

BROWNS BAY SCHOOL

Building Leaders and Learners

CURRICULUM

Pathway to Success

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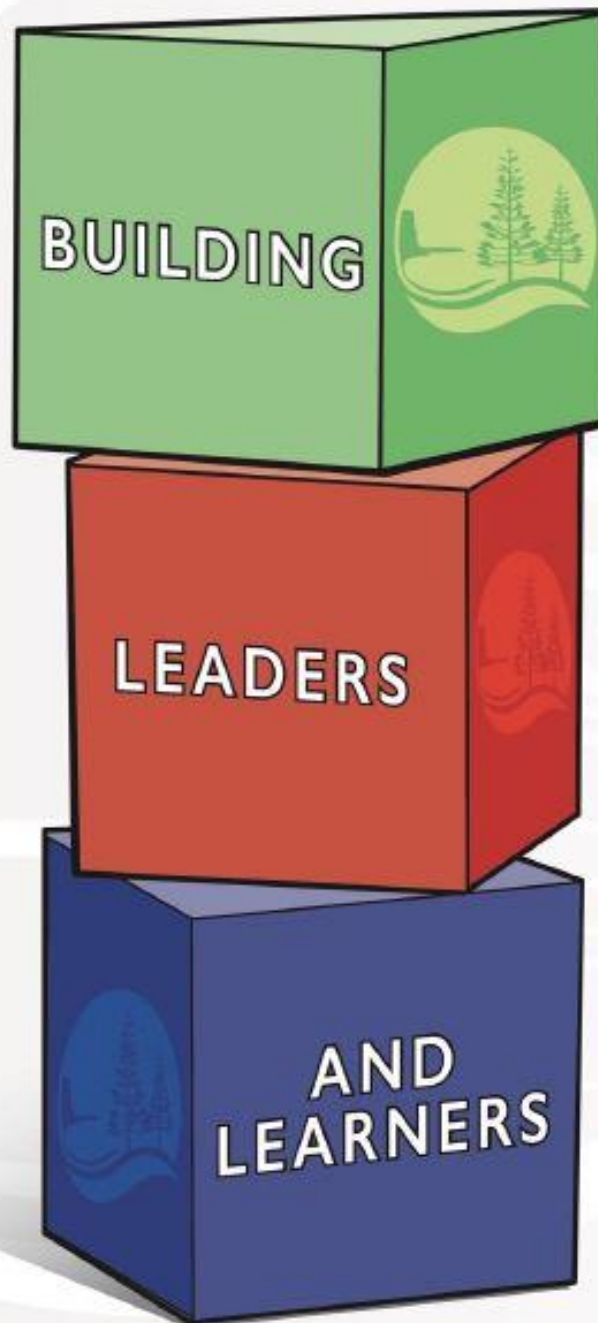
Supporting Documents

Strategic Principles and Goals 2019 – 2022

BBS Inquiry Model

Learning Essence Statements: English, Maths, Social Sciences, Science, Technology, The Arts, PE/Health

1. Vision



Our Vision

THINGS WE VALUE

Respect / Manaakitanga
Personal Excellence / Tu Rangatira
Inquiring Minds / Whai Whakaaro
Taking Responsibility / Takohanga

COLLABORATION

We go further together

Our School Community (student / teacher / whanau) works together to achieve common goals.

RESPONSIVE & HOLISTIC TEACHING & LEARNING

We all do our best

Our teaching and learning programme is authentic. Learners are able to achieve personal excellence, regardless of their background, abilities, strengths and experiences.

WELL-BEING / HAUORA

We are kind to ourselves and others.

Our focus is to build within ourselves and others positive holistic qualities and actions.



INCLUSION

We are one

Our learners are respected and appreciated as valued members of the BBS community.

LEARNER AGENCY

We own our learning

Our students have a genuine say in their learning and the power to take action in their learning: what they learn, how they learn, how they present their learning, and the actions they take as a result.

SMART SYSTEMS & ROUTINES

We work smarter not harder

Our commitment is to integrate digital technologies to maximise learning opportunities.

