

# MAHERE TUATAHI 2023 - Tau Rua - Manaakitanga

## VALUING EVERY INDIVIDUAL

Ko te ahurei o te tamaiti arahia ōtātao u mahi  
Let the uniqueness of the child guide our work

**1**  
**LEARNERS AT THE CENTRE**  
Learners with their whānau at the centre of education

**2**  
**BARRIER FREE ACCESS**  
Great education opportunities and outcomes are within reach for every learner

**3**  
**QUALITY TEACHING AND LEADERSHIP**  
Quality teaching and leadership make the difference for learners and their whānau

### Links to the National Education & Learning Priorities and Birchville Values



Initiative	Priorities	Assigned	Resources	Start Date	End Date
To ensure parents are well informed of and connected with their tamariki learning, and can identify that the learning targets their tamariki interests, strengths and dispositions	There is a whole kura emphasis on sharing of information regarding student progress				
	All parents are actively using Hero to engage with their tamariki and their learning journeys				
	Teachers are regularly posting student's learning on Hero, minimum 4 posts per term per child				
To monitor all achievement on a genuine level and to focus on the individual progress for every learner.	All assessments used across the kura are relevant and lead to future focused teaching and learning				
	Teacher posts, regarding student learning, need to be linked/tagged against specific, individualised, learning goals				
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.	Our whānau know that the GEMS are our value system and that they underpin our kaupapa				

# VALUING LOCALISED CURRICULUM

Manaaki Whenua, Manaaki Tangata, Haere whakamua  
Care for the land, care for the people, go forward

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**QUALITY TEACHING AND LEADERSHIP**  
Quality teaching and leadership make the difference for learners and their whānau

**4**  
**FUTURE OF LEARNING AND WORK**  
Learning that is relevant to the lives of New Zealanders today and throughout their lives

## Links to the National Education & Learning Priorities and Birchville Values



Initiative	Priorities	Assigned	Resources	Start Date	End Date
To be able to use the Birchville GEMS to verbalise their learning, attitudes, actions and contributions to the wider community	GEMS are fully integrated into learning and teaching across the kura and celebrated by whānau				
	Our tamariki can verbalise how they show their GEMS values both within school and the wider community				
	Students can identify and verbalise an area of development for themselves in relation to the GEMS				
To have a strong sense of identity, care of and knowledge of their local environment	Presenting mihi becomes the preferred way students introduce themselves at formal occasions				
	Learning opportunities are provided throughout the year that have an environmental focus and provide students with knowledge of their local environment.				
	Tamariki at Birchville are able to identify and discuss their own culture and tūrangawaewae				
To create a learning environment which encourages natural curiosity, deeper learning, making sense and forging connections.	Authentic student interests are used to develop inquiry topics				
	Opportunities are created for student curiosity to be stimulated and deepened through different learning experiences				

# 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

## Links to the National Education & Learning Priorities and Birchville Values



<b>OBJECTIVE 1</b> <b>LEARNERS AT THE CENTRE</b> Learners with their whānau at the centre of education	<b>OBJECTIVE 2</b> <b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>OBJECTIVE 3</b> <b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>OBJECTIVE 4</b> <b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives
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Initiative	Priorities	Assigned	Resources	Start Date	End Date
<b>To ensure our children acquire an understanding of New Zealand as a bicultural society and that being Māori is equally valued at our kura.</b>	Our classroom and school reflects that we are a bi-cultural society				
	Maori whānau become the leadership across the school for kaupapa Māori				
	Māori tamariki will be visible leaders across the school but in particular in kaupapa Māori because they will feel confident in who they are				
<b>To establish Te reo Māori Guidelines to grow our children's language skills</b>	Teachers to use Maturanga Māori <u>Guidelines</u> to support programs of learning				
	Hero goals to be created around Te Reo Māori to support language development across the kura				
<b>To continue integrating local tikanga, kawa and te reo into our local curriculum.</b>	Deepen reciprocal relationships with Orongomai, