

# Bledisloe School

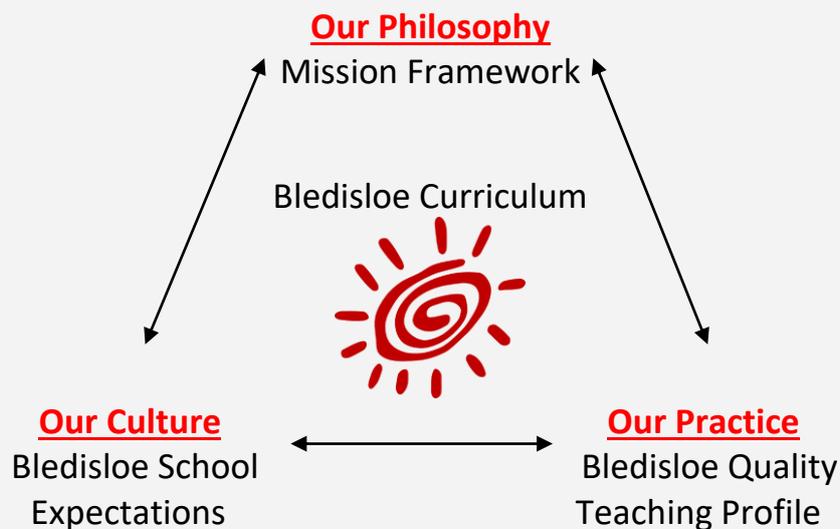
# Guiding Principles



Reviewed 2016

# Guiding Principles

This is Bledisloe School's curriculum plan and is designed to reflect the intent of the New Zealand Curriculum within the context of our students, their families, our community and our foundation documents.



This document will provide for consistency of approach through-out the school and will ensure compliance with the stated 'Directions for Learning' (p7, N.Z. Curriculum (NZC), 2007). Included in this document are our understandings of the Principles, Values and Key Competencies, statements on the major learning areas and an overview of how curriculum coverage will be organised and implemented at Bledisloe School. This plan will allow for individual teacher's innovation and personal strengths and will provide clearly stated expectations to provide guidance for teachers. Teacher actions which promote student learning are outlined through the Bledisloe School Quality Teaching Profile.

**Culture counts; knowing, respecting and valuing who students are, where they come from and building on what they bring with them makes a difference to both teaching and learning. (Bishop, "Culture Counts", 1999)**

# Principles of Curriculum; Bledisloe and NZC

Bledisloe School- Principles to underpin the design of our curriculum	N.Z. Curriculum- provides guidelines through he following actions
<p><b>High Expectations;</b> We believe all children can learn and we will do our best to ensure that this happens.</p> <ul style="list-style-type: none"> <li>• Children have the right to experience success</li> <li>• Effective goal setting is taught and practised across all levels of the school.</li> </ul>	<p><b>High Expectations;</b> The curriculum supports and empowers all students to learn and achieve personal excellence , regardless of their individual circumstances</p>
<p><b>Treaty of Waitangi;</b> As part of its' reflection of the school community the curriculum will acknowledge the bicultural foundations of N.Z. Students will have the opportunity to participate in weekly Te Reo Sessions and take part in kapa haka groups. We are committed to providing a culturally responsive environment.</p>	<p><b>Treaty of Waitangi;</b> The curriculum acknowledges the Treaty and the bicultural foundations of Aotearoa. All students have the opportunity to acquire knowledge of Te Reo Maori</p>
<p><b>Cultural Diversity;</b> The curriculum will reflect the histories and traditions of the cultural mix of the school community and will introduce students to the wider world.</p>	<p><b>Cultural Diversity</b> The curriculum reflects and values the histories and traditions of all its people</p>
<p><b>Inclusion;</b> We will provide differentiated programmes to meet individual needs. A positive, self-esteem building environment will be provided for all people. A safe and secure learning environment will be created for all students with student well-being as a priority.</p>	<p><b>Inclusion;</b> The curriculum is non-sexist, non-racist, and non-discriminatory; students are recognised and affirmed and their learning needs are addressed</p>
<p><b>Learning to Learn;</b> Students will know what to do next when they don't know what to do. They will be able to think independently and they will have a set of intelligent behaviours.</p>	<p><b>Learning to Learn;</b> All students reflect on their own learning processes and to learn how to learn.</p>
<p><b>Community Engagement;</b> We believe that working together with parents will provide the best outcomes for children. Linking curriculum to the local environment will provide meaningful contexts for learning.</p>	<p><b>Community Engagement;</b> The curriculum is meaningful, connects with their lives and engages their families, whanau and community</p>
<p><b>Coherence;</b> Students will be taught how to set realistic goals and make plans to achieve them. Comments and marking are specific and future learning oriented. Learners will be life skills literate; socially and economically capable. Curriculum will be broad-based and reflect student interests</p>	<p><b>Coherence;</b> The curriculum offers students a broad education, provides for coherent transitions and opens up pathways to future learning</p>
<p><b>Future Focus;</b> Information and communication technology are an important part of our student's future. Learning contexts will be real and relevant to students. Students will be encouraged to think critically, be curious and ask meaningful questions. Students will be encouraged to develop learning dispositions which will equip them to be future focussed learners.</p>	<p><b>Future Focus;</b> The curriculum encourages students to look to the future and explore current issues.</p>

