

Our GPS curriculum - Learning at GPS

Vision: A community growing successful learners

Our learner aspirations build learner capacity for success and our framework sets the direction for our school curriculum.



Learners and teachers work together to equip students to

- Learn to know
- Learn to do
- Learn to be

Learning is personalised

- Self regulation
- High level of interaction in a variety of settings
- Differentiated provision to meet differentiated needs

Connected to the community

Learning areas

	English	Mathematics and Statistics	Science	Social Sciences	The Arts	Health and PE	Technology	Learning languages
Purpose	The study, use and enjoyment of language and literature communicated orally, visually and/or in writing Engagement in the language for a range of purposes, audiences and text forms, using creative and critical thinking strategies in order to equip students to successfully engage in all areas of the curriculum.	In mathematics and statistics, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.	In science, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.	In the social sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.	In the arts, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.	In health and physical education, students learn about their own well-being, and that of others and society, in health-related and movement contexts.	In technology, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.	In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own. Students need to be aware of the importance of Te Reo Maori me ona Tikanga in relation to the social and cultural advancement and cohesion of Aotearoa.

Learning area specific characteristics of quality learning	Activate prior knowledge Set purpose and audience Encoding Create/make meaning Think critically	Think creatively, critically, strategically, systematically, logically. Create models Predict outcomes, Justify Interpret data Problem solve Calculate with precision, Estimate.	I notice, I think I wonder, <ul style="list-style-type: none"> • Experiment • Problem solve • Find evidence • Record evidence • Reach conclusions 	Question, Explore Analyse, Participate, Contribute, Evaluate, Gather information.	Create Interpret Present View Value Enjoy Respond Express	Resilient Responsible Active Respectful Inclusive Safe	Make connections Explore environments Overcome barriers of distance and time Have virtual experiences Digitally fluent Computational thinking Design Critique Evaluate	Strengthen identity Communicate in an additional language Share cultural understandings
Links	English learning area Resources - English Online	Mathematics and Statistics learning area Resources - NZMaths	Science learning area Resources - Science Online	Social Sciences learning area Resources - Social Sciences Online	The Arts learning area Resources - Arts Online	Health and Physical Education learning area Resources - Health and PE Online	Technology learning area Resources - Technology Online	Learning Languages learning area Resources - Learning Languages Community

GPS Learner Profile - potential links between the aspirations and learning areas

	English	Mathematics and Statistics	Science	Social Sciences	The Arts	Health and PE	Technology	Learning languages
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"> - at our school - in our wider community - globally 	√	√	√√	√√		√√	√√	
Think creatively and with curiosity and focus to learn new things.	√	√	√	√	√	√	√	√
Be resilient and don't give up when something is hard.	√			√√		√√	√√	