STRATEGIC GOALS

EFFORT BRINGS REWARD

KA PUTA TE HUA

Building Leaders and Learners

Students participating in our school environment are preparing for a future that is yet to be defined. In this ever changing world, the need is for a substantive change from 'old knowledge' to 'new knowledge'.

We need to prepare students to participate in, and contribute to, the future they will encounter. We will strive to provide optimal learning environments and opportunities to unlock the potential of our students and develop in them the capacity for lifelong learning.

To ensure our students are 21st Century learners, we have critically examined and developed what we do as a school, how we achieve our vision and what it looks like at all levels of the school.

Our learning is ongoing, a never-ending journey.

2. Strategic Goals

Curriculum

To develop policy and plans to meet the requirements of the Refreshed Curriculum, including an investigation into a balanced curriculum delivery to ensure there is a focus on all curriculum with emphasis on Literacy and Numeracy.

Curriculum

CommunityTo develop a strong engaged school community with stakeholders aware of the changes in education and students learning key values and having success at school

Te Tiriti o Waitangi

To have a strong understanding of Te Tiriti o Waitangi with Māori ako learning as Maori

3. Things we Value

Respect / Manaakitanga



- Treat others how we would like to be treated
- Care for others, ourselves and the environment
- Acknowledge and value others points of view
- Appreciate that people come from different cultures with different beliefs

Personal Excellence / Tu Rangatira



- Be your best
- Have a 'can do' attitude
- Persevere to achieve your goals and challenges
- Be resilient



Inquiring Minds / Whai Whaakaro



- Explore new ideas
- Wonder and question
- Experiment, reflect and create
- Show critical, creative and innovative thinking

Taking Responsibility / Takohanga



- Take ownership of your own behaviour, belongings and your learning environment
- Make sensible choices
- Challenge yourself to become independent
- Work together co-operatively

Things We Value

There are four key Things We Value that underpin our curriculum: Respect - Manaakitanga, Personal Excellence – Tu Rangatira, Inquiring Minds – Whai Whakaaro, Taking Responsibility - Takohanga. They will be encouraged, modelled and explored. The values will be part of everyday life for students and teachers. They will be explicitly incorporated into the planning and delivery of the curriculum. We want the students to be able to think about, talk about as well as live the school's values

4. NZ Curriculum

These are the New Zealand Curriculum Principles and Key Competencies that embody what is important in our school curriculum

We will consider the eight NZC Principles when we design and review our school curriculum plan and essence statements. There is an expectation that all Teams and individual teachers will create opportunities for each of the principles, wherever possible, to be explicit in the learning programmes through such things as the enduring understandings, the learning outcomes and the learning experiences undertaken to achieve those learning outcomes. It is important that we ask the question: Where are each of the principles reflected in our planning?

Principles

High Expectations

All learners are supported and empowered to achieve personal excellence across the curriculum

Treaty of Waitangi

Celebrate and embrace the Treaty of Waitangi and the bi-cultural foundations of Aotearoa; students have opportunities to acquire knowledge and understanding of Te Reo and Maori tikanga

Cultural Diversity

Recognise and embrace all the cultures, values and traditions of our school community

Inclusion

Ensure all learners are achieving success regardless of their background, abilities and experiences and that learning needs are addressed in a non-discriminatory way

Learning to Learn

All learners know how to learn, can reflect on their own learning and apply their knowledge and skills in new learning situations

Community Engagement

Learning is meaningful for all learners, connecting and fostering partnerships with their family, whanau and wider community

Coherence

Learning is seamless by making links within and between learning areas and provides for coherent transitions

Future Focus

Planning processes are meaningful in the students' worlds, both today and in the future

Key Competencies

New Zealand Curriculum has five key competencies: Managing Self, Relating to others, Participating and Contributing, Thinking, Using languages, symbols and text. Students need to be challenged and supported to strengthen these competencies over time in increasingly wide-ranging and complex contexts. The focus will be on self-assessment. Children need to think about, evaluate and communicate learning.

