



Charter 2021 -2025

BoT Chair: Ianthe Jones

Principal: Julie Cowan

Signed off by BoT: 1 March 2021

Vision & Mission statement

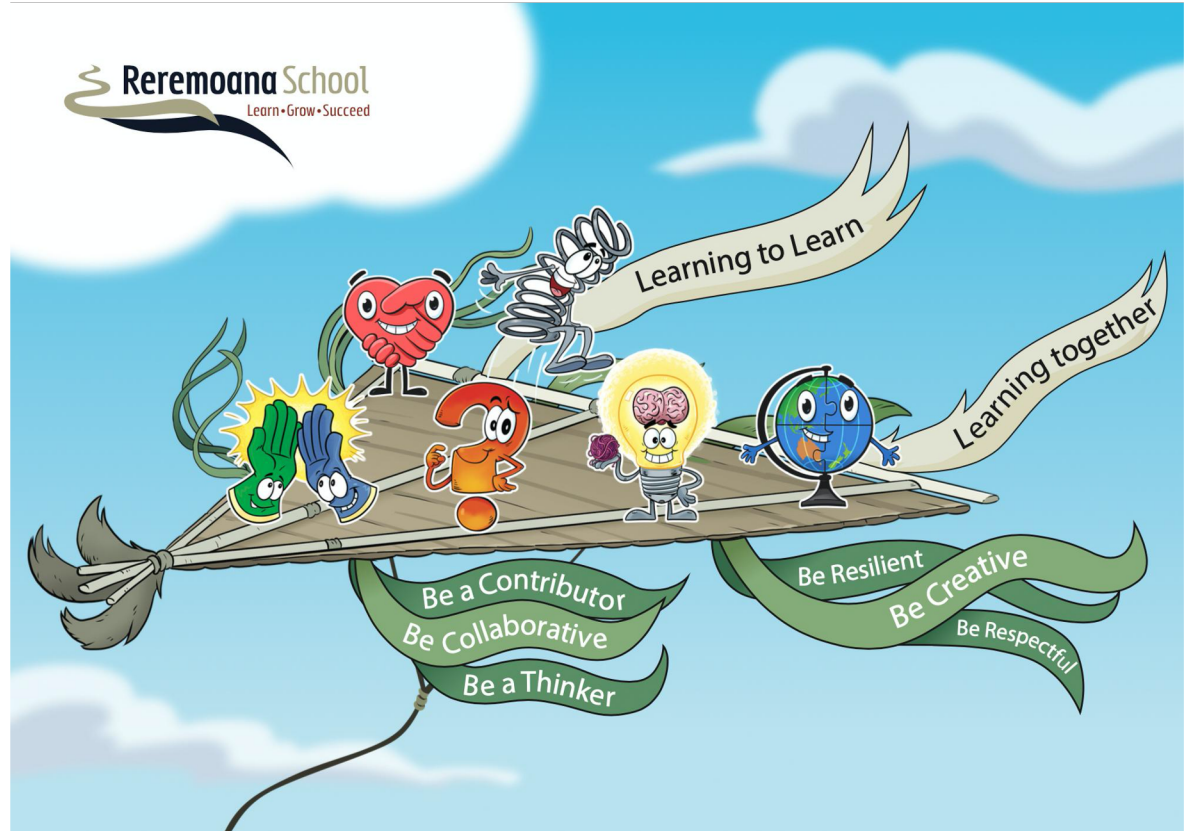
Learn, Grow, Succeed

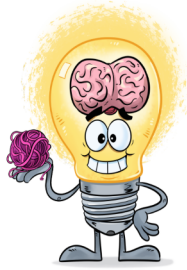
At Reremoana School we:

- Learn to learn and learn together*
- Nurture wellbeing and growth*
- Aspire to succeed and make a difference*

Language of Learning

The Language of Learning forms the heart of our local curriculum and our values are woven through it. Each element is broken into the skills to teach and learn and the attitudes and values to encourage





Be Creative

- Wonder and ask questions
- Generate innovative ideas
- Imagine possibilities
- Solve Problems
- Synthesise ideas and information to create something new

"Curious Exploration"



Be Resilient

- Take responsibility for managing myself
- Set goals and make plans
- Use my initiative and motivation to get things done
- Accept and learn from mistakes
- Have a 'Can Do' attitude to challenge and change

