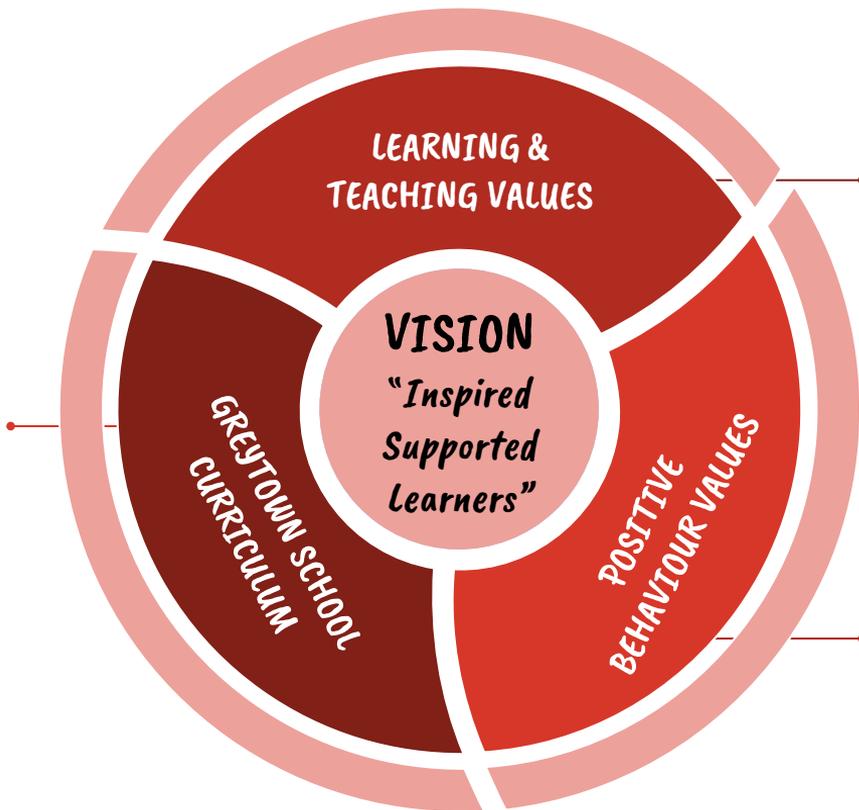


GREYTOWN SCHOOL CURRICULUM

Our curriculum is based on the New Zealand School Curriculum and supported by Te Whariki and Tataiako documents.

Our curriculum provides opportunities for our children to inquire into, learn about, experience and be actively involved in learning across a multitude of contexts that are meaningful, contextual and powerful.



LEARNING & TEACHING VALUES

Our school community strive to create a learning culture and school environment where **COLLABORATION, INNOVATION** and **CHALLENGE** thrive, in order for our children to have **CONFIDENCE** as lifelong learners.

POSITIVE BEHAVIOUR VALUES

Our school community actively model **SHARP** values (Safe, Honest, Achieve, Respect, Pride) so everyone can learn, play and work in a safe and exciting learning environment.

Greytown School Behaviour Values

SHARP

Be **SAFE**,
be **HONEST**,
ACHIEVE,
show **RESPECT**,
have **PRIDE**.



Our school PB4L values are based on encouraging and empowering our children to be SHARP, so they can make informed choices and decisions for themselves and the world around them.

Greytown School learning and teaching values

Collaboration

Children, staff and our wider community will work and learn in a culture of collaboration. We will harness the strengths of each other to succeed as a community, and enable individuals to reach their own success.

Innovation

We actively seek out new and creative ideas to ensure our Greytown School curriculum and initiatives provide children and staff opportunities to be innovative in their thinking and curious about learning; while making a positive impact on their environment and wider world.

Challenge

Children are equipped with the skills, values and knowledge that they can challenge themselves physically, emotionally, artistically and academically in a supportive environment.

Confidence

Children, whanau and staff are encouraged and supported to be confident and SHARP in themselves, their culture, learning and teaching.

Greytown School Goal 1

Collaboration

To create a strong collaborative teaching and learning culture.

“Reading together is more fun!”
GTS - 5 year old



GREYTOWN SCHOOL GARDEN ENHANCEMENT PROJECT CONTINUES

“Alone we are strong,
together we are stronger”

Collaboration

Everyday we collaborate and work alongside others. Research is now saying that Collaboration is considered along with creative thinking to be the most important factor in enabling children to succeed in their wider world.

