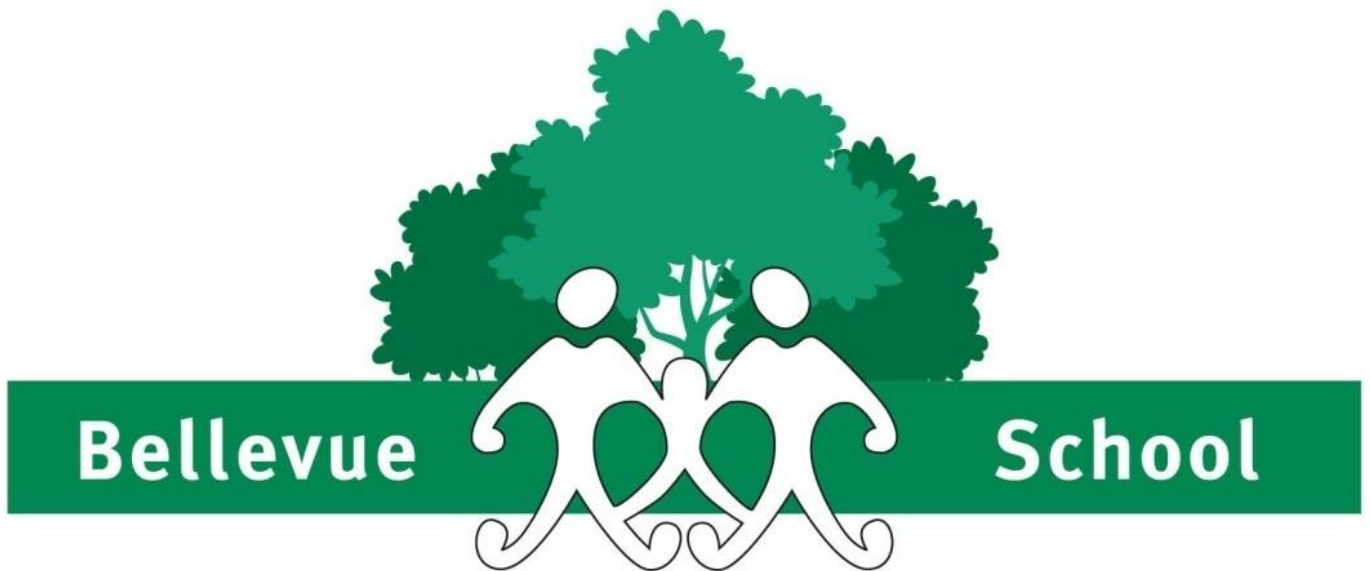


Bellevue School Pathway
Te Aratika o te Kura o Bellevue



*where learning grows
e tipu e ako*

Our Vision

**E tipu e ako - where learning grows.
We are active, connected, life-long learners.**

Our Learning Community Values

- Respect (Whakaute)
- Responsibility (Takohanga)
- Resilience (Manawaroa)
- Confidence (Māia)
- Empathy /Inclusion (Aroha/Whanaungatanga)

**We respect, share and care for all people and property.
Everyone has the right to be respected, safe and to learn.**

Our rules:

1. Be kind
2. Be respectful
3. Be honest
4. Be responsible
5. Be safe

Our Learner Profile

We aim for our learners to be:-

- **Confident** in self, positive mind-set, can do attitude
- **Articulate**, effective communicator
- **Inquisitive**, inquiring, asks questions
- **Resourceful**, problem finder and problem solver
- **Flexible**, to cope with change
- **Resilient**, persevere, work through challenges to solve problems
- **Respectful** of self and others
- **Inclusive**, care for others, know how to interact with people
- **Enthusiastic**, value and enjoy learning
- **Future focused**, motivated, skills and attitudes to get on with life
- **Reflective**, think deeply, aware own strengths,
- **Risk takers**, open to learning, taking on challenges, making mistakes
- **Ako**, able to learn from and teach others
- **Self-starters**, actively involved, makes most of learning opportunities
- **Responsible**, self-direct, self-manage learning and behaviour to achieve
- **Academically grounded**, skills in Mathematics, English
- **Appreciate diversity**, respectful and knowledgeable about own, Māori and other cultures
- **Curious Involved**, make positive impact in and beyond the school learning community

Our Māori Student Learner Profile

During their time at Bellevue School whānau and kura work in partnership so that our Māori students leave Bellevue School successful as Māori. We aim for them to be:-

- **Curious** ie: curious about their own cultural background and backgrounds of others, about Māori traditions and practices (eg: kapa haka, Matariki) and about their learning pathways.
- **Kaitiaki (guardians)** ie: kaitiaki of te reo Māori, tikanga, traditions, their whakapapa, their learning, their school, Papakāinga, the environment (eg: Te mana o te wai), local resources (including people).
- **Understanding of Māori history in Aotearoa** ie: have an understanding of local and national history.
- **Connected** ie: by whanaungatanga to the school, the environment and local resources.
- **Proud of their whakapapa** ie: exploring through personal pepeha, Treaty of Waitangi, history, Kapa Haka, whānau and iwi connections, performing arts, myths and legends, connections with Papakāinga and Marae.

