

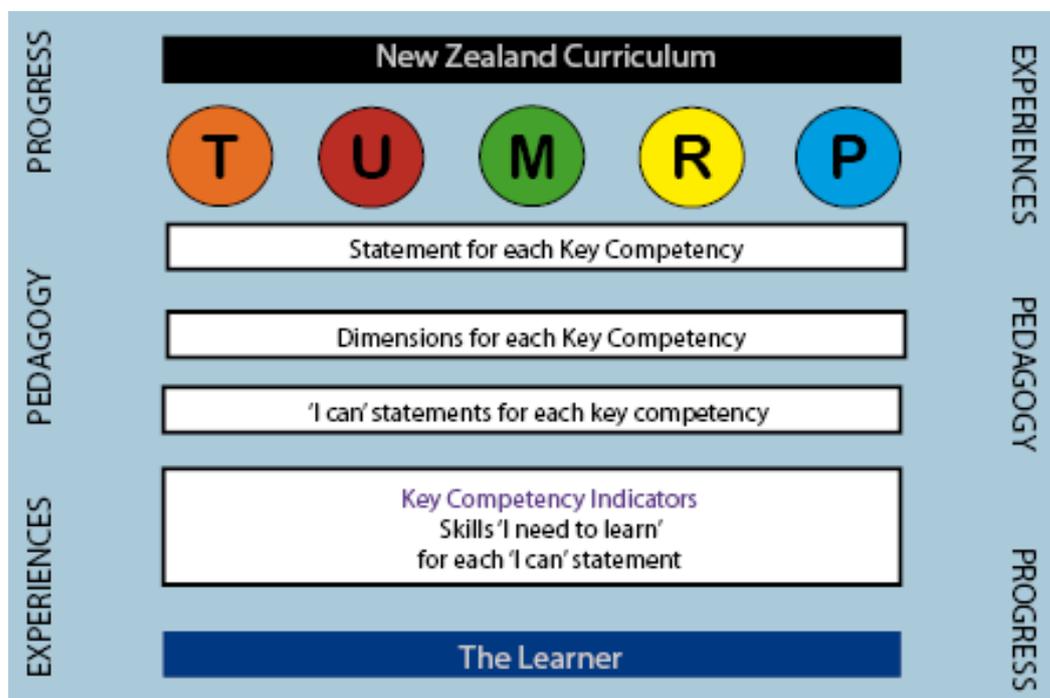
The Overview

The KCP has been designed to demonstrate how progress in the key competencies is achievable for all learners working within Level 1 of the National Curriculum. It recognises the importance of early skill development, experiences and pedagogy as integral to our learners becoming competent lifelong learners. The KCP recognises that ALL learners make progress. While many learners will progress (within level 1 and beyond of the NZC), some learners, due to the nature of their disability, will be working within level 1 for their entire school career and into adulthood.

Summary statements have been identified from the NZC key competency descriptions. The following questions underpinned the writing of the summary statements and selection of dimensions which are then expanded into important dimensions for each key competency:

- What is important for our learners to be able to do?
- What is important for our learners to know?

The KCP is concise and easy to use and adapt to meet individual schools' curriculum frameworks.



The order of the key competencies in the pathway matches that of the New Zealand Curriculum.

'Thinking' and 'Using Language, Symbols and Text' have a cognitive skills context.

'Managing Self', 'Relating to Others' and 'Participating and Contributing' have a social skills context.

Many schools remember the Key Competencies using the mnemonic TRUMP, but this document follows the logical order in which they are presented in the NZC.

The components of the KCP are:

Statement for each Key Competency

The statement is short and defines what the Key Competency means for our learners.

Key Competency Dimensions for each Key Competency

The dimensions have been derived from the Key Competency statements. There are up to three dimensions for each Key Competency and each relates to what our learners need to be able to do and to know.

'I can' statements for each Key Competency

For each of the Key Competency dimensions there are up to six 'I can' statements. The 'I can' statements show clearly what a learner is working towards being 'able to do' to develop a competency. Each 'I can' statement is coded and matched with the same colour as the 'I need to learn' Key Competency Indicators (KCI) below it.

'I need to learn' Key Competency Indicators for each Key Competency

The 'I need to learn' KCIs have been designed to reflect the learning needs of different groups of learners. The KCIs are skill based developmental indicators and will assist the practitioner to write SMART/personalised targets and support learners to progress towards achieving a competency. There is a progression of eight KCIs for each of the key competency 'I can' statements.

'Experiences I Need'/Learning Contexts

The KCP recognises the importance of learners having a diverse range of experiences or learning contexts as central to their learning and progress. The experiences/learning contexts needed relate to age, ability, school culture, their family or Whanau and the community. The KCP has broken the component 'Experiences I Need'/Learning Contexts down into:

- Class based
- School based
- Community based

and at junior, intermediate and senior age ranges. (This aspect of the 'Thinking' key competency is presented differently because it underpins all the competencies.) Examples of experiences/ learning contexts have been included in the Appendix. Schools are encouraged to develop their own range of experiences/ learning contexts to reflect their own learners, school and community needs.

Pedagogy

The teaching and learning approaches cited in the NZC have been included. The ways they are interpreted and adapted will reflect the learners and cultures of each school.

Progress

The school's chosen method of tracking progress can confirm the learner's progression through the steps of the KCP.

Effective ways of tracking progress for learners have been included in the KCP.

Schools are invited to add their own assessment tools and discuss other ways that learners may be assessed effectively.

