Allowing students to choose a topic can be motivating for them.	Students can work in small groups and focus on specific topics in Planet Earth and Beyond such as: <ul style="list-style-type: none"> • classifying rocks • carbon dating • earthquakes in NZ
Flexible Grouping	Readiness Interest Learning Profile	Students work as part of many different groups depending on the task and/or content. Sometimes this is based on readiness and at other times based on interest. These groups can be assigned by the teacher or chosen by the students. This strategy encourages the girls to work with a wide variety of their peers and keeps them from being labelled as advanced or struggling.	The teacher may assign groups based on student characteristics for a lab in which each group member must take on a specific role. For example, a student who is a strong writer might take notes for the group, while a student who enjoys public speaking might present the group's findings. <i>or</i> Students may choose their own groups in which they will explore an environmental issue.



Rangi Ruru
Girls' School

Technology Learning

Differentiation by Enrichment and Extension

The technology faculty staff collectively endeavour to provide a challenging learning environment where students have a level of freedom to express themselves within the area of study and in the context of any brief.

Broad values, the Rangi values and Key Competencies are inherently immersed in any technological activity. By its very nature the Technology curriculum requires students to learn by enquiry. Students are able to follow individual interests, often in authentic design situations, which provides an opportunity to be flexible with time, location and communication.

Activities in Technology can't be resolved without in-depth discussions, often with stakeholders, critiques with teachers and peers, and formative feedback on a regular basis. This constantly evolving environment provides inspiration and time for students to explore extensively, develop alternative ideas and most importantly to realise unique solutions to a need or opportunity.

Technology teachers with-in each learning area have a variety of techniques, processes and stimuli at their disposal to promote enrichment and extension opportunities, it is an automatic step in our teaching practice. Much of the enrichment is dependent on the student prioritising time and commitment to be sure they make the most of their learning.

Computer Studies

The Digital Technology curriculum is increasingly evolving to include more investigative learning in a team environment. This is very successful in allowing students to progress at their own speed, meaning that the more capable students forge ahead and are able to do some exploratory extension work.

Food Studies

The nutritional aspects require students to work in groups to discuss food issues for teenagers. This extends their thinking laterally and provides opportunities to look deeply into open ended topics. They develop a level of specialist knowledge dependent on their depth of thinking and the robustness of their on-going discussions.

Graphics (DVC)

Learning in Graphics is centred in the development of design outcomes from a given brief, students are in a position to follow their own individual pathways within the specifications of the brief. The richness of their learning is determined by the depth of research and in the identification of design influences that they use. This work is explored and interrogated to produce their own unique ideas and transformations from the research. Final presentations of outcomes provides many ways for students to extend their understandings by showing designs through multiple visual modes.

Textile Technology

Planning is an integral part of the Textile Technology teaching and learning process. Students are encouraged to take responsibility for their learning through planning their own desired outcomes, within guidelines, which motivates them to stretch their thinking beyond the ordinary. Students are creative and thoughtful about their possible solutions, this thinking is developed through their own extension work and in a rich environment of being task focussed. The normal response to achieving the requirements of a brief will see students reflecting on their own work and completing critiques of the process and the outcomes of their peers.



Rangi Ruru
Girls' School

Enrichment Visual Arts Faculty

We Inspire, Challenge and Empower girls to release their potential through a diverse range of quality experiences.

The Visual Arts Faculty provide the opportunity for students to discover their potential,

We endeavour to enrich students experience in the visual arts by extending their learning to encompass contemporary visual arts and media practice through a practical programme based on a foundation of relevant and solid research.

We provide authentic, real world contexts and learning experiences e.g. gallery visits, working with film producers, experiencing the Sydney Biennale, specialist workshops etc.

Students are encouraged to extend themselves and find excellence at their individual levels. We challenge students to do this by recognising their individual needs and encouraging each student to strive to their highest level of achievement.

Staff inspire students by modelling positive learning behaviours; embracing challenges and showing persistence. A number of staff in our faculty are also practising artists.

The Visual Arts Department uses these strategies for enrichment of learning and to empower our students.

- Teaching a strong skills based programme in the junior school to allow students to fully express their ideas visually.
- Individual and ongoing feed forward and feedback to gauge progress and potential.
- Research exemplars and analysis guidelines to allow students access to a wide range of artistic practice.
- An on hand resource library of both traditional and contemporary artistic models.
- Individual programmes of learning to allow for maximum extension of learning based on the students' needs. Co-constructed courses, with personalised approaches and inquiry based learning.
- Group critiquing and individual critical thinking to gather a wide range of ideas and responses to the production of art work. Learning from constructive critique, mistakes and success.
- Senior learning is on walls. This inspires others allows sharing of ideas.
- Scholarship workshops are open and participation is encouraged.