The KCs will be encouraged, modelled and explicitly learnt. The context or vehicle of teaching the KC's needs to have a process to achieve an outcome.

The school has descriptors for each of the KCs, as shown in our Values, but it is expected that these will be tailored to meet the needs of the students at any particular time. There will be Learning Outcomes linked to the KCs and these could be applied to individual students, groups of students or the whole class across all learning areas.

5. Effective Teaching and Learning

Pathway for Success (Effective Pedagogy)

The following effective teaching practices underpin teaching and learning at BBS: Collaboration; Inclusion; Responsive and Holistic Teaching and Learning; Learner Agency; Well-being/ Hauora; Smart systems and Routines

They will be evident in every classroom and integrated into every learning area. When planning classroom programmes teachers will ensure they incorporate these effective teaching practices and their components.

COLLABORATION

We go further together

Our School Community (student / teacher / whanau) works together to achieve common goals.

INCLUSION

We are one

Our learners are respected and appreciated as valued members of the BBS community.

RESPONSIVE & HOLISTIC TEACHING & LEARNING

We all do our best

Our teaching and learning programme is authentic. Learners are able to achieve personal excellence, regardless of their background, abilities, strengths and experiences.

LEARNER AGENCY

We own our learning

Our students have a genuine say in their learning and the power to take action in their learning: what they learn, how they learn, how they present their learning, and the actions they take as a result.

WELL-BEING / HAUORA

We are kind to others and ourselves.

Our focus is to build within ourselves and others positive holistic qualities and actions.

SMART SYSTEMS & ROUTINES

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COLLABORATION

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Make Connections

We acknowledge that learning is a partnership between teachers, students and parents. We need to work together to ensure the best possible learning outcomes for students. We will set up relationships early in the year and ensure that communication with parents is open, honest and timely. We will operate on the basis of 'no surprises'

- Teachers include, explain and talk with parents and whanau
- Tuakana/teina: buddy classes, student mentors
- Goal setting - student led conferences
- Maori Whanau Group, Chinese Parent Group (WeChat), Korean Parent Group (KakaoTalk)

Partnership with teachers

Practise co-operative learning (share, design and build learning together). We need to:

- Plan together
- Demonstrate flexibility
- Be open to new thinking
- Able to negotiate and respect compromise
- Undertake collaborative inquiries
- Work together to achieve expectations

Use Collaborative tools

- Talk Moves (Checklist)
- Think, pair, share (Checklist)
- Bus stopping
- Group projects with clear criteria and a timeline
- Buddy reading within and across groups working with and helping children from other cultures
- Peer tutoring
- Hapara
- GAFE, Seesaw

Community Connections

- BBS Community
- MidBays Kahui Ako
- Wider education community e.g ECE and College
- Auckland wide e.g. Travelwise, Sustainable school

Next Steps by 2022?

- On-going PD around refreshing sessions e.g talkmoves / bus stop/ google sharing etc
- Relevant individualised, personalise PD specific to levels
- Develop more inter-level activities between year groups to develop community feeling within the school - e.g house system?
- Unified system for sharing PD learning - same platform whole school PD
- Co Teaching pedagogy PLD

INCLUSION

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Our learners are respected and appreciated as valued members of the BBS community.

Transition

We are committed to ensuring that students make a smooth transition with their learning when they enter BBS or when they move to a new class/team and progress to intermediate school. To achieve this we will:

- know the students as well as possible when they enter a class - as an individual and a learner; take into account their progress and achievement data and what interests and motivates them
- acknowledge and build on their prior learning
- use the same learning language e.g. learning outcomes, success criteria, WALTs, the language of the BBS inquiry model

We are committed to sharing data and curriculum information with our main contributing kindergartens and intermediate schools.