Our Learning Dispositions

- Curiosity/Discovering
- Collaboration/Team work
- Resilience/Perseverance
- Risk-taking
- Self-managing

Our Foundations

- Inquiry and making connections
- Creating – using knowledge in new ways
- Personalised learning
- Student ownership of learning
- Learning how to learn
- Thinking about thinking
- Examples and modelling
- Assessment for learning
- Inclusion
- Play-based learning

NZ Curriculum Key Competencies:

- Managing self
- Relating to others
- Participating and contributing
- Thinking
- Using language, symbols and texts

At Bellevue School we base our learning on current education theory and research, for example:-

- Assessment - Michael Absolum
- Growth Mindset - Carol Dweck
- Brain Development - Nathan Mikaere-Wallis, Judith Howard
- Inquiry Learning - Kath Murdoch
- Building Learning 'Power'/Capacity - Guy Claxton
- Supporting Future Focused Learning - Rachel Bolstad, et al , Lee Crocket, et al
- Play-based learning – Peter Gray, Sarah Aiono
- Developmental Stages – Piaget, Vygotsky
- Current Ministry of Education Documents – eg: NZ Curriculum, Te Whāriki, Ka Hikitia, TāTaiako, Numeracy Project, Literacy Learning progressions

Our Broad Strategic Goals

1. For all students to achieve high standards across the curriculum to assist them in becoming active learners, including strong foundations in literacy and numeracy.
2. Encourage creative and critical thinking skills that promote a mind-set for life-long learning.
3. Foster manaakitanga (values) and whanaungatanga (building relationships and connections) within our wider learning community to develop connected and respectful students.
4. Provide an inclusive learning environment that develops and reinforces Bellevue School curriculum values.
5. Commitment to promoting engagement, learning opportunities and achievement for all.
6. Commitment to supporting learners as they move from Early Childcare to Primary, then Intermediate and College.

Our Diversity

Bellevue is an inclusive school where we work to help every student feel that they belong. We welcome, encourage and provide opportunities for students to participate in all aspects of school life. Diversity is celebrated with school-wide practices and classroom programmes that respond to student's needs, skills, interests, cultures and backgrounds.

We continue to develop practices that reflect and value the language, culture and identity of Maori while valuing Pasifika and other diverse cultures in our learning community too.

The curriculum is planned and resourced with a focus on the uniqueness of our bicultural heritage also the diversity of all learners in the school.

Our Learning

Learning is based on student needs and interests. It is shaped by Kath Murdoch's inquiry model which includes:-

- Tuning in
- Finding out
- Sorting out
- Reflecting and Acting
- Evaluating

Our Conceptual Framework

We aim to develop programmes that connect learning areas, values, key competences, learning dispositions and are relevant to our student's interests, lives and futures.

Some of the 'Big Ideas', concepts or provocations that we base our teaching and learning on are connected to:-

- **My world and beyond** (Tōku Anō Ao) eg: Our place/Our space, My space/My place – me and beyond, Ko wai au? Ko wai koe?
- **Changes** (Huringa) eg: transformation, space and time, cause and effect, resilience
- **Guardianship – our diverse world** (Matapopore) eg: culture and identity, ourselves and beyond, citizenship, humanity,
- **Enterprise and how things work** (Pāuaua) eg: innovation, investigation, our needs and wants, asking questions such as 'What is the problem? How do we contribute to the development/well-being of our society?', global connections
- **Sustainability (Whakauka)** eg: our taonga, trash or treasure, Reuse/Reduce/Recycle, exporting the impact of our practices (social, cultural, scientific, technological, economic, political) on society and the environment
- **Creativity (Auahatanga) eg: play-based learning, using the arts or Information Technology in new ways**

Our Actions to Promote Learning

We work to promote learning through deliberate actions. Our Charter, Strategic Plans, Policies, Procedures and Curriculum Delivery documents provide guidance for:-

- Teacher Actions
- Student Actions
- Whānau/family Actions
- Board Actions