

## ***Our Glenfield Primary School Curriculum Framework***

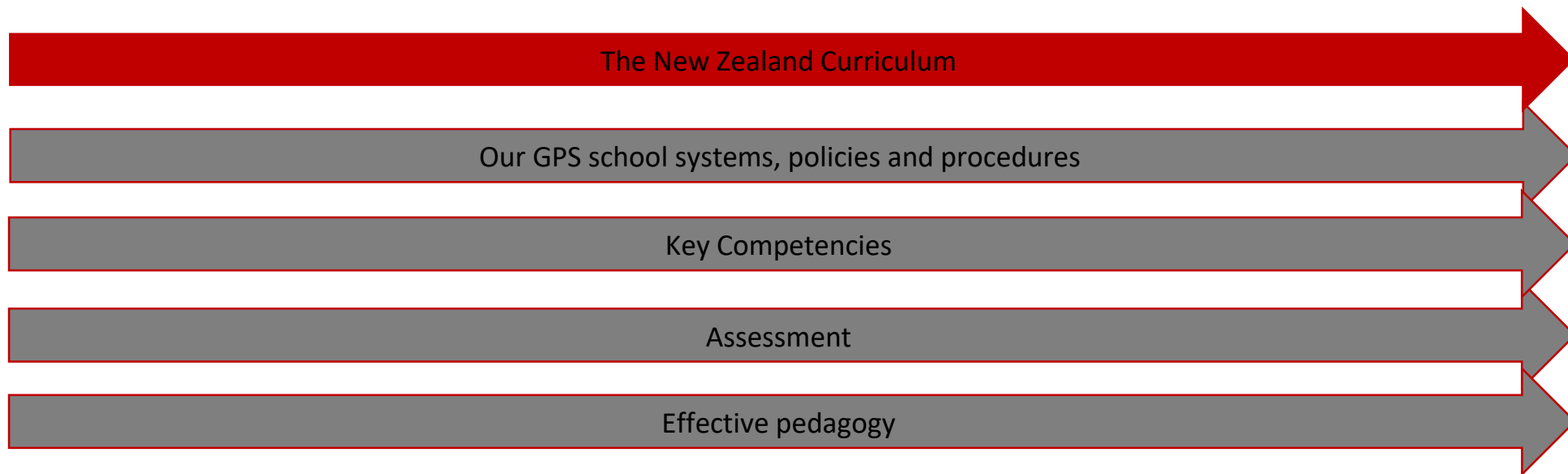
Our Vision: A community growing successful learners



<b><i>A learner from GPS will...</i></b>	
Know who you are, what is important and what your strengths and goals are.	Show kindness and imagine what others' feel, as if you were them.
Ask questions about what you hear and what you are learning and what you don't know.	Look at the possibilities to prepare yourself for what could happen <ul style="list-style-type: none"> <li>- At our school</li> <li>- In our wider community</li> <li>- Globally</li> </ul>
Think creatively and with curiosity and focus to learn new things.	Be resilient and don't give up when something is hard.