Responsive to Needs

Support appropriate / achievable expectations

- Learning Support structures with children are supported by in class or out of class intervention e.g. Educational specialists (RTLB / Speech Language)
- Curriculum adaptation e.g. time needed to complete tasks (processing/physical), flexibility, grouping
- Behaviour management strategies
- Physical accessibility to learning environment
- Transition processes e.g ECE
- Assistive technology

Culturally responsive practice

- ESOL programme - groups and /or individual
- Acknowledge cultural events celebrated in the community
- Acknowledging the importance of first language with a focus on English as a sharing language
- Peer support in first language
- Parent support in first language
- Whakatau to welcome new students/whanau at assemblies (also to welcome visitors)

Te Reo / Tikanga

Taha Maori

- Te Reo Maori programme
- Kapa Haka
- Te Ao Maori Day
- Te Reo into classroom programme

Next Steps by 2022?

- Establishment of reception/transition information pack
- ESOL practice / criteria reviewed
- Pastoral care - sharing of information across the school(s)
- Acceptance of gender diversity i.e. toilets / uniforms

RESPONSIVE & HOLISTIC TEACHING & LEARNING

We all do our best

Our teaching and learning programme is authentic. Learners are able to achieve personal excellence, regardless of their background, abilities, strengths and experiences.

Authentic learning

The BBS curriculum will be relevant to real life experiences. This will be meaningful for the students by:

- Considering their interests and passions when providing contexts for learning;
- Acknowledging and building on prior learning in order to help them make connections to new learning;
- Making appropriate links between, and applying what they know to, the different learning areas;
- Supporting them to apply their new attitudes, understandings and skills to their everyday lives;
- Responding and being flexible around planning (in response to events and to engage students)
- Using eLearning tools and opportunities.

Integration

The design of the BBS curriculum interweaves the school's vision, values and key competencies into the teaching and learning programme. It is also expected that teachers will integrate the learning areas, as appropriate. This integration will be reflected in both the planning and delivery of classroom programmes. It is important that the special nature (e.g. the language, the concepts, the skills) of each learning area/discipline is explicitly acknowledged and taught. Wherever possible, teachers will support students and students will support students to make links between what they are learning in different curriculum areas.

Constructing new knowledge

Teachers will

- Build on students prior knowledge, making new learning relevant and meaningful and ensuring it is transferable;
- Use a range of strategies to find out what students already know
- Ensure students understand the purpose of the learning
- Provide regular opportunities for students to apply their new knowledge in new situations, not just in the classroom.

Teacher is engaged in student learning

Teachers will

- Include an assessment component with their Unit Plans when planning units
- Use assessment data to help with planning
- Decide on Learning Outcomes and criteria before planning and assessing the learning activities
- Design assessment tasks that will appropriately assess the LOs
- Plan using the language to be used with the students
- Be prepared to alter planning as the students' needs change
- Plan collaboratively to achieve the best planning and student outcomes possible

Varied teaching strategies

Teaching strategies include

- Incorporating UDL strategies whenever possible
- Formative assessment used to modify planning
- regular feedback and feed forward is given
- Direct instruction
- Open and closed questions on different levels
- Provision of scaffolding to move students on
- Buddy support
- Teacher and student modelling
- Gardner's multiple intelligences; Bloom's taxonomy and SOLO
- Regular feed back & feed forward
- Varied tasks & opportunities within tasks
 - tasks set/modified according to levels & abilities
 - co-operative tasks
 - visual, auditory & kinaesthetic tasks
 - choice of content, process & product including Seesaw and Google Apps
 - learning centres

Inquiry

Ensure inquiry is instinctive, a habit for every student that becomes a part of everyday life in and out of the classroom

- Strategies are used in the playground
- Strategies are used independent of the teacher
- Ask questions, front/challenge, build on other's ideas, staying on the topic; reflecting feelings; restating ideas, summarize, validating
- Analysis ie comparing, contrasting, predicting, using graphic organizer; evaluating ie assessing the reasonableness of ideas/opinions; making judgments; generating new ideas; OK to have unanswered question
- Self-assessment: what I can and can't do; next steps; peer assessment
- Teamwork, collaboration
- Learning how to carry out an investigation, how to research; asking questions
- Earning a considered and reasoned decision making process brainstorming / mind mapping
- Students discussing what they know with others
- Teachers discuss reasons for learning

Inquiry Model

- Sparking interest in a topic, turning on
- Finding out what we already know, front loading information, immersing ourselves in the topic
- Asking fat and skinny questions, asking essential and subsidiary questions, choosing the best questions
- How to get the answers to our questions, timeframes
- Locating, sorting, sifting and recording information
- Using discoveries to create deep learning, analysing and using the information
- Sharing our learning, debating and discussing it with others
- Thinking about and evaluating our thinking/learning journey, feedback and feed forward, assessing our learning, can we make a difference?

