

Brooklyn School Curriculum

School Vision



Inspire Challenge Nurture

We are an exciting and inviting school where our tamariki are curious, passionate and ready for tomorrow's changing landscape

Our Core Values (Personal Qualities)

We value the importance of every learner being able to experience and demonstrate personal success. To achieve our values when delivering the New Zealand Curriculum, we will focus on key competencies and the outcomes will be aligning with our values and beliefs about learners and teaching.

As a community of learners Brooklyn School expects all learners to model these values

We Value:



To do this we will provide a differentiated curriculum to meet the range of needs of our learners underpinned by our localized curriculum principles.

Principles

Foundations of curriculum making

Quality teaching at Brooklyn School is based on our Principles of Curriculum Implementation

Learning to Learn

The curriculum encourages all students to reflect on their learning processes and to learn how to learn.

At Brooklyn School we will:

- Explicitly teach processes and strategies
- Support students to identify success and next steps in their learning
- Use self-monitoring, self-assessment and peer assessment to inform planning for individuals and group teaching
- Incorporate the Key Competencies in everything we do
- Select from the NZC achievement objectives relevant to the students' interests and learning needs
- Foster inclusiveness and acknowledge diversity
- Participate in an inquiry approach into our own practice and this will inform individual, group and school professional learning programmes
- Give learners the opportunity to make choices in their learning including the use (but not limited to) of resources and learning styles
- Foster learner agency
- Maintain agreed documentation of our practice and student progress and information
- Ensure curriculum delivery caters for all learning styles
- Foster opportunities for Tuakana Teina relationships in the learning process through buddy class/House experiences

Inclusion

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, language, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

At Brooklyn School we will:

- Have Individual Education Plans where appropriate
- Have differentiated grouping within classes and provide extension and enrichment activities
- Have an ESOL group where needed
- Provide Mandarin and other languages
- Celebrate our learning and achievements through the use digital technologies and assemblies
- Use Newsletters to celebrate our learning
- Attend Sports events- school, Central Zone, Interzone and Regional events
- Modelling inclusion through our own behaviour- Demonstrate empathy and not make assumptions about students and families
- Provide a safe, well-managed learning environment
- Ensure student voice is heard and included during the teaching and learning process
- Support Home School Partnerships by using positive and constructive practices that welcome and affirm the student and family's important place in the school

Community Engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

At Brooklyn School we have:

- Parent/ Teacher /Student learner conferences
- Digital technologies to assist us in communicating with parents e.g. Linc-Ed, See Saw, emails, SchoolApp
- An open door policy
- Community events-Mātariki is celebrated annually
- Celebrations of Learning
- Fundraising events
- Information Evenings
- Visitors to class, syndicate, school
- Parents helpers
- Whanau Hui

As a staff we will:

- Engage constructively in setting realistic goals with other staff, students and parents
- Ensure learning conversations with parents, teachers and students will be based on celebrating strengths and successes including feedback and feed forward
- Consult and enlist experts in our community to develop learning
- Ensure the community is informed of school events in a timely manner.

Future Focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

At Brooklyn School we will:

- We create an awareness of other cultures by learning and exploring cultural diversity.
- Foster leadership skills in our children.
- Create an environment where all students feel included and valued- a sense of community.
- Be environmentally aware
- Use the key competencies as a foundation for all learning
- Ensure learners have opportunities to develop knowledge and skills that can be used in their current and future lives
- Ensure learners are given opportunities to explore current issues which may affect their futures. "...not merely preparing students for the future, but we are preparing them to create a better future....." George Couros
- Develop learner agency
- Embrace digital technologies to enhance learning

High Expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

At Brooklyn School we use/will:

- Strive for excellence
- Co-construct success criteria promoting learner agency
- Explicit feedback and feed forward
- Focus quality teaching on students' achievement (including social outcomes) and facilitate high standards of students' outcomes for diverse groups of students

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

At Brooklyn School we use/will:

- Rich learning experiences
- School visits for pre-schoolers
- Visits from early education centres and secondary schools – transitions between settings to ensure learning is continuous
- Create and use planning that reflects use of student data, student interest and need, prior knowledge and curriculum to create agreed essential components of effective teaching practice. This will be tracked for future teachers
- Support learners to make connections between prior learning and other areas of learning, using authentic contexts for learning.
- Foster opportunities for learner agency
- Ensure curriculum achievement objectives and resources including ICT use, task design (planning), teaching and school practices are effectively aligned
- Integrated curriculum
- Provide opportunities for students to pursue their 'own' interests through independent inquiry, that link to other learning areas (e.g. literacy)
- Ensure that Brooklyn values, learning dispositions and Key Competencies underpin all learning situations and this is made explicit.

Treaty of Waitangi

The curriculum acknowledges the principles of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.

At Brooklyn School we use/will:

- Reflect Te Reo and tikanga in planning in an authentic way, participate in, contribute and provide appropriate professional learning
- Develop a long term profile of what a child should achieve in Te Reo and Kapa Haka here at Brooklyn
- Celebrate Mātariki as a community
- Culturally responsive to students and whanau
- Community/whanau involvement

Cultural Diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of its people.

At Brooklyn School we use/will:

- Te Reo
- Celebrate Matariki, Chinese New Year, Diwali
- Cultural responsiveness-develop an awareness not only of their culture, but of others
- Mandarin- 'Asia Awareness'
- Incorporate other languages where appropriate
- Acknowledge curriculum requirements when planning and teaching
- Continue to be conscious of differences and diversity
- Plan with the school vision in mind
- Be role models-practise being a good citizen
- Acknowledge and nurture learner's expertise and prior knowledge and experience.
- Know our learners acknowledging their background