



Strategic Plan 2024 -2025

Including 2024 annual plan

Presiding Member of Board: Adam Manukau

Principal: Julie Cowan

Vision & Mission statement

Learn, Grow, Succeed

E ako, E tipu, E tū!

At Reremoana School we:

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



“Na te puna ko te awa. Na te awa ko te moana. Ka rere te moana, he ara ki te ao.”

Reremoana Kura.

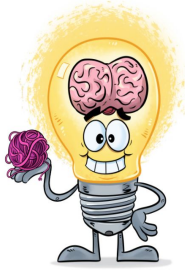
***“From the spring comes the river. From the river comes the sea.
The sea flows as a pathway to the world.”***

Reremoana School.

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





"Curious Exploration"

Be Creative

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



"Bounce Back"

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



"Consider my Choices"

Be Respectful

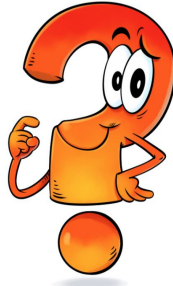
- Care for myself
- Care for others
- Care for the environment



"Do Good Because Good is Good to Do"

Be a Contributor

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



"Thoughtfully Critical"

Be a Thinker

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



"Team Work makes the Dream Work"

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

Consultation

Community Consultation

Our current strategic goals were developed in 2021 after community consultation throughout 2020. Through online surveys, face to face meetings, whānau hui, staff meetings and student voice collection. Our data helped us identify 3 themes - self managing learners, wellbeing/hauora and partnership. We did a further community survey in 2023 to seek feedback on our goals and progress. our progress so far. This helped identify our next steps and spaces we needed to prioritize (or communicate better to our community). While a wide and diverse number of views and thoughts were collected in all our consultation (reflecting our diverse community) common themes were able to be identified and have been used to write this plan.

Consultation with Iwi

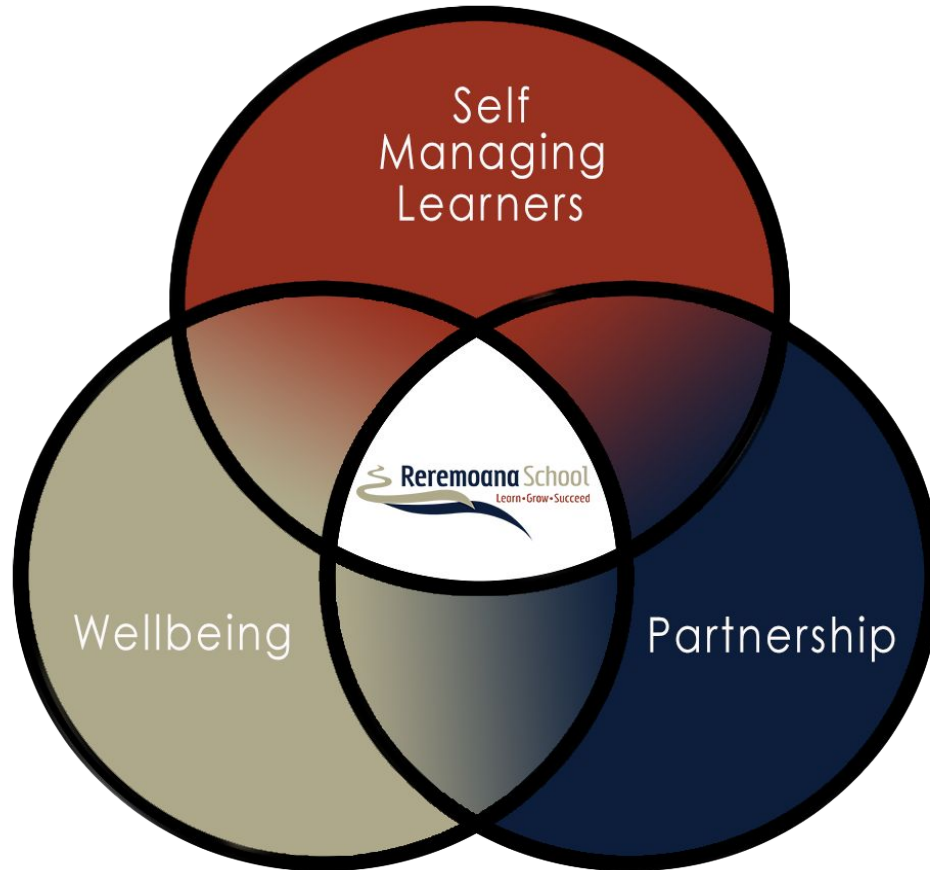
Whiria te tangata underpins the mahi that our kāhui ako does alongside iwi.