Resources

Relevant and up to date resources are selected to meet students' abilities, stimulate interest and suit learning preferences.

- individual, small group and class
- visual, auditory and kinaesthetic
- opportunities for student choice

Next Steps by 2022?

- Te Matai learning
 - trialing/reflecting
 - implementation
 - management (not overloading classrooms - something needs to be taken away)
 - consistency/progression across the school
 - resources

- STEAM

Rather than teaching Science, Technology, Engineering and Mathematics as separate and discrete subjects, STEAM integrates them into “interdependent” learning units based on real-world applications.

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking

LEARNER AGENCY

We own our learning

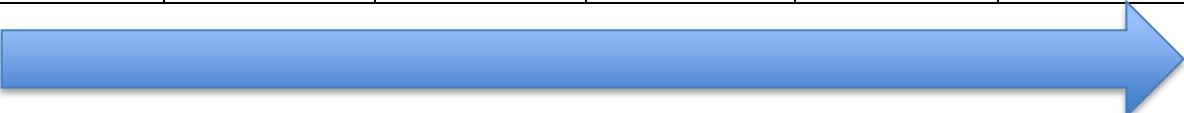
Our students have a genuine say in their learning and the power to take action in their learning: what they learn, how they learn, how they present their learning, and the actions they take as a result.

Student Agency

Student agency is where there is a progression from just student voice (hearing student's opinions and ideas) to the purposeful inclusion of students ideas and understanding in the very fabric of their learning design and practice.

Student Agency will be achieved by moving through the progression shown in the table:

The Spectrum of Student Voice Oriented Activity

Students articulating their perspectives	← Students involved as stakeholders →				Students directing collective activities
Students as data sources	← Students as collaborators →				Students as leaders of change
Expression	Consultation	Participation	Partnership	Activism	Leadership
Volunteering opinions, creating, celebrating, complaining, praising, objecting, discussing, debating	Being asked for their opinion, providing feedback, participating on a focus group, completing a survey	Participating in meetings or events in which decisions are made, and actions planned	Formalised roles in decision making, with student involvement, adults trained in how to work collaboratively with youth partners	Identifying problem, generating solutions, organising responses, agitating for change both in and out of school contexts	Collaborative Planning, making decisions and accepting significant responsibility for outcomes
					

(Students at the Center – Toshais & Nakkula)

Encourage and act on student voice

Ensure students have a genuine say in their learning:

what they learn, how they learn and how they present their learning (e.g. Te Matai)

- asking students their preferences and using them to plan their learning content and context, flexibility in presenting and sharing learning e.g. letting children with oral strengths give a speech

Ensure Student Success

Assessment for Learning

- Students know what they are learning and why
e.g provide direct instruction and modeling as a framework for learning, personal goals could be written in writing books such as a checklist, set a target for length or content to keep chn on task, having real and meaningful contexts for learning such as relating learning to a current event or timely topic; Students taking the lead as the teacher
- Students know next steps and how to get there
e.g. focus on where to next and how to get there, letting the student set high expectations, sharing assessment criteria and data with the students, including creating co-constructing criteria, developing an understanding of level appropriate assessment tools and language and how to use them to inform their next steps
- Students have model and rubrics to refer to

e.g using rubrics, exemplars, modeling to set expectations, recording direct instruction and keep it accessible to chn (e.g Modelling Books)