The ability to collaborate involves children in learning valuable skills and life lessons in

- Connecting and learning with and from others (class, school, community and global world)
- Critical and creative thinking
- Communication
- Social dynamics and skills ie: group work, Emotions (the ability to sympathise and empathise)..etc

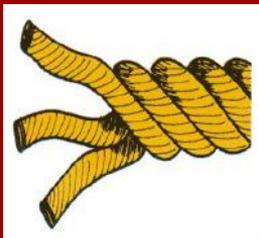
...just to name a few!

Collaboration at Greytown School starts by creating powerful learning partnerships between parents, whanau, children and staff. These relationships are important, as the individual and collective knowledge of the “whole child” is critical in supporting children towards success. We actively encourage parents and wider whanau to become engaged and involved

- in our learning eg; Sharing Learning through Seesaw, Google Docs, Learning Conferences, Parent Help, being a local Expert.
- in wider school activities eg; , Perceptual Motor Programme (PMP), Syndicate Options Programmes, Camps, Trips etc...

Our Collaborative Learning Culture is then developed within our classes with children and teachers working in reciprocal learning partnerships. These enable our children to be informed and confident in leading their learning, and our Teachers to work collaboratively in syndicate teams. Eventually (2018–2020) teachers and learners will be working in Collaborative Learning Spaces# in order to harness the strengths, interests and talents of individuals. By utilising Key Collaborative teaching and learning beliefs and implementing systems we aim to provide rich learning opportunities and experiences to ensure learning is maximised and our children can succeed now and in the future.

#Collaborative Learning Spaces involve teams of teachers (GTS will have teams of 2) working with a class of learners (the equivalent to 2 classes) in order to maximise learning opportunities for all, increase children’s ability to lead their learning and deepen the effectiveness of teaching within it. These physical spaces at Greytown School will be spaces created across multiple classes in close proximity, and may be in a large open class space in the future.



Greytown School Goal 2



Innovation

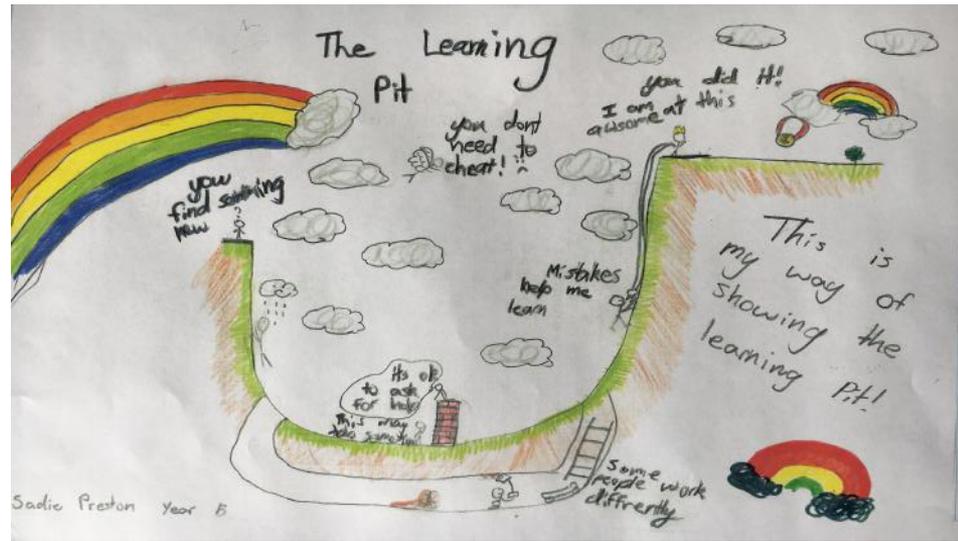
To be innovative in our thinking, teaching and learning across the school, and within our curriculum.

Be bold and walk with the **DREAMERS**, the **believers**,
the **courageous**, the *cheerful*, the **planners**, the *doers*,
the **successful people with their heads in the clouds**
and their feet on the ground...
who **DREAM** and do **BIG** things!



Greytown School Goal 3

"I will do it!..."



I can do it!...



...I did it!"

Challenge

To create a school that provides and supports our children to face any challenge... and succeed in trying or even achieving it!