Alfriston Kāhui Ako has established a relationship with local iwi (Ngāti te Ata & Ngāti Tamaoho) based on reciprocity. The building of this relationship has taken time and it is important for our kāhui to offer service to our iwi. Consultation with iwi takes place at the kāhui level through our Ngā Manu Taiko network. It is through this relationship that we are gaining an understanding of how they view the relationship between our Kāhui Ako kura and iwi specifically relating to their aspirations for ākonga. Ngāti Tamaoho also came to Reremoana School and presented their Education Strategic plan to teachers and board members. Board and leadership then discussed areas of alignment and how the school strategic plan supports the aims of Ngāti Tamaoho.

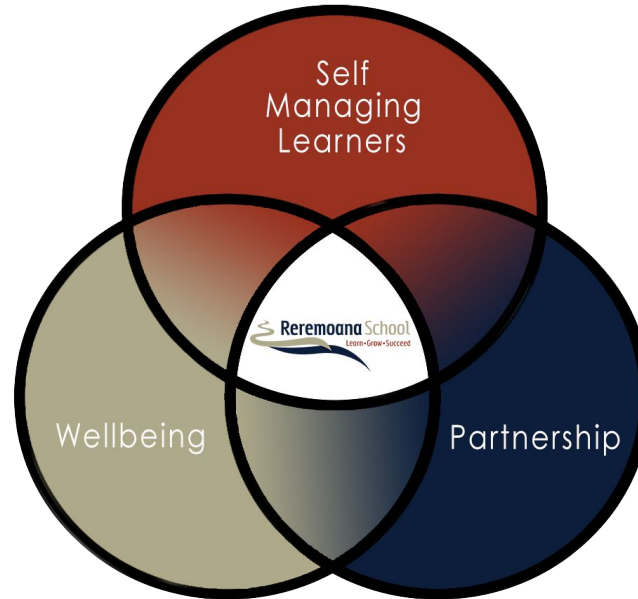
Iwi have indicated two areas they seek to have our Kāhui Ako schools focus on over the next three years.

1. Accurate and authentic teaching of local iwi kōrero and purakau.
2. Highlight success for our ākonga Māori that is broader than just academic success. Eg: kaitiakitanga

Themes for direction 2021-2025



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



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

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

2024 Annual Goals

Annual goals that link to Self Managing Learners, Hauora and Partnership:

- Implement new school team and leadership structure
- Embed and strengthen Leading by Learning PLD for all leaders

Self Managing Learners specific annual goals:

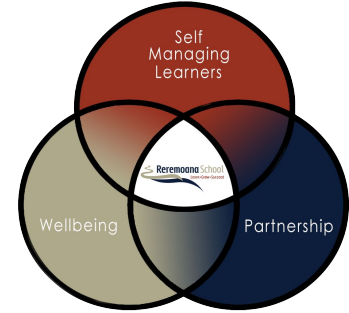
- Strengthen sustainability model for developing akonga agency (including AFL strategies)
- Implement Curriculum Refresh documents and support materials as finalised
- Teams will set targets to improve engagement and achievement in literacy or maths

Hauora specific annual goals:

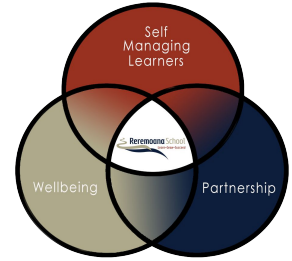
- Review and refine our social curriculum (including PB4L and relevant parts of Language of Learning)
- Conduct biannual health community consultation and review our health curriculum

Partnership specific annual goals:

- Embed learning from school wide Niho Taniwha PLD
- Develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waioahua)
- Extend whanau engagement across cultures/ethnic groups
- Begin the roll out of real time reporting in Te Puna via HERO



Linking to all Strategic Goal Areas



2024 Annual Goals

- *Implement new school team and leadership structure*
- *Embed and strengthen Leading by Learning PLD for all leaders*

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Development of culture of collaboration
- Robust job descriptions for Ako and Hauora shared clarity across the staff (community have some clarity)
- School processes reviewed to ensure alignment
- Initial data collected and analysed around the impact of the structure
- New leaders have been trained in LBL
- Staff are familiar with the approach
- LBL conversations and attitudes are widespread and common place (part of school culture)

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Implement new school team and leadership structure <i>-Apply a leading as inquiry approach to the Implementation hauora/ako leadership roles for SLT and Team Leaders</i> <i>-Apply a leading as inquiry approach to the implementation of our new team structures (year groups, collaborative practice and looping)</i> <i>-Engage a critical friend with the aim of critiquing our implementation with the aim of publishing journey</i>	SLT Team Leaders Mark Osborne	 Time in leadership meetings & staff meetings Funding for Mark	Robust job descriptions for Ako and Hauora shared clarity across the staff (community have some clarity) School processes reviewed to ensure alignment Initial data & end of year data collected and analysed around the impact of the structure - collaborative practice matrix, walk through observations by SLT, teacher and student voice (gathered by external voice) Inquiry process/journey captured Development of culture of collaboration		
Embed and strengthen Leading by Learning PLD for all leaders <i>-Continue to engage with Evaluation Associates in early 2024 - leaders and whole staff</i> <i>-Upskill new leadership team members</i> <i>-Ensure time is allocated to the practice of the skills learnt eg peer coaching</i>	SLT to put in place structure and leadership team	PLD hours PLD budget for new leaders course Time in leadership meetings	All leadership team have LBL training LBL conversations and attitudes are widespread and common place (part of school culture) Staff are familiar with the approach Structure in place for practice and maintenance		
End of Year Summary			Next Steps		

Self managing learners

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

- *Akongga* 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*

NELP priorities: 2, 3, 4, 6

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

*Akonga (noun) student, pupil, learner

2024 Annual goals:

- Strengthen sustainability model for developing akonga agency (including AFL strategies)
- Implement Curriculum Refresh documents and support materials as finalised
- Teams will set targets to improve engagement and achievement in literacy or maths

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Consistent AFL practice across the school and progress on Teacher Capability Matrix
- Draft model of akonga-directed learning constructed and used (with iterative review)
- Teachers have further unpacked of Curriculum Refresh documentation through staff meetings and Teacher Only Days
- Teams have accelerated learning to achieve targets

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
<p>Strengthen sustainability model for developing akonga agency (including AFL strategies)</p> <p><i>-Ako Team provide PLD, co-plan, observe and give feedback</i></p> <p><i>-Continue to develop resource bank of model lessons, teaching & learning resources & examples</i></p> <p><i>-Self management model designed and implemented through TAI in Te Moana team</i></p> <p><i>-Make explicit links between hauora and learning-focused relationships</i></p>	<p>Ako team - PLD</p> <p>TL - observation s/feedback</p> <p>Del & Te Moana</p> <p>Hauora & Ako teams</p>	<p>Time for PLD, time for observations/PACs</p> <p>Model lessons & resources</p> <p>School visits around self-management models</p> <p>Time with expert critical friend - Mark Osborne</p>	<p>Teacher capability matrix show progress and greater consistency of practice</p> <p>Student voice data</p> <p>Model (Draft model of akonga-directed learning) is evident - TAI tracking/reflection</p> <p>Lis come from progressions - evident that progressions are being used consistently</p>		
<p>Implement Curriculum Refresh/Te Mataiaho documents and support materials as finalised</p> <p><i>-TAI around learning through play/planned interactive learning</i></p> <p><i>-Train all Te Puna teachers in BSLA</i></p> <p><i>-Use MoE materials to unpack Te Mataiaho/common practice model</i></p> <p><i>-Provide clear 'fact sheets' for community on key pedagogical practices (links to partnership)</i></p> <p><i>-Make use of math specialist expertise</i></p>	<p>Krysten & Te Puna</p> <p>Karien & Te Puna TL & teachers</p> <p>Julie & Marama</p> <p>Leadership team & teacher</p> <p>Lisa</p>	<p>Learning through play resources</p> <p>Pedagogy PLD eg Longworth webinars</p> <p>Release time</p> <p>BSLA resources</p> <p>MoE resources, TODS</p> <p>Fact sheet examples</p>	<p>Data collected around teacher understanding and shift</p> <p>Clearly espoused theory of play at Reremoana School - shared understanding of Learning through Play</p> <p>All teacher successfully achieve BSLA micro-credential</p> <p>Draft 'fact sheets' for key areas completed and parent feedback (focus group) soughts (play, collaborative practice, PB4L...)</p> <p>Action plan for maths MU 2024 created and implement - including an maths practice and equipment audit</p>		
<p>Teams will set targets to improve engagement and achievement in literacy or maths</p> <p><i>-Each team reviews 2023 data and sets targets and provide an action plan to achieve target</i></p> <p><i>-PLD as required to improve practice and met targets</i></p>	<p>TL and teams</p>	<p>PLD budget</p> <p>Team meeting time</p>	<p>Achievement data collected and analysed at team and school level</p> <p>Targets achieved showing acceleration of learning</p>		

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.*

NELP Priorities: 1, 2, 3, 5, 6

Language of Learning links: Be respectful and Be resilient

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

2024 annual goals

- Review and refine our social curriculum (including PB4L and relevant parts of Language of Learning)
- Conduct biannual health community consultation and review our health curriculum

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Updated PB4L framework documents eg behaviour definitions
- Hero data shows consistent application of PB4L processes
- Classroom environments, teacher planning and sharing of learning demonstrate consistency of teaching social curriculum learning
- Community consultation completed and health curriculum statement written

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
<p>Review and refine our social curriculum (including PB4L and relevant parts of Language of Learning) <i>-Develop school own tools for monitoring and assessment of hauora and school culture (akin to Wellbeing at School)</i></p> <p><i>-Ensure explicit teaching of behaviour and culture building</i> <i>-Implement PB4L initiatives such as the Newcomers Club</i></p> <p><i>-Ensure consistent application of PB4L processes (including school reward systems)</i></p> <p><i>-Engage in Mitey PLD (for 2025 roll out)</i></p>	<p>Hauora Team</p> <p>Nikki/Lynn</p> <p>Hauora TLs</p> <p>Hauora Team</p> <p>Karien</p>	<p>Release for Nikki</p>	<p>Survey staff to gather data on PB4L practices and understanding</p> <p>Updated further PB4L framework documents eg lesson plans, hub matrices, and all are applied consistently</p> <p>Develop tool using Te Whare Tapa Wha areas, and align with PB4L. Gather baseline data.</p> <p>PB4L planning is guided by data, and results in a reduction of behaviour incidents</p> <p>Classroom environments, teacher planning and sharing of learning demonstrate consistency of teaching social curriculum learning</p> <p>Allocated time in team meetings to problem solve and plan</p> <p>Teams establish consistent and rigorous reward systems that feed into a school wide reward system that works for all ages</p> <p>A roll out plan for Mitey has been developed (sitting within PB4L)</p>		
<p>Conduct biennial health community consultation and review our health curriculum <i>-Robust community consultation around health curriculum</i> <i>Review what is currently working</i></p>	<p>Karien</p> <p>Lynn/Kar</p>	<p>Release for</p>	<p>Community consultation completed and health curriculum statement written</p> <p>33 % of whānau respond to the survey</p> <p>Work with Health/PE Leader to create</p>		