Essential elements	Reciprocal Learning Community	Learning Partnership	Future Focus	Biculturally responsive	Values	Essential Learning Areas	Social & Emotional Competence
Te Reo me ona Tikanga	Kaupapa Ako Mahi tahi	Mahi tahi Wananga Ako Rangatiratanga Panekiretanga	Tirohanga Whanui Te Taiao Ako Arotahi Whanui	Whanaungatanga Manaakitanga Whakapapa	Whakapono Whakamaioha	Whakamana	Whanaungatanga Whakatikatika
Curriculum aspirations	At GPS we value the multicultural diversity and strengths of students, parents, whanau and our wider community in our learning.	At GPS we ensure all learners have ownership of what we learn, how we learn and when we learn.	At GPS we prepare our learners to be inquirers and to be successful in a changing and uncertain world.	At GPS we value the importance of the language, identity and culture of our Māori learners and we support them to engage and achieve success.	At GPS we believe in and model our shared values in our everyday actions and interactions.	At GPS we empower our learners to question, build, apply and communicate new knowledge and to experience the links between the learning areas.	At GPS we look after ourselves and each other when we live, learn, work and contribute as active members of our multicultural community.
This essential element includes... (ideas and concepts)	<ul style="list-style-type: none"> <li>Community knowledge and strengths</li> <li>Out of school experiences</li> <li>Home-school learning partnerships</li> <li>Common vision</li> <li>Targets</li> </ul>	<ul style="list-style-type: none"> <li>Excellence and acceleration</li> <li>Transference</li> <li>Equitable opportunities</li> <li>Ako/reciprocal</li> <li>Teacher agency and adaptive expertise</li> <li>Intrinsic motivation to learn</li> <li>Innovation</li> <li>Growth mindset</li> <li>Engagement and joyfulness</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry</li> <li>Authentic learning</li> <li>Digital competency</li> <li>Wicked problems</li> <li>Entrepreneur</li> <li>Adaptable</li> <li>Confident</li> <li>Risk Taker</li> <li>Creative</li> </ul>	<ul style="list-style-type: none"> <li>Treaty of Waitangi</li> <li>Identity</li> <li>Culture</li> <li>Language Te Reo</li> <li>Tikanga</li> <li>Outcomes for Māori</li> </ul>	<p>Our school values</p> <ul style="list-style-type: none"> <li>Inclusive</li> <li>Respect</li> <li>Responsible</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>The Arts</li> <li>Health and PE</li> <li>Mathematics and Statistics</li> <li>Science</li> <li>Social Sciences</li> <li>Technology (&amp; digital technology)</li> <li>Learning Languages</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Belonging and connecting</li> <li>Achieving</li> <li>Active</li> <li>Nurtured and cared for</li> <li>Safe and secure</li> <li>Communication</li> <li>High self-efficacy</li> </ul>

Essential elements	Reciprocal Learning Community	Learning Partnership	Future Focus	Biculturally responsive	Values	Essential Learning Areas	Social & Emotional Competence
This essential element looks like... (at our school)	<ul style="list-style-type: none"> <li>• Governance</li> <li>• EOTC</li> <li>• Outside and visiting agencies</li> <li>• Open door policy</li> <li>• Kaipatiki Kāhui Ako</li> <li>• Class Dojo</li> <li>• Newsletters and website</li> <li>• Community engagement</li> <li>• Consultations and surveys</li> <li>• Student led conferences and reporting to parents</li> <li>• Volunteers</li> <li>• Student inquiry outcomes</li> <li>• Pasifika Cultural Group</li> <li>• Pasifika Learning Group</li> </ul>	<ul style="list-style-type: none"> <li>• The GPS student aspirations</li> <li>• Visible Learning</li> <li>• Kaipatiki Kāhui Ako</li> <li>• Teaching as inquiry</li> <li>• Links with ECE</li> </ul>	<ul style="list-style-type: none"> <li>• GROW inquiry model</li> <li>• PLD</li> <li>• Garden to table</li> <li>• Visible Learning</li> <li>• Enviro school</li> <li>• Future-in-tech</li> <li>• ICT</li> <li>• Collaborative and flexible teaching and learning</li> </ul> <p>Big ideas</p> <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Globalisation</li> <li>• Citizenship</li> <li>• Enterprise</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally responsive practices</li> <li>• Te Reo</li> <li>• Tikanga and Kapa haka</li> <li>• Enviro School</li> <li>• Garden to Table</li> </ul>	<p>Our school values</p> <ul style="list-style-type: none"> <li>• Inclusive</li> <li>• Respect</li> <li>• Responsible</li> </ul> <ul style="list-style-type: none"> <li>• PB4L</li> <li>• Class Dojo</li> <li>• Enviro school</li> <li>• Resilience</li> <li>• Learning is valued</li> <li>• Values are modelled</li> <li>• KID Power</li> </ul>	<ul style="list-style-type: none"> <li>• GROW inquiry model</li> <li>• Oral language</li> <li>• Collaborative and flexible teaching and learning</li> <li>• Kaipatiki Kāhui Ako</li> </ul>	<ul style="list-style-type: none"> <li>• The GPS student aspirations</li> <li>• PB4L</li> <li>• Merit certificates</li> <li>• Sport</li> <li>• Hobby, arts groups, choir</li> <li>• Wellbeing courses</li> <li>• Incredible Years PLD</li> <li>• Travelwise</li> <li>• Class Dojo</li> <li>• Pasifika Cultural Group</li> <li>• Pasifika Learning Group</li> <li>• KID Power</li> </ul>