- Students can talk about their progress and achievement
e.g getting children to explain a concept, such as a maths strategy, to help another child understand (e.g. Talk Moves); sharing and reviewing learning intentions (not always teacher-telling, but allowing students to be part of the discussion); evaluating work with smiley faces or thumbs up/sideways/down, or out of 10 on fingers... peer assessment – written or oral buddy editing; Students discussing learning in a 2nd language (e.g. Chinese)
- Teachers are expert at co-constructing, feed-forward and feed-back
e.g. Providing quality feedback and feedforward
- Teachers value and build on learners prior learning
e.g. sharing and reflect on new learning

Transparent learning process that is understood by the student

Ensuring students are equipped with and using the right skills for Inquiry/Thinking at the right time

Teaching the students the skills of inquiry and how to apply them in a meaningful context

- Active listening
- Critical and creative thinking
- Reflection to Presentation
- Investigating
- Decision making
- Active contributor

Ensuring inquiry is instinctive, a habit for every student that becomes a part of everyday life in and out of the classroom

Inquiry Model (Unified learning language across the school)

- Ignition
- Knowledge Attack, Immersion:
- Wondering, Asking questions:
- Pathways, Planning, Getting organised:
- Discovering, Gathering Information
- Creating, Synthesising, Using
- Reflecting, Evaluating

Providing regular opportunities for students to apply their new knowledge in new situations, not just in the classroom

To Be Confirmed	
Te Matai lens (Yr 1-2)	BBS Inquiry model (Yr 3-6)
<ul style="list-style-type: none"> • ‘Launch’ • Plan • Do • Reflect • Share • Adapt? 	<ul style="list-style-type: none"> • ignite • ask questions • pathway • create • communicate • reflect

Next Steps by 2022?

- Student coaching
- Refining student led conferences
- Development of peer teaching (student to student)
- Checklists for AFL
- Genius Hour / Passion Projects

WELL-BEING / HAUORA

We are kind to others and ourselves.

Our focus is to build within ourselves and others positive holistic qualities and actions.

	Students	Teachers	Whanau
Physical	<p>Be actively involved in school life, e.g. Classroom, Performance, Sports, Cultural, EOTC, Leadership</p> <p>Self-care, e.g. Hand washing, Cough etiquette, Physical presentation (including uniform), Personal hygiene</p> <p>Express when unwell</p> <p>Stay home when unwell</p>	<p>Take care of personal health e.g. Stay home when sick, Get enough sleep, Take sufficient breaks during morning tea and lunch</p> <p>Take responsibility for Safety in the classroom e.g. lock classrooms after hours, correct us of ladders.</p> <p>Aware of health factors of other staff e.g. allergies</p>	<p>Take responsibility for children's health and wellbeing, e.g. Keep them at home if they are sick</p>
Mental and Emotional	<p>Demonstrate honesty and sincerity, e.g. Prepared to admit mistakes, apologise and resolve issues, mean what we say</p> <p>Being caring, e.g. Acknowledge and identify with the emotions of others, saying good morning, making eye contact when we talk, involved in Peer Mediation</p> <p>Give of Ourselves e.g. share our stories, share information about ourselves, show ourselves as learners, be prepared to admit our mistakes, and forgive ourselves and others</p>	<p>Support others, e.g. Look out for 'out of character' changes and take time to check in, flexibility of meetings, Share the workload and responsibilities</p> <p>Acknowledge expertise, effort, progress and achievement, e.g. Use praise and encouragement when dealing with students, colleagues and parents</p> <p>Give of Ourselves e.g. share our stories, share information about ourselves, show ourselves as learner, be prepared to admit our mistakes, and forgive ourselves and others</p> <p>Being caring, e.g. Acknowledge and identify with the emotions of others, ask about things happening at home, Aim for work/life balance, utilise EAP Services when needed</p>	<p>Be kind, caring and respectful, e.g. Respect other parents and their children, and school staff</p> <p>Give of Ourselves e.g. share our stories, share information about ourselves, show ourselves as learner, be prepared to admit our mistakes, and forgive ourselves and others</p>