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*
- *Identify and implement ways to increase connection and partnership and strengthen communication - including use of technology*

NELP priorities: 2, 3, 5, 6, 7

Language of Learning links: Be collaborative

2024 annual goals

- Embed learning from school wide Niho Taniwha PLD
- Develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waioahua)
- Extend whanau engagement across cultures/ethnic groups
- Begin the roll out of real time reporting in Te Puna via HERO

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Teachers demonstrated continued progress using Arotake Whaiaro
- Connections and relationships are initiated by Reremoana School with iwi
- Hui for different ethnic group whanau have been held
- Events/learning across a range of ethnic groups have involved whanau
- Draft schedule for real time reporting developed and implement in Te Puna
- Feedback gathered around real time reporting from whānau

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Embed learning from school wide Niho Taniwha PLD <i>-TAI around the development of Te Reo Māori teaching progressions</i> <i>-PLD and observations using Arotake Whaiaro matrix</i>	Nikki, EA staff (Ruth, Renee) Alisha, Shannon	Time for observations and coaching conversations MoE PLD hours Team meeting time	TAI progress worked through for development of Te Reo Māori progressions and teachers are engaged and familiar Teachers feel confident and students are engaged and learning new content in Te Reo Māori New teachers are brought onto the journey of Niho Taniwha and assess their practice using Arotake Whaiaro We continue to see growth and progress in teacher practice through Arotake Whaiaro		
Develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waiohūa) <i>-Engagement with Kahui Ako Manu Taiko</i> <i>-Encouragement attendance at iwi events</i> <i>-Seek connections/opportunities to meet with iwi</i>	Nikki, Julie	Contacts Koha	Strengthened relationship with Manurewa Marae Nikki attends Manu Taiko hui and our school is more engaged in this strand of our KA work We have made contact with Te Ākitai waiohūa iwi (who gifted our name) and are building a relationship		
Extend whanau engagement across cultures/ethnic groups <i>-Different ethnic group parent meetings eg Chinese, Pasifika</i> <i>-Work with parent groups to co-plan learning opportunities</i>	Nikki, Julie, Karien & teachers	Resources for cultural learning experiences eg henna for diwali Refreshments for meetings	Increasing attendance at parent group meetings Collection of voice data from a range of cultures/ethnic groups Actions taken to follow up on voice/questions Cultural learning experience planned and delivered in partnership		
Begin the roll out of real time reporting in Te Puna via HERO - creation of schedule and guidelines	Marama, TLs	Examples of schedules from other schools	Schedule/guidelines created and trialled Parents understand the information given and how to access it		

Team Targets 2024 (include rationale)


NB - accelerate means progress greater than expected in 1 year


Te Puna: 80% of all Year 1-3 students will be working within or beyond expectation for Reading.


Te Awa: Accelerate progress for 60% of learners sitting below expectation in Writing

Te Moana: To accelerate progress in Mathematics outcomes for ½ of students who sit in the below/well below space (18/35 students)


Attendance target: Reduce the number of students marked T by 50% by increasing communication with whānau.

Target and Key Actions for Te Puna 	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Upskill teaching and LA staff through BSLA programme	Jasmine Alisha Krysten Katja Shannon	University of Canterbury training Zoom sessions Mentoring/ observations	The whole team will be trained and be implementing BSLA effectively across the team. Provide opportunities to mentor training teachers and provide opportunities to observe good practice and be observed		
Assessment data- Gather Baseline Assessment on all new students. Continue to gather assessment in 10 week cycles (as required) to monitor progress	Team	BSLA Training BSLA Resources Observations and Mentoring Reading tracking graph	This will look like: - Useful information used to create Reading groups based on needs across hubs - Children identified as working 'towards expectation' after 10 weeks on the programme will receive Tier 2 intervention - Children identified as tier 2 will receive assessment monitoring in 10 week cycles - After 30 weeks on the BSLA programme they should be working at/ above expectation according to BSLA Expectation Table.		

Target and Key Actions for Te Puna 	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Use Reading tracking graph to monitor progress towards target of transitioning back onto colour wheel (by end of Y2 orange/ end of Y3 Gold)	Team	Continued monitoring- highlight Target children	<ul style="list-style-type: none"> - Year 2- 80% to have transitioned to the colourwheel and achieved expectation for end of year (Orange/ Turq) - Year 3 target - 80% to have transitioned to the colourwheel and achieved expectation for end of year (Purple/ Gold) - Mid year monitoring- LSC referrals and whānau contact as required 		
Ongoing reflection and shifting our programme to suit collaborative teaching and include Learning Through Play	Team	Learning Through Play PD and resources	Meet needs and levels of the children by cross grouping within the hub.		
Providing Whānau clear information about how to support at home/ progress made in programme	Team SLT	Adapting HERO reporting Whānau info sessions or videos	Create resources to share with whānau Clear tracking with clear expectation outcomes Making OTJs after 10 weeks and 30 weeks on BSLA programme using new expectation tables Creating clear ways to report progress and next steps to Whānau		
End of Year Summary			Next Steps		

Target and Key Actions for Te Awa 	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Spelling - develop and implement a team wide, targeted spelling programme (AWS)	Teachers RTL B	AWS RTL B PD, AWS kits	Pre and post testing, Student voice Looking for confidence and fluency in writing		
Handwriting - regularly practice handwriting skills to build confidence and fluency	Teachers	Handwriting PD	Writing samples Student voice Looking for confidence and fluency in writing		
Consistently across the team, Grouping children and teaching writing skills and literacy skills to target specific needs	Teachers	Lesson plans	Writing samples Looking for confidence and fluency in writing, seeing themselves as writers		
Consistently across the team, Celebrating writing	Teachers, parents	Hero	Student voice around seeing ourselves as writers		
Integrating writing and reading - ensuring reading is used to model and analyse skills (punctuation, structure, language features) and tied into writing	Teachers	Texts showing genre and type of writing being taught	Writing understanding will be stronger and more fluent as the children see and understand the SC from exemplars		

To accelerate progress in Mathematics outcomes for ½ of students who sit in the below/well below space (18/35 students)

Target and Key Actions for Te Moana 	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
PLD from Lisa - use Lisa's expertise to develop teacher pedagogical knowledge of Culturally Responsive Maths approaches	Lisa	Lisa's resources from facilitation	Teachers will feel successful - Teacher voice		
Teachers work on developing their practise in the Culturally Responsive Maths space. Teaching, observing, acting on feedback.	Lisa Nathana Del	Time for observations	Teachers will demonstrate increased skills and confidence. Acted on feedback from observations		
Collaboratively develop assessment practises and tools that accurately capture student knowledge and achievement	Team	Lisa's resources Time to trial and refine	Assessments developed will help students to demonstrate their skills		
Develop a culture of collaborative problem solving and learning community amongst students.	Teachers and students		Collect Student voice Teacher observation Collect student achievement data		

To accelerate progress in Mathematics outcomes for ½ of students who sit in the below/well below space (18/35 students)

Target and Key Actions for Te Moana 	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
Informing whānau of what we are learning in Maths, and what students could be doing at home to further their learning	Te Moana teachers				
End of Year Summary			Next Steps		

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

Teachers/kaiaiko 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