Challenge

We learn by being challenged! We can challenge ourselves or be challenged by others and events...in small and big ways. Challenge involves us understanding that learning is a process. That getting out of our comfort zones, pushing the boundaries and experiencing new things is what it is all about! It is understanding that we are not born knowing everything...that we have to give new things a go and be open to learning!

At Greytown School we not only provide our children with challenges across the curriculum, or encourage our children to challenge themselves...we teach our children how to learn when faced with challenges!

Our goal is to empower and equip our children with the right attitudes and skills, that will help them face challenges, so that they can have greater control and feel successful in the process...as well as hopefully being successful at the end.

This means we teach our children to

- Have a **GROWTH MINDSET** - where they see the potential in themselves to learn and give it a go!
- Have **LEARNING POWER** - to be resilient, resourceful, reflective and collaborative in their thinking and learning.
- Understand and apply the **LEARNING PIT** philosophy - knowing that learning is a process with ups and downs, that Challenge is a part of learning...and so are big rewards.
- Understand the power of **"NOT YET"** - that making mistakes and not knowing everything are important parts of the journey...and that success will come in time.
- That some challenges show you a new side of yourself..unlocking new potential you never realised you had.
- Face challenges alone and with others....Asking for help and valuing advice or learning from othersjust to name a few!

At Greytown School we challenge our children and support our children to challenge themselves in and out of school. Our goal is to help our children experience the endless possibilities that occur when trying new things!



Greytown School Goals 4



Confidence

Our Children, whanau and staff are confident and SHARP in themselves, their culture, learning and teaching.

Confidence can never be undervalued. It is more than the definition of “the feeling and belief that one can have the faith in themselves, or rely on someone or something.” Confidence is also about feeling valued, empowered and a part of something greater. At Greytown School Confidence underpins our other three learning values (Collaborative, Innovative and Challenged) and our five SHARP values (Safe, Honest, Achieve, Respect and Pride).

At Greytown School we want

Our children to

- **Be confident in themselves, in what they can do, what they can learn ...and in their potential!**
- **Feel SHARP in every context ie: class, playground and wider community.**
- **Feel valued, supported, encouraged and confident in their culture and beliefs.**
- **Have confidence that they have genuine Learner Agency. That our staff and school community listen and value their voice and contributions in all aspects of learning and school life.**

Our Parents to

- **Feel informed, empowered and included in their child’s learning journey and life at school.**
- **Feel supported in their roles as parents.**
- **Feel valued and included within our school community and the decision making within it.**

Our wider whanau to

- **Feel informed, empowered and included in their child’s learning journey and life at school.**
- **Feel valued and included within our school community and the decision making within it.**

Our teachers to be

- **Confident in their ability and knowledge to teach effectively in order to have a positive impact on children’s learning and lives.**
- **Equipped and empowered to be collaborative, innovative and challenged.**

Our BOT and leaders to be

- **Confident in the decisions that they make.**

We want everyone in our school community to have confidence in themselves, our school culture and overall direction....so that together we can create a dynamic school; that has a clear vision, purpose and direction... that really does make an impact on children’s lives now and for the future.

Confidence



Research, Review Processes, Consultation and Schoolwide Documents that underpins our Charter and Strategic Plan

- New Zealand Curriculum
- Te Whariki Curriculum
- Building Learning Power by Guy Claxton
- Challenging Learning by James Nottingham
- Visible Learning by John Hattie
- Growth Mindset by Carol Dweck
- Habits of Mind by Art Costa
- Collaboration research by John Edwards, Vygotsky, Michael Fullen
- Learning Relationships by Vivianne Robinson, Shirley Clarke, Michael Absolum
- Future Focused Learning by Mark Osborne, Neil O'Reilly, Core Education

- Community Wide Consultation in 2017
- ERO (Education Review Office) Review process, report and recommendations in 2017.
- Internal review carried out by Leadership, BOT and Staff using ERO's 6 Dimensions (Effective School Indicators) in 2017
- Consultation and work undertaken with BOT.
- Consultation and work undertaken with staff and school leadership team.
- Information collected as part of the South Wairarapa Kahui Ako Community of Learners Inquiries.

- Greytown School learning Programmes and National Standards End of Year Summary 2017.
- School wide achievement information from 2012-2017.
- Greytown School Maori Strategic Plan 2018-2021
- Greytown School Curriculum Implementation Plan
- Greytown School Graduate Profile "A Pathway to the Future"