"Bounce Back"



Be Respectful

- Care for myself
- Care for others
- Care for the environment

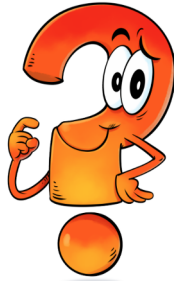
"Consider my Choices"



Be a Contributor

- Find ways to contribute and take action
- Participate positively
- Understand the rights and responsibilities of cyberspace

"Do Good Because Good is Good to Do"



Be a Thinker

- Make Connections
- Investigate and Analyse
- Decide, Argue and Form Opinions
- Reflect
- Think about my thinking

"Thoughtfully Critical"

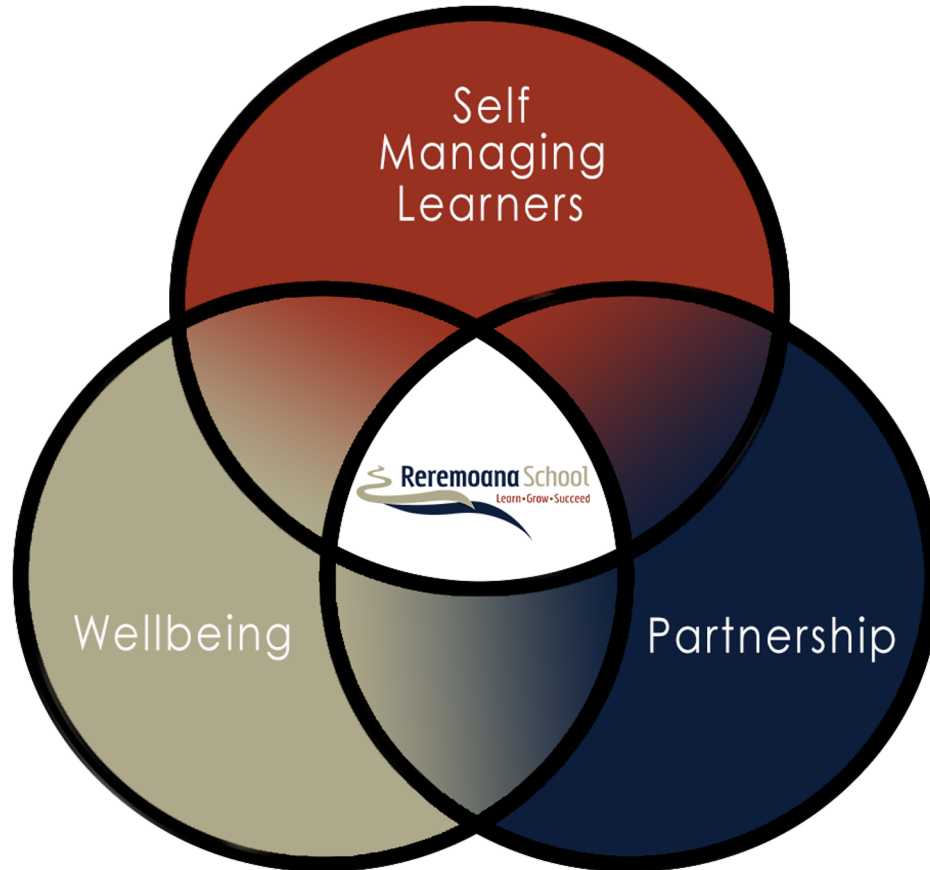


Be Collaborative

- Take an active role in a team
- Accept diversity and difference
- Show leadership
- Negotiate and compromise when needed
- Deal with conflict situations appropriately

"Team Work makes the Dream Work"

Themes for direction 2021-2025



Self managing learners

Strategic goal: To develop learning focused environments that grow engaged, confident and self managing learners

- Akonga* know where they are in their learning, what they are learning and how it connects to their lives and how they can contribute to their learning pathway
- Learning environments support students to take risks in their learning and to feel both challenged and supported
- Students are specifically taught how to learn and supported to become more self-directed in their learning

Developing self-regulation has a positive impact on student achievement: self-regulating students enjoy higher “academic achievement than non-self-regulating students, even when students are disadvantaged” (de Corte, 2010, p.51).’