**Supporting documents:**

1. Graduate profile learner aspirations aligned with our curriculum framework elements

Learner Aspirations	Reciprocal Learning Community	Learning Partnership	Future Focus	Biculturally responsive	Values	Essential Learning Areas	Social & Emotional Competence
Know who you are, what is important and what your strengths and goals are.	√		√	√	√		√
Ask questions about what you hear and what you are learning and what you don't know.	√	√	√			√	
Think creatively and with curiosity and focus to learn new things.	√	√	√		√	√	
Show kindness and imagine what others' feel, as if you were them.	√		√	√	√		√
Look at the possibilities to prepare yourself for what could happen <ul style="list-style-type: none"> <li>- At our school</li> <li>- In our wider community</li> </ul>	√	√	√	√		√	√

- Globally							
Be resilient and don't give up when something is hard.		√	√		√	√	√

2. Alignment between our curriculum framework elements and the NZC Vision/Principles

		Reciprocal Learning Community	Learning Partnership	Future Focus	Biculturally responsive	Values	Essential Learning Areas	Social & Emotional Competence
		At GPS we value the multicultural diversity and strengths of students, parents, whanau and our wider community in our learning.	At GPS we ensure all learners have ownership of what we learn, how we learn and when we learn.	At GPS we prepare our learners to be inquirers and to be successful in a changing and uncertain world.	At GPS we value the importance of the language, identity and culture of our Māori learners and we support them to engage and achieve success.	At GPS we <b>believe</b> in and model our shared <b>values</b> in our everyday actions and interactions.	At GPS we empower our learners to question, build, apply and communicate new knowledge and to experience the links between the learning areas.	At GPS we look after ourselves and each other when we live, learn, work and contribute as active members of our multicultural community.
NZC Vision	Confident	√	√	√	√	√	√	√√
	Connected	√√	√	√	√	√	√	√
	Actively involved	√	√√	√	√	√	√	√
	Lifelong learners		√√	√			√√	√
Principles	High expectations	√	√	√	√	√	√√	√
	Treaty of Waitangi	√			√√	√		√
	Cultural diversity	√√				√		√
	Inclusion	√			√	√√		√

Learning to Learn		√√	√			√	
Community engagement	√√	√		√			√
Coherence	√		√			√√	
Future focus			√√				√

### 3. Alignment between the GPS Learner Profile and the NZC Key Competencies and Values

	NZC Key Competencies					NZC Values							
	Thinking	Using language symbols and text	Managing self	Relating to others	Participating and contributing	Excellence	Innovation, inquiry, and curiosity	Diversity	Equity	Community and participation	Ecological sustainability	Integrity	Respect
Know who you are, what is important and what your strengths and goals are.			√√	√	√√			√√	√	√		√	√
Show kindness and imagine what others' feel, as if you were them.			√	√√	√	√		√	√			√√	√√
Ask questions about what you hear and what you are learning and what you don't know.	√√	√	√	√	√	√	√√		√		√	√	
Look at the possibilities to prepare yourself for what could happen <ul style="list-style-type: none"> <li>- at our school</li> <li>- in our wider community</li> <li>- globally</li> </ul>	√√	√	√	√	√	√	√	√	√	√√	√√		√

Think creatively and with curiosity and focus to learn new things.	√√	√	√	√	√		√√	√√					√	
Be resilient and don't give up when something is hard.	√		√√	√	√		√	√					√√	√
GPS Values - Responsible							√	√			√	√	√√	
GPS Values - Inclusiveness									√√	√√	√			
GPS Values - Respect									√	√		√	√	√√

#### 4. Alignment between the GPS Teacher Profile and the NZC Effective Pedagogies

	Reciprocal Learning Community	Learning Partnership	Future Focus	Biculturally Responsive	Values	Essential Learning Areas	Social & Emotional Competence
Create a supportive learning environment	√	√	√	√	√	√	√
Encourage reflective thought and action		√	√	√	√	√	√
Enhance the relevance of new learning	√	√	√		√	√	√
Facilitate shared learning	√	√	√	√	√	√	√
Making connections to prior learning and experience	√	√		√	√	√	√
Providing sufficient opportunities to learn	√	√	√	√	√	√	
Teaching as Inquiry		√	√	√		√	√
E-Learning	√		√		√	√	