

# VALUING EVERY INDIVIDUAL

Ko te ahurei o te tamaiti arahia ō tātou mahi

Let the uniqueness of the child guide our work

## STRATEGIC PRIORITIES

	2021 Kaitiakitanga	2022 Manaakitanga	2023 Whanaungatanga
<b>To ensure parents are well informed of and connected with their tamariki's learning, and can identify that the learning targets their tamariki's interests, strengths and dispositions</b>	<p>Two parents evenings held to explain how to use the Parent Portal effectively</p> <p>Report format is clear and graphing shows progress</p> <p>Parents are consulted on the usefulness of kura reports and learning conversations</p>	<p>Parents feel informed about the progress their tamariki is making and know how to support their learning</p> <p>There is clear evidence of tamariki centred learning and choice throughout the kural</p> <p>Tamariki regularly give feedback and self assess</p>	<p>There is a whole kura emphasis on sharing of information regarding student progress</p> <p>All parents are actively using Hero to engage with their tamariki and their learning journeys</p> <p>Teachers are regularly posting student's learning on Hero, minimum 4 posts per term per child</p>
<b>To monitor all achievement on a genuine level and to focus on the individual progress for every learner.</b>	<p>Assessments are used to guide the learning and next steps</p> <p>Assessment information is used by kaiako to plan and shape progress</p>	<p>All assessment is focused on celebrating progress and not related to standardised norms</p>	<p>All assessments used across the kura are relevant and lead to future focused teaching and learning</p> <p>Teacher posts, regarding student learning, need to be linked/tagged against specific, individualised, learning goals</p>
<b>The Birchville School Values (GEMS) are respected, highly valued and integrated in ways that benefit every learner and allows everyone to feel welcomed and valued.</b>	<p>There is a termly focus on each of the GEMS</p> <p>All tamariki can name and explain each of the GEMS</p>	<p>The tamariki are able to discuss the GEMS and assessment themselves against these values highlightins where they need to develop</p>	<p>Our whānau know that the GEMS are our value system and that they underpin our kaupapa</p>

## MEASURES

We use assessment tools to effectively assess and monitor student progress.

We have developed a meaningful and user friendly student progress report for students and parents.

Parents and students are able to talk about progress and next steps for learning with the tamariki teacher.

Student feedback ensures they feel their interest, strengths and dispositions are integrated into their learning

Community and student feedback reflects that our GEMS are understood and underpin our kura values

**OUR SUCCESS - EVERY INDIVIDUAL FEELS VALUED**

# VALUING LOCALISED CURRICULUM

MANAAKI WHENUA, MANAAKI TANGATA, HAERE WHAKAMUA

Care for the land, care for the people, go forward

## STRATEGIC PRIORITIES

	2021 Kaitiakitanga	2022 Manaakitanga	2023 Whakawhānau ngā
<b>To be able to use our Birchville GEMS to verbalise their learning, attitudes, actions and contributions to the wider community</b>	<p>Terms focus on a value and dispositions that are explicitly taught.</p> <p>Student reflection in report is based on GEMS and disposition development</p> <p>Share with parents and community around GEMS and dispositions so that they know what they are and mean</p>	<p>GEMS and dispositions are woven through both kaiako and student reflections</p> <p>Students can identify and verbalise which of the GEMS they have used/shown and how.</p>	<p>GEMS are fully integrated into learning and teaching across the kura and celebrated by whānau</p> <p>Our tamariki can verbalise how they show their GEMS values both within school and the wider community</p> <p>Students can identify and verbalise an area of development for themselves in relation to the GEMS</p>
<b>To have a strong sense of identity, care of and knowledge of their local environment</b>	<p>Each student develops and learns their own mihi</p> <p>Class/ group trips to visit local environments that relate to their inquiries</p> <p>Kaiako facilitated enviro groups</p>	<p>Using the local environment to enhance learning experiences e.g. Awakairangi, Whirinaki</p> <p>Build knowledge of the local area and sense of identity by unpacking and understanding karakia.</p> <p>Use of Manaakitanga to demonstrate knowledge and care for our local environment.</p>	<p>Presenting mihi becomes the preferred way students introduce themselves at formal occasions</p> <p>Learning opportunities are provided throughout the year that have an environmental focus and provide students with knowledge of their local environment.</p> <p>Tamariki at Birchville are able to identify and discuss their own culture and tūrangawaewae</p>
<b>To create a learning environment which encourages natural curiosity, deeper learning, making sense and forging connections.</b>	<p>Inquiry based learning around student interests</p> <p>Parent information and sharing days are held to develop an community understanding of deeper learning</p>	<p>Inquiry focuses are thematic based on Manaakitanga and CRP - creating deeper learning opportunities for our tamariki.</p> <p>Provide provocations to encourage natural curiosity, deeper learning, and connections.</p>	<p>Authentic student interests are used to develop inquiry topics</p> <p>Opportunities are created for student curiosity to be stimulated and deepened through different learning experiences</p>

## MEASURES

Students identify strengths and areas for development in relation to GEMS in annual reporting.