Supports all aspects of Language of Learning
(**noun**) student, pupil, learner, protégé.

*Akonga

2021 Annual goals:

- Work with Evaluations Association around AFL PLD for lead teachers (Team Leaders, Within School Teachers, identified/interested teachers) within reading
- Teachers engage in Teaching as inquiry using me and my school data (reading engagement)
- Teams will set targets to improve reading engagement and achievement - see individual team targets

Wellbeing/Hauora

Strategic goal: To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga

- *Te Whare Tapa Wha* used as a foundation for a wellbeing/hauora plan for Reremoana School*
- *Focused teaching of wellbeing and resilience strategies and skills*
- *Akonga develop self awareness and regulation, a strong sense of identity and belonging.*

Language of Learning links: Be respectful and Be resilient

(* Mason Durie's model of wellbeing/hauora)

2021 annual goals

- Work collaboratively with RTLB on wellbeing project to implement our school wellbeing model based Te Whare Tapa Wha
- Implement FRIENDS resilience programme (adults and students)
- Implement SKODEL and Zones of Regulation, and teachers use these to monitor student wellbeing.



The attached is not from our Kahui Ako or school - but used as reference, student friendly explanation of Te Whare Tapa Wha

MoH Te Whare Tapa Wha info

OUR WELLBEING

Hauora (Mason Durie, 1994) - Te whare tapa wha model
 “Feeling good and functioning well”

Our pathway: We are growing a safe and inclusive culture built on relationships of empathy and trust.

<p style="text-align: center;">Physical wellbeing</p> <p style="text-align: center;"><i>Taha tinana</i></p> <p style="text-align: center;"><i>We eat healthy We keep active We make space for rest and sleep</i></p>	<p style="text-align: center;">Mental and emotional wellbeing</p> <p style="text-align: center;"><i>Taha hinengaro</i></p> <p style="text-align: center;"><i>We are positive and kind to ourselves and others We bounce back from tough things We are reflective and self aware We self regulate our behaviour We are confident and optimistic We work towards goals and expect success</i></p>
<p style="text-align: center;">Spiritual wellbeing</p> <p style="text-align: center;"><i>Taha wairua</i></p> <p style="text-align: center;"><i>We are connected with our culture We are comfortable in our identity We know and use our strengths We have a sense of purpose</i></p>	<p style="text-align: center;">Social wellbeing</p> <p style="text-align: center;"><i>Taha whanau</i></p> <p style="text-align: center;"><i>We interact with others in positive ways We build relationships of mutual support We have a sense of belonging We give to others and our community</i></p>

Our goal: To be empowered as agents of change in our own lives and communities, to experience success in our achievements.

Partnership

Strategic goal: To work in partnership with our community to improve learning outcomes for all akonga

- Be active participants within our community contributing to and making use of wider community resources
- Celebrate that we are a multicultural society within a bicultural nation - Hold Te Ao Maori as fundamental, while celebrating and reflecting our cultural diversity within our local curriculum (check with RTLB/marae liaisons)
- Identify and implement ways to increase connection and partnership and strengthen communication - including use of technology

Language of Learning links: Be collaborative

2021 annual goals

- Work with the MoE to trial some of the content for the NZ History curriculum
- Strengthen communication to ensure it is meeting the needs of stakeholders and communicates learning (not just events)
- Staff and community partner to reestablish a range of cultural groups

NELP & Reremoana School direction

During 2021 we will engage with MoE support to unpack NELP and weave what good looks like throughout our planning. We will begin to take actions as outlined in NELP as they link to our strategic goals and business as usual.

As a starting point:

As a PB4L and Restorative Practice school and in line with our partnership and wellbeing goals we wish to put learners at the centre and ensure our school is safe and inclusive. We are committed to reducing barriers to education for all.

Our self managing learners goal and the targets we set help us to ensure every akonga gains sound foundational skills (language, literacy and numeracy as well as supporting quality teaching and leadership).

OBJECTIVE 1**LEARNERS AT THE CENTRE**

Learners with their whānau are at the centre of education

OBJECTIVE 2**BARRIER FREE ACCESS**

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE 3**QUALITY TEACHING AND LEADERSHIP**

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE 4**FUTURE OF LEARNING AND WORK**

Learning that is relevant to the lives of New Zealanders today and throughout their lives

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4

Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* oral language encompasses any method of communication the learner/ākonga uses as a first language, including NZ Sign Language.