		MANAGING SELF		
Have a 'can do' attitude and be enterprising, resourceful, reliable and resilient.				
KCD		TO BE SELF MOTIVATED	TO ACT INDEPENDENTLY	TO MEET CHALLENGES
I can		<ul style="list-style-type: none"> Establish personal goals Be involved in planning my learning Demonstrate that I have a positive self image Reflect on my own development Persevere 	<ul style="list-style-type: none"> Do things for myself Use my initiative Make my own decisions Access my environment 	<ul style="list-style-type: none"> Manage my emotions Manage my behaviour Recognise when I need help Take risks
Key Competency Indicators: I need to learn to		<p>KCI 8 Talk about and contribute towards the setting of my personal goals</p> <p>KCI 7 Comment on my personal goals</p> <p>KCI 6 Know that I have a personal goal and what I have to do to reach it</p> <p>KCI 5 Participate in a familiar activity independently linked to a personal goal that has been set for me</p> <p>KCI 4 Participate in a familiar activity with support</p>	<p>KCI 8 Organise myself and take part in familiar activities and routines independently</p> <p>KCI 7 Search out resources to complete a familiar activity</p> <p>KCI 6 Complete a familiar activity independently</p> <p>KCI 5 Complete a familiar activity with support</p> <p>KCI 4 Participate in a familiar activity with support</p>	<p>KCI 8 Demonstrate an understanding of how my actions and emotions might impact on others. Begin to demonstrate or suggest possible responses to my own emotions</p> <p>KCI 7 Identify basic emotions in others and suggest possible causes</p> <p>KCI 6 Identify my own emotional responses and relate these to familiar events</p> <p>KCI 5 Imitate, respond to and label basic emotions</p> <p>KCI 4 Respond appropriately to a familiar adult's facial expressions, tone, requests and actions</p>

	KCI 8	Contribute towards and make decisions about my learning programme	KCI 8	Use initiative to take on unfamiliar activities	KCI 8	Follow social rules in a range of settings
	KCI 7	Contribute towards my learning programme	KCI 7	Initiate actions within an unfamiliar activity	KCI 7	Follow social rules in familiar settings
	KCI 6	Know that I have a learning programme that has been set for me and to follow it	KCI 6	Initiate actions within unfamiliar activities with support	KCI 6	Follow social rules with support
	KCI 5	Anticipate and follow the next step in my learning programme that has been set for me	KCI 5	Initiate actions within familiar activities	KCI 5	Show awareness that actions have consequences
	KCI 4	Participate in a familiar activity that has been set for me with support	KCI 4	Respond to cues for familiar activities with support	KCI 4	Attend to adult led activities with support
	KCI 8	Demonstrate pride in my personal achievements	KCI 8	Make a simple decision based on anticipated consequences	KCI 8	Use acquired skills appropriate to the technologies available
	KCI 7	Independently recognise my achievements and share them with others	KCI 7	Make a simple decision based on the stated consequences	KCI 7	Use acquired skills with a wide range of unfamiliar technologies
	KCI 6	Know that I have done something well and will share it when prompted	KCI 6	Clarify choices using attributes	KCI 6	Use acquired skills with limited unfamiliar technologies
	KCI 5	Anticipate a positive response in others when I do something	KCI 5	Choose a desired item from a selection of familiar items	KCI 5	Use acquired skills with a wide range of familiar technologies
	KCI 4	Share my achievements with support	KCI 4	Choose a desired item from a choice of two familiar items with support	KCI 4	Use acquired skills with limited familiar technologies


Key Competencies Pathway

	KCI 8 Talk about my next learning step with a known person	KCI 8 Access an unfamiliar environment with supervision	KCI 8 Use acquired skills appropriate to the social situation
	KCI 7 Talk about and share what I have learnt	KCI 7 Access an unfamiliar environment with support	KCI 7 Use acquired skills in an unfamiliar group
	KCI 6 Respond to questions about my own learning	KCI 6 Access a familiar environment independently	KCI 6 Use acquired skills with an unfamiliar person
	KCI 5 Anticipate and follow the next step in my learning programme that has been set for me	KCI 5 Access a familiar environment with supervision	KCI 5 Use acquired skills in a familiar group
	KCI 4 Participate in a familiar activity with support	KCI 4 Access a familiar environment with support	KCI 4 Use acquired skills with a familiar person
	KCI 8 Choose and initiate unfamiliar and self selected activities		
	KCI 7 Move with support to unfamiliar activities which are either directed or self chosen		
	KCI 6 Carry out routine activities in a familiar setting		
	KCI 5 Anticipate and follow the next step in my learning programme that has been set for me		
	KCI 4 Participate in a familiar activity that has been set for me with support		
KCI 3v	Initiate actions to achieve desired results		
KCI 3iv	Select between two items		
KCI 3iii	Understand that an object continues to exist even when it is out of sight (Object Permanence)		
KCI 3ii	Understand that one action will cause one particular response to happen (Contingency Awareness)		




 Key Competencies Pathway

	KCI 3i	Understand that performing a particular action causes an effect, but have not yet made the 1:1 association, i.e. one press switch, one response
	(Contingency Responding)	
	KCI 2	Respond consistently to one stimulus.
	KCI 1	Begin to respond to stimuli

Experiences I Need/ Learning Contexts	Where	Junior	Intermediate	Senior
	In class	You can edit these cells to insert your own experiences		
	In school			
	In the community			
Pedagogy	Encouraging reflective thought and action Enhancing the relevance of new learning Facilitating shared learning Teaching as inquiry			
	Making connections to prior learning and experience		Providing sufficient opportunities to learn	
	e-learning and pedagogy		Creating a supportive learning environment	



Progress

P Levels

Self Assessment

Learning Stories

Learning Portfolios

CRSSC Exemplars

You can edit this cell to insert your own Recording Progress tools