<p>Social</p>	<p>Demonstrate respect and good manners, e.g. <i>engaging in conversations and using a positive tone, showing interest, actively listen, acknowledge and show respect for various differences, use appropriate greetings, gestures and actions</i></p> <p>Participate e.g. <i>take part in activities on offer, have conversations with students, play games with them, take up responsibilities and opportunities e.g. sport teams, kapa haka, production, choirs, EOTC</i></p> <p>Learn to value 'others' e.g. <i>develop their social skills through the BBS Values programme</i></p>	<p>Be a team player, e.g. <i>Make an effort to attend staff functions wherever possible</i> <i>Stick to commitments</i></p> <p>Punctuality, e.g. <i>In class by 8:30, Always be on time for duty</i></p> <p>Build relationships - Be approachable and available for students and whanau where appropriate e.g. <i>Focus on a positive class / school culture: Meet the Teacher, Email using school protocols, School newsletter, facebook page, website, conferences, reports, seesaw, blogs, wechat, Kakao</i></p> <p>Learn to value 'others' e.g. <i>teach social skills through the BBS Values programme</i></p> <p>Participate e.g. <i>take part in activities in the classroom – jump jam, going around the class and having conversations with students, doing art with them, playing games with them, read when they read, join in when on duty, take up responsibilities and opportunities e.g. sport teams, kapa haka, production, choirs, EOTC</i></p>	<p>Communicate health and wellbeing needs with their teachers e.g. <i>Use the teacher as your first point of contact</i></p> <p>Build relationships - Be approachable and available for teachers where appropriate e.g. <i>Meet the Teacher, Email using school protocols, seesaw, blogs, wechat, Kakao</i></p> <p>Participate e.g. <i>take part in school activities, having conversations with others, , take up responsibilities and opportunities e.g. sport teams, FOTS</i></p>
<p>Spiritual</p>	<p>Demonstrate tolerance and acceptance of cultural / religious differences e.g. <i>acknowledge and show respect for various differences (ie. cultures, needs, their world) in the classroom</i></p>	<p>Demonstrate tolerance and acceptance of cultural/religious differences e.g. <i>understand students world, acknowledge and show respect for various differences (ie. cultures, needs, their world) in the classroom programme</i></p>	<p>Demonstrate tolerance and acceptance of cultural/religious differences e.g. <i>acknowledge and show respect for various differences (ie. cultures, needs, their world) in the school</i></p>

Next Steps by 2022?

- Mindfulness
- Awareness by all stakeholders of behaviour expectations e.g Codes of Conduct, development of Behaviour system - clearer guidelines, consistency and action
- Workload (Event Management)
- Communication systems - Email Protocols, Social Media guidelines
- Recognition / Acknowledgments

SMART SYSTEMS & ROUTINES

We work smarter not harder

Our commitment is to integrate digital technologies to maximise learning opportunities.

Using current available technology to support

Communication

- SMS - eTap emails
- Google - Translate, Sites, Forms,
- Seesaw - children upload and share, parent communication
- Social Media - Facebook
- Browns Bay School website – information
- Electronic newsletters
- Survey Monkey
- We Chat group for Chinese parents
- KAKAO talk for Korean parents
- Hapara - feedback for each other / home discussion

Teaching programmes

- SMS - eTap
- Mathletics / Maths Seeds and Reading Eggs / Express
- Goggle Apps for Education (GAFE) – docs, sheets, slides
- Online assessment
- Digital Reports

Administration

- SMS – eTap
- Tracking Systems: Learning Support, ESOL, GATE
- Monitoring Systems: Hapara for GAFE, Mathletics and Reading Eggs/ Express
- Attendance Registers
- Access It
- Hapara for GAFE
- Shared Drives

Next Steps by 2022?

- Cloud based
- Privacy issues - who can access it?
- Seesaw PD - teachers / students / parents (ongoing)
- Seesaw progressions / expectations schoolwide
- Balance data, ICT and information workload for students / teachers and parents
- Discussion around what is eTap and what is Seesaw
- Position of seesaw in the wider school communication setting