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

WHAT GOOD LOOKS LIKE:

Places of learning embrace diversity and provide for good wellbeing, physical health and mental health for all learners/ākonga, teachers/kaiako and staff

Places of learning have robust policies, plans and support to address racism, sexism, bias and low expectations

All learners/ākonga and staff, including disabled people, those with learning support needs or are neurodiverse, and those who identify as LGBTQIA+¹ are welcomed, supported, valued and listened to

WHAT GOOD LOOKS LIKE:

Learners/ākonga experience inclusive cultures that value, affirm and reflect their identities

High aspirations for all learners/ākonga are the new assumption. Old biases, and low expectations are challenged and eliminated

Whānau and communities are actively included and valued in the design and delivery of education, and in the learning environment

Education and training pathways are available for and deliver equitably for all learners/ākonga

Māori enjoy and achieve educational success as Māori, whānau, iwi, Pacific families, and education supports Māori rangatiratanga

WHAT GOOD LOOKS LIKE:

The learning environment is inclusive and responsive to learner/ākonga needs, and all learners/ākonga can participate in social and learning opportunities

Learners/ākonga face no unnecessary physical, access, support or financial barriers to education

Additional support is available for disabled learners/ākonga and those with additional needs to stay engaged and succeed in education

Learners/ākonga are supported to successfully transition between education and employment

Specialist knowledge and support is available for learners/ākonga, whānau, iwi, Pacific families, and educators, when it is needed

Learners/ākonga have access to the appropriate digital technologies they need to participate in all learning experiences

WHAT GOOD LOOKS LIKE:

Learners/ākonga are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development

All learners/ākonga build key competencies and capabilities including communication, problem solving, critical thinking, resilience, and interpersonal skills

Learners/ākonga who have not developed key foundation skills sufficiently are identified and able to access additional specialist support

Where appropriate, learners/ākonga have a variety of learning opportunities to develop digital literacy and are able to make sense of the digital information they are engaging with

WHAT GOOD LOOKS LIKE:

Tikanga Māori is embedded in values, practices and organisational culture, based on advice from and engagement with Māori

Leaders, teachers/kaiako and staff are supported to develop their te reo Māori and tikanga Māori skills and competencies

Learners/ākonga have opportunities to learn, and learn in, te reo Māori

A commitment to Te Tiriti | the Treaty is embedded in all policy and practices including strategy, behaviours, actions, services, and resourcing

Māori identity, language and culture are incorporated into teaching, learning and pastoral care

WHAT GOOD LOOKS LIKE:

Places of learning identify and respond to gaps in capability and invest in their staff to strengthen teaching, leadership, learning support, and skills to support online and distance learning

Teachers/kaiako and staff, including educators, teacher aides, support staff, leaders and specialists, have ongoing support and opportunities to upskill throughout their career

Teachers/kaiako and educators are confident and competent in educating diverse learners/ākonga

Places of learning grow, value and retain highly competent, diverse educators, including those with Māori or Pacific heritage, or are disabled

WHAT GOOD LOOKS LIKE:

Teaching and learning focuses and responds more closely to workplace needs

Learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices

A more active careers service supports clearer learning and employment pathways

People can upskill and retrain throughout their lives and gain skills that are relevant for employment

Learners/ākonga can easily access flexible and adaptable programmes and education models that reflect their needs and the needs of employers

¹ Includes people who identify as lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, or other sex, gender, or sexuality diverse identities.

OBJECTIVE 1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE 2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE 4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours

Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying

Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations

Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau

Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations

Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori

Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them

Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective

Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau

2. Bring your own device.

4

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills

Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists

Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture

Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori

Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support

Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches

Expect and support teachers/kaiako to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Support learners/ākonga to see the connection between what they're learning and the world of work

Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women

Collaborate with industries, employers and tertiary education providers to plan for successful transitions to include all learners/ākonga to succeed in education

Alfriston Kahui Ako



2021 aspirations and draft plan

ALFRISTON KAHUI AKO
A Community that is equitable and
excellent in all we do.



What will make a positive difference
for our learners?