# Values of Curriculum; Bledisloe and NZC

<p><b>Bledisloe School-</b> <i>Values that will be encouraged, modelled and shared regularly by everyone in our school. These are evident in classrooms, with and between teachers and students and in relationships with our community.</i></p>	<p><b>New Zealand Curriculum –</b> <i>Values that are stated as being an important national direction. These are to be explored, modelled and encouraged.</i></p>
<p><b>Excellence;</b> to be better than before is our guiding statement. Staff will have high expectations for students’ achievement and behaviour. Resilience will be modelled and actively encouraged</p> <p><b>Innovation, inquiry and curiosity;</b> We encourage students to actively guide their learning and to learn co-operatively. Learning is connected to prior experience and real life contexts</p> <p><b>Diversity-</b> Respect and value for others is modelled and encouraged. Other cultures are acknowledged and celebrated in a variety of ways.</p> <p><b>Equity-</b> All members of the school community will be treated with respect. Problems will be addressed with fairness and <b>issues</b> will be discussed not personalities.</p> <p><b>Community and Participation-</b> The school is an open environment and families are welcome. Parent involvement is valued. All involved in the school will have a common goal of improvement for the wellbeing of students.</p> <p><b>Ecological sustainability-</b> Learning to encourage environmental awareness will be part of the student’s programme of study. Students will be encouraged to take part in our eco-group, worm farm and recycling programmes.</p> <p><b>Integrity-</b> We emphasise, reinforce, encourage, teach and reward long held values. Social skills will be reinforced and taught in classrooms on a regular basis through programmes such as Circle Time and Restorative Justice.</p> <p><b>Respectful relationships are a cornerstone of our school. These are modelled, discussed and reinforced in all interactions. It is an expectation that this will happen and values are promoted at assemblies and in programmes</b></p>	<p><b>Excellence-</b>; by aiming high and by persevering in the face of difficulties;</p> <p><b>Innovation, inquiry, and curiosity;</b> by thinking critically, creatively, and reflectively;</p> <p><b>Diversity,</b> as found in our different cultures, languages, and heritages;</p> <p><b>Equity,</b> through fairness and social justice;</p> <p><b>Community and Participation;</b> for the common good;</p> <p><b>Ecological sustainability,</b> which includes care for the environment</p> <p><b>Integrity,</b> which involves being honest, responsible, and accountable and acting ethically;</p> <p>And to <b>respect</b> themselves, others, and human rights</p>

*Our School Expectations of Respect, Responsibility and Resilience are modelled, discussed and reinforced in all interactions both in and out of the classroom.*

