

Community Statement

Brockwood Park School

Last updated: August 2026

Brockwood Park School is run as a community with distinct educational purposes, inspired by the work of the renowned educator, philosopher, and thinker J. Krishnamurti (1895-1986). The aim of this document is to convey some of the distinctive educational characteristics of this community, which may differ from those of other places, particularly conventional educational institutions.

One of Brockwood's main educational purposes is to inquire into the nature of the self and conditioning, especially in relationship with other people. In a society where relationships are increasingly becoming mechanical and transactional, Brockwood seeks to create a space where genuine human relationship is not only possible but is itself a source of learning. Through disagreements, reactions, and conflict, students and staff have the opportunity to discover the origins of their thoughts and responses, and to learn about themselves and about human relationships more broadly. This form of learning may bring about a natural change in one's outlook, behaviour, and thinking. It is intended to foster a quality of care and affection that is not the product of thought or formula, but which is essential for living in community and for close relationships with others.

To learn how to work together, to discover the right spirit of cooperation, and to live and think with other people, self-knowledge is essential. Such self-knowledge arises in actual relationships rather than in abstraction. At Brockwood, relationships therefore serve as a mirror in which we can observe and understand ourselves as we are.

Another pillar of life at Brockwood is an interest in inquiry. Academic subjects, as well as questions that arise through daily living and relationships, become opportunities for exploration and learning. Students and staff together inquire into the wider conditioning that shapes human conduct and behaviour, and explore whether there is a way of living intelligently with others in harmony, sensitivity, and mutual respect.

In a society where relationships are increasingly defined by transaction and exchange, Brockwood seeks to understand the subtleties of human relationship and to explore ways of living that are not governed by utility or commodification. Questions concerning favouritism, care, affection, responsibility, and right relationship are therefore approached as subjects for shared inquiry, with the intention of enabling students and staff to live together in a natural, harmonious, and sensitive way.

Learning at Brockwood is not confined to the classroom or to designated times. Rather, the whole movement of daily life is regarded as an opportunity for learning. Consequently, many informal interactions between staff and students form an integral part of the educational process and are undertaken with the well-being of the student, and of the community as a whole, in mind.

In creating an atmosphere of a home away from home, staff seek to ensure that students feel welcome, cared for, and supported. This may include sharing food, offering practical assistance, or responding to the everyday needs that arise as part of living together in a close community.

In light of the above, the quality of relationships and staff are therefore naturally similar to members of a big family where there is mutual respect, trust and attention to each others' well-being.