

# Te Kohanga School Charter (2020) 2019 – 2021



Our Vision	<b>Preparing our learners for a changeable future</b>			
Our whakatauki	<b>Kia Kaha, Kia Toa</b>			
Our Values	<b>Manaakitanga</b> We show respect, generosity and care for others.	<b>Ako</b> We are a whanau, learning from and with each other.	<b>Titiro Whakamua</b> We look towards the future, trying new things and embracing change	<b>Ngāwari</b> We are building resilience and stamina in our attitude and effort
Our Principles	<b>The school follows the principles of the New Zealand Curriculum</b> High Expectations – Treaty of Waitangi – Cultural Diversity – Inclusion – Learning to Learn – Community Engagement – Coherence – Future Focus			

## Strategic Direction 2019-2021

Strategic Goal 1 – Sustaining a future focussed, local and culturally relevant curriculum.	Strategic Goal 2 – Learners are empowered to make powerful and positive choices about their future.	Strategic Goal 3 - A strengths-based reciprocal relationship exists between school, whānau and the wider community.
A) Develop a purposeful curriculum document.	A) Develop a health curriculum using the Hauora model.	A) Communicate our school and community stories.
B) Use a cross curricular inquiry model to teach the Te Kohanga curriculum.	B) Embed the school values and vision with staff, learners and whānau.	B) Develop a Te Kohanga whānau and community partnership.
C) Inspire the community to help develop and live the local school curriculum.	C) Increase student agency across the school.	C) Create a reciprocal duty of care between local marae and the school.
D) Realise the potential of all Maori students through a culturally inclusive curriculum .	D) Increase student leadership across the school.	D) Utilise digital tools to share student learning with whānau.

## Strategic Goal 1 – Sustaining a future focussed, local and culturally relevant curriculum.

INITIATIVE	ACTIVITIES AND TIME FRAME						OUTCOME
	YEAR 1		YEAR 2		YEAR 3		
A) Develop a purposeful curriculum document that supports quality literacy and numeracy through a cross curricular lens.	Teachers use the NZC purpose statements to write TK specific ones for each area	Student/stakeholder voice gained on purpose statements	Student-centred learner progressions are developed and edited to support the curriculum document.	Curriculum is taught from Term 3		TK curriculum is consulted on and edited by all stakeholders	The Te Kohanga curriculum is a highly visual and usable document for students and staff.
	Create a PLD plan that supports curriculum creation.	PLD for all teaching staff in the new Digital Technologies curriculum PLD obtained and utilised for curriculum purpose	PLD is implemented by staff. Rubric used to measure baseline and post PLD views.				
B) Use a cross curricular inquiry model to teach the Te Kohanga curriculum.		Create a PLD plan that supports inquiry teaching.	PLD for all teaching staff in student led inquiry learning  Survey Monkey was the PLD relevant and worthwhile.	Te Kohanga inquiry process and self-reflection developed by staff and students.	TK Inquiry model taught effectively in all lessons.		Learning is student led, challenging and authentic.
C) Inspire the community to help develop and live the local school curriculum		Student/stakeholder voice gained on local concepts Matrix of stakeholder views created. Eg 75% of stakeholders in each group respond.			Community invited in as experts or to celebrate all cross curricular units. Did a x section attend? What did they say +/-		Community involvement is purposeful and enthusiastic
D) Ensure Maori students participate in a culturally inclusive curriculum to realise their potential.		School to investigate being involved in a local MAC or Tainui Education Plan	School to invest in Teacher Aide fluent in Te Reo to teach lessons.	TK curriculum is edited to include new learning from MACs	PLD for staff through Wananga in Te Ao Maori and Te Reo Maori		All students Maori and Non Maori realise their potential in Te Ao Maori and Te Reo Maori

## Strategic Goal 2 – Learners are empowered to make powerful and positive choices about their future.

INITIATIVE	ACTIVITIES AND TIME FRAME						OUTCOME
	YEAR 1		YEAR 2		YEAR 3		
A) Develop a health curriculum using the Hauora model	<i>Teachers use the NZC statements to write a TK specific Health Curriculum statement.</i>	<i>Research the Hauora model for Health in other schools.</i>	<i>Write a Health Curriculum utilising outside agencies to teach programmes. Feedback loop with new teachers and peer review</i>		<i>Health Curriculum is taught throughout the school.</i>		<i>A reference / guidance tool on how to live healthily which is usable by adults and students.</i>
B) Embed the school values and vision	<i>Weekly certificates celebrate each value</i>	<i>Values assemblies explicitly teach each value</i>	<i>Clear signage for the values displayed around the school</i>				<i>Students use inclusive and positive language which is future focused. Can the students recite the values? Gather noise around the school.</i>
C) Increased student agency across the school.		<i>Flexible class timetables encourage more student agency  Teachers and students develop rubrics for success</i>	<i>Learner progressions move to be managed by students rather than teachers.</i>		<i>Play based curriculum researched and trialled in NE and year 1 classroom. Feedback from students, whānau and teachers.</i>		<i>Students are leaders of their own learning and accountable for their choices.</i>
D) Increased student leadership capacity across the school.		<i>Students have greater ability to communicate what responsibility looks like across the school. Students write job descriptions for next year's roles and responsibilities</i>	<i>Lessons on what leadership and being a role model at Te Kohanga school looks like.</i>		<i>Build on Tuakana-Teina relationships across the school for behaviour and learning. Interview younger students</i>		<i>Students see and are proud to be a leader at Te Kohanga.</i>

## Strategic Goal 3 – A strengths-based reciprocal relationship exists between school, whānau and the wider community.

INITIATIVE	ACTIVITIES AND TIME FRAME						OUTCOME
	YEAR 1		YEAR 2		YEAR 3		
A) Communicate our school and community stories.	<i>Build processes around use of FB as a tool to celebrate success</i>	<i>Edit school website to encourage visitors and new community members. Measure and track FB and Website visitors</i>			<i>Develop the sustainable use (by students) of local papers to regularly celebrate school success.</i>	<i>Student group review of articles submitted and next steps going forward.</i>	<i>Greater pride and encouragement in coming to our school. Number of enrolments and students/ whānau perceptions.</i>
B) Develop a Te Kohanga whānau and community partnership.	<i>Work with the PTA to establish - Who are the local community? - How do they find us? - How do we increase our visibility?</i>		<i>Develop a calendar of TK parent and community workshops in reading and maths. Consider adult literacy trust as well</i>	<i>Track the number of attendees and ask for reflections on the success of programmes.</i>	<i>External programmes to support whānau eg computers in homes, financial literacy.</i>	<i>Track the number of attendees and ask for reflections on the success of programmes.</i>	<i>Community is empowered and are a key influence in the school. Whānau participation and take up numbers.</i>
C) Create a reciprocal duty of care between local marae and the school.		<i>Staff to visit all four local marae for a tour. Consider how we can share our resources and vice versa with each one.</i>	<i>Overnight visits at each of the four marae planned over the year.</i>	<i>Student and iwi reflections on how successful the marae visits were</i>	<i>Communicate and develop a plan for the school to give back to the four local marae.</i>		<i>An open relationship exists between the school and four marae.</i>
D) Utilise digital tools to share student learning with whānau.		<i>Research various digital tools used by schools to report and share learning with whānau</i>	<i>Trial run of two different apps/tools with a select parent group Parent and student feedback on ease and efficiency of use</i>	<i>Share findings with the BOT and discuss cost to the school of adopting new app.</i>	<i>Implement new app with whānau with a view to replace written reports.</i>	<i>6 months and 12 month review by all stakeholders about the effectiveness of the new app</i>	<i>Student learning is shared with whānau regularly by students and staff. Whānau feel included and valued in their child's education.</i>



**Te Kaahui Ako o te  
Puuaha o Waikato**  
working together to make a difference

Goals and Actions for Teaching and Learning	Goals and Actions for Culturally Responsive Communities	Goals and Actions for Wellbeing
<p><i>Provide high quality teaching and learning that accelerates all learners Years 0-24 within the New Zealand Curriculum</i></p>	<p><i>Develop culturally responsive communities through reciprocal relationships</i></p>	<p><i>To provide a framework to empower all learners to make positive decisions about wellbeing.</i></p>
<p><b>Goal#1:</b> Develop consistent transitions which are effective and sustainable.</p>	<p><b>Goal#1:</b> Develop positive reciprocal relationships with tangata whenua and community within a Treaty of Waitangi context</p>	<p><b>Goal#1:</b> Develop clarity for learners about wellbeing.</p>
<p><b>Goal#2:</b> To develop clarity for all learners about learner agency.</p>	<p><b>Goal#2:</b> Build and support consistent and effective teaching practices that are culturally responsive</p>	<p><b>Goal#2:</b> Build and support consistent and effective practices that promotes wellbeing.</p>
<p><b>Goal#3:</b> Develop internal evaluation capabilities</p>	<p><b>Goal#3</b> Focus on developing tikanga and Te Reo for learners, whaanau and staff in te reo Waikato, Tainui dialect.</p>	<p><i>This Kaahui Ako goal links directly to our second Strategic Goal about student agency.</i></p>
<p><i>This Kaahui Ako goal links directly to our first Strategic Goal about our local school curriculum.</i></p>	<p><i>This Kaahui Ako goal links directly to our third Strategic Goal about relationships with our community</i></p>	<p><i>This Kaahui Ako goal links directly to our second Strategic Goal about student agency.</i></p>

## Strategic Goal 1 – Sustaining a future focussed, local and culturally relevant curriculum

### ANNUAL PLAN

	<b>Output / Activity</b>	<b>Who</b>	<b>Resources</b>	<b>Indicators / Metrics of Success</b>	<b>Review / Analysis of Variance</b>
A	<i>Student-centred learner progressions are developed and edited to support the curriculum document.</i>	All teachers and students in room 4	Local curriculum document. School values	<i>Students can self-assess against the rubric for the values. The rubric can be used successfully in room 1 and 4 by teachers and students.</i>	
A	<i>PLD is implemented by staff.</i>	Principal to investigate PLD opportunities for new staff	Kia Takatū ā-Matihiko – Digital Readiness programme.	<i>Rubric used to measure baseline and post PLD views</i>	
B	<i>PLD for all teaching staff in student led inquiry learning (Not starting this until the AST teachers complete their inquiry as part of the Kaahui Ako)</i>	AST and WST for Kaahui Ako		<i>Survey Monkey was the PLD relevant and worthwhile.</i>	
C	<i>School to invest in Teacher Aide fluent in Te Reo to teach lessons.</i>	Principal	Investigate through MAC programme whether this is a valuable resources. School has invested in Education Perfect.	<i>Cost analysis for extra TA funding versus Education Perfect for the year.</i>	

**Strategic Goal 2 – Learners are empowered to make powerful and positive choices about their future.**

**ANNUAL PLAN**

	<b>Output / Activity</b>	<b>Who</b>	<b>Resources (Could be a person)</b>	<b>Indicators / Metrics of Success</b>	<b>Review / Analysis of Variance</b>
A	<i>Write a Health Curriculum utilising outside agencies to teach programmes.</i>	Principal	Principal 3 hours time FB Principals page to ask for examples.	<i>Feedback loop with new teachers and peer review</i>	
B	<i>Clear signage for the values displayed around the school</i>	Principal, Bot, Caretaker	Money from BOT funds for new wall panels. Time to install and concrete in x 6 hours.	<i>Feedback from visitors and students.</i>	
C	<i>Learner progressions move to be managed by students rather than teachers.</i>	Students (facilitated by staff)	Learner Progressions displayed around the school. Subject progressions used in modelling books and explained to students.		
D	<i>Lessons on what leadership and being a role model at Te Kohanga school looks like.</i>	Principal Teachers	Lessons planned for as part of circle time and assemblies. Explicitly show what being a leader look like in its different forms.	<i>Student behaviour shows an increased awareness of helping each other and utilising new skills learnt.</i>	

**Strategic Goal 3 – A strengths-based reciprocal relationship exists between school, whānau and the wider community.**

**ANNUAL PLAN**

	<b>Output / Activity</b>	<b>Who</b>	<b>Resources (Could be a person)</b>	<b>Indicators / Metrics of Success</b>	<b>Review / Analysis of Variance</b>
<i>B</i>	<i>Develop a calendar of TK parent and community workshops in reading and maths. Consider adult literacy trust as well</i>	Room 4 teachers	Room 4 teachers 3 evenings over the year (Meal allowance) Photocopying of notes for sessions.	<i>Attendance of parents Feedback from sessions</i>	
<i>C</i>	<i>Overnight visits at each of the four marae planned over the year.</i>	Principal and BOT	Kaumatua and parents who attend marae. Koha for staying at each marae Food for all students Police Vets for anyone staying.	<i>Student recall of learning at the marae. Letters of thanks</i>	
<i>D</i>	<i>Trial run of two different apps/tools with a select parent group</i>	Principal Teachers	Sign up to trial of app Time to set up classes and invite parents x10hours Timetabled lesson each week to add learning.	<i>Parent and student feedback on ease and efficiency of use</i>	