Students have the option of being a part of a range of Enviro and community based clubs.

Wall displays and student work showcase the learning around the local environment and their competencies.

Students know and can recite their age appropriate mihi and can take part in student focused inquiry learning.

Learning partnerships are wider than just kaiako - local iwi, local businesses, local experts.

Different teaching strategies used for specific purposes and encourage different learning dispositions.

**OUR SUCCESS - KNOWLEDGE OF AND LEARNING ABOUT OUR LOCAL CURRICULUM IS VALUED**

# VALUING TE REO ME ŌNĀ TIKANGA MĀORI

KO TŌKU REO TOKU OHOOHO, KO TŌKU REO TŌKU MĀPIHI MAUREA

My language is my awakening, my language is the window to my soul

## STRATEGIC PRIORITIES

	2021 Kaitiakitanga	2022 Manaakitanga	2023 Whakawhānau nga
<b>To ensure our tamariki acquire an understanding of New Zealand as a bicultural society and that being Māori is highly valued at our kura.</b>	<p>PD around Te Tiriti O Waitangi and taught explicitly in the classroom using some of the CRP PD</p> <p>Connect with Māori whānau on a regular basis and they become involved in for kaupapa Māori</p> <p>Highly visible te reo and tikanga Māori around kura</p> <p>Bilingual signage</p>	<p>Students develop a balanced view of our bicultural society by use of CRP books by Tamsin.</p> <p>Our classrooms and school reflects that we are a bi-cultural society and uphold Te Tiriti as a founding document</p>	<p>Our classroom and school reflects that we are a bi-cultural society</p> <p>Maori whānau become the leadership across the school for kaupapa Māori</p> <p>Māori tamariki will be visible leaders across the school but in particular in kaupapa Māori because they will feel confident in who they are</p>

<b>To establish Te reo Māori Proficiency Guidelines to grow our tamariki's language skills</b>	<p>Timetabling specific Te reo Māori lessons to build vocab and sentence structure</p> <p>Te reo Māori throughout the school becomes normal</p> <p>PD for teachers around the Te reo Māori Proficiency Guidelines</p>	<p>PD undertaken by staff</p> <p>Specialised lessons to build foundation skills amongst staff and tamariki</p> <p>Weekly programme integrated in every classroom that builds sentence structure and conversational language</p> <p>Trial Moonstone being a bilingual space with specialist Māori kuia working alongside kaiako to reach 50% coverage</p>	<p>Teachers to use <u>Matauranga Māori Guidelines</u> to support programs of learning</p> <p>Hero goals to be created around Te Reo Māori to support language development across the kura</p>
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<b>Continue integrating local tikanga, kawa and Te reo Māori into our local curriculum</b>	<p>NPDL with a Māori focus</p> <p>Planning with a Māori lens across the curriculum, use Māori role models to inspire our tamariki</p> <p>Making connections with Orongomai Marae and with Te Atiawa</p>	<p>Making connections with Orongomai Marae, Ngāti Toa, and Te Atiawa.</p> <p>Create own Kura Kawa by building kura and whānau understanding of local tikanga/kawa</p> <p>Whānau to kura connections are strengthened through hui, celebrations etc</p> <p>GEMS/values in Te Reo Māori - staff and tamariki knowing them and understanding</p>	<p>Deepen reciprocal relationships with Orongomai, Ngāti Toa, and Te Atiawa.</p> <p>Consolidate Kura Kawa, and continue to build kura and whānau understanding of local tikanga/kawa</p> <p>Whānau to kura connections are strengthened through hui, celebrations etc</p> <p>GEMS/values in Te Reo Māori - staff and tamariki knowing them and understanding</p>
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## MEASURES

We will normalise across the community the use of Te reo Maori.

We will provide opportunities for Māori whānau to celebrate their culture.

We will create and implement a Te reo Māori Proficiency Guidelines document.

**OUR SUCCESS - WE VALUE THE BI-CULTURAL AND MULTICULTURAL NATURE OF NEW ZEALAND**