



Learning at EGGS

(revised September 2015 but not yet ratified)

Vision: Enabling students to be confident, active, resilient learners

Epsom Girls Grammar School is a leading New Zealand school founded on traditions of service and commitment to girls' education and focused on developing young women to become confident and resilient learners, actively contributing to their communities.

Values: Compassion, courage, curiosity, community

Building this sense of belonging in our diverse community is important to us. Right from the beginning students and their whanau are welcomed through powhiri. We seek to develop a sense of inclusion and local and global connectedness through providing a broad range of learning and leadership opportunities. Respecting the mana of all is reflected in our values of compassion, courage, curiosity and community.

Aims: Building confidence, critical engagement, student agency

Our aim is to enable students to become critically engaged in learning. This is evident in our students' intellectual curiosity, engagement with new technologies, production of high quality design and performance, and in their sense of social responsibility.

We also aim to enable student agency. A strong sense of self is evident in our students' ability to recognise their strengths and be proactive in addressing their needs, in their awareness of their own language and culture, in their physical pursuits and creative expression. Student confidence and agency will develop as students gain the skills to become literate, numerate and articulate; to become critical, creative and caring thinkers; to be reflective, to manage change and to achieve the qualifications required for their next stage in life.

Strategies: Student centred pedagogies and curriculum, constructive learning relationships, collaboration and reflection, teaching as inquiry.

Learning in our school is informed by the New Zealand Curriculum. Key strategies include putting students at the centre of learning, listening to student voice and being responsive to students' strengths, needs, interests, and aspirations. Strength based conversations and restorative approaches help build constructive learning relationships. Collaboration enables collective understanding and independent reflection deepens complex thinking. Teachers demonstrate that they know each of their learners. They make connections and reflect and refine their practice through the EGGS Teaching as Inquiry process.

BACKGROUND TO OUR PURPOSE STATEMENT – based on Blue Skies Thinking

Vision: Enabling students to be confident, active, resilient learners

Values: Compassion, courage, curiosity, community

Critical engagement

- intellectual curiosity and transformational learning.
- Acknowledging /valuing multiple perspectives
- Embracing new technologies
- Capable of producing high quality products performed to high level of skill
- Social responsibility
- Building skills to become:
 - **Literate** (including visual, digital, media, critical literacies; symbolic, statistical, numerical literacies; as well as the ability to read with discernment, write precisely and fluently, listen with empathy and speak with confidence)
 - **Numerate**
 - **Articulate** (including the ability to communicate, interpret, express their intellectual/ emotional / physical selves)
 - **Critical, Creative, Caring Thinkers**
 - **Problem solvers and problem seekers**
 - **Risk taking**

Student agency

- **Building confidence**
- Able to develop a strong sense of self:
 - able to recognise and embrace strengths with self- assurance
 - recognise immediate needs and be proactive in addressing these
 - Know who they are, what they value and why, and where they fit in
 - be knowledgeable about their bodies; how they work, grow, develop and perform
 - be aware of their own language and culture and its point of difference to other languages and cultures.
 - Have the knowledge and ability to lead healthy, well balanced lives.
- being reflective
- managing change
- being resilient - face challenges and decisions

Community

- Fostering a sense of belonging
- connectedness (able to develop international capabilities: (“knowledge, skills, attitudes, values that enable people to live, work, and learn across international and intercultural contexts”))
- connecting to local and global realms

Student centred pedagogies and curriculum

- responsive to student strengths, needs, interests, and aspirations
- responsive to diversity, culture, and student voice
- knowing the learner, acknowledging prior knowledge

Collaboration

- Working together to create new knowledge
- Creating a culture of community, embracing diversity

Constructive relationships

- upholding the mana of all, founded on strength based conversations, restorative approaches, and coaching towards personal growth