# Key Competencies; Bledisloe and NZC

At Bledisloe School-	New Zealand Curriculum Document
<p><b>Thinking;</b> Teachers will actively encourage, promote and model the use of ‘metacognition’, thinking about your thinking. Powerful questions will be used to foster higher level thinking and there will be an expectation that teachers are differentiating programmes. Establishing prior knowledge will be a priority as will applying past knowledge to new situations. The 7 Principles of learning outlined in our Literacy and Mathematics handbook will provide a framework for focussed learning environments.</p> <p><b>Using Language, symbols and texts;</b> High quality literacy programmes will occur in all classrooms. The Literacy team provides clear direction and support with this. ICT is an important resource in the school with every classroom using interactive whiteboards, computers and having access to laptops, chrome books, ipads and other devices.</p> <p><b>Managing Self;</b> This is seen as the foundation for all learning at Bledisloe School. Effectively managing behaviour, belongings and being organised for learning are skills which are explicitly taught, modelled and practised. It is an expectation that students will develop skills and habits around goal setting, persistence, managing impulsivity and taking responsible risks. Through programmes such as the Primary Enterprise Programme students are given opportunities to be enterprising, resourceful, meet challenges and exhibit a ‘can-do’ attitude. These attributes are also valued and rewarded in all aspects of student’s learning.</p> <p><b>Relating to Others;</b> Respectful relationships will be modelled and expected with and between students, staff and families. Students will be taught skills around listening with understanding and empathy in forums such as ‘circle time’, PrEP and general classroom contexts. Students will be given opportunities to compete in both academic, cultural and sporting pursuits and successes will be celebrated. There will be chances for students to take leadership and responsibility roles within the school.</p> <p><b>Participating and Contributing;</b> Opportunities will be available for students to contribute to our local community through events such as Anzac Day, support for local charities, visits to aged care facilities and participation in music and cultural festivals. Learning will be based initially in local contexts where appropriate and then the wider NZ context. Global learning and connections with other learners across NZ and the world will be encouraged through use of technology such as the internet. Differentiation of learning will ensure that opportunities are given to work both independently and within groups of learners.</p>	<p><b>Thinking</b> Using creative, critical, metacognitive and relative processes to make sense of information, ideas, experiences Actively seek, use and create knowledge. Reflect on own learning, draw on personal knowledge and intuitions, Ask questions, challenge the basis of assumption and perceptions.</p> <p><b>Using Language, symbols and texts</b> Interpret and use words, number, images, movement, metaphor and technologies in a range of situations Recognise how choices of language and symbol affect people’s understanding and ways in which they respond to communications Use ICT confidently to communicate and access information</p> <p><b>Managing Self</b> Self-motivation ‘Can-do’ attitude Set personal goals, make plans, have high personal standards Be enterprising, resourceful, reliable, resilient Have strategies for meeting challenges Know when and how to follow someone’s lead, or make own well-informed choices.</p> <p><b>Relating to Others</b> Interact effectively with a diverse range of people in a variety of contexts Listen actively, recognise different points of view, negotiate and share ideas Open to new learning Take different roles in different situations Know when it is appropriate to compete and when it is appropriate to co-operate</p> <p><b>Participating and Contributing</b> Participating actively in local, national, global communities Respond appropriately as a group member Make connections to others Create opportunities for including people in group activities</p>

*The key competencies are both a focus for learning and a tool for more efficient learning. The competencies will be developed in real situations, often in combination and will be assessed by students along with staff, as part of their 'life skills' continuum in reporting documentation.*

Through the social sciences students develop knowledge and skills to help them understand and participate in the local, national and global communities in which they live. Students will develop understandings about how societies are organised and function and about how they are shaped by different views, values and perspectives.

### **Social Science**

Students will develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to technology related careers. Students learn practical skills as they develop models, products, and systems.

### **Technology**

## **Learning Area Statements**

Science is a way of investigating understanding and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence, including making observations, carrying out investigations and modelling and communicating and debating with others.

### **Science**

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world. Languages are inseparably linked to the social and cultural contexts in which they are used.

### **Learning Languages**

English is the study, use, and enjoyment of the English language and literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning.

### **English**

The focus is on the well-being of the students themselves, of other people and of society.

**Hauora-** interrelated dimensions of taha wairua, taha hinengaro, taha tinana and taha whanau

**Attitudes and Values-** respect, responsibility and resilience, citizenship

**Socio ecological perspective-** the relationships between individual, others, and society

**Health promotion-** maintaining supportive physical and emotional environments.

### **Health and P.E.**

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

### **Mathematics and Statistics**

The arts are powerful forms of expression that recognise, value and contribute to the unique bicultural and multicultural character of Aotearoa, New Zealand. The arts have their own distinct language that uses both verbal and non-verbal conventions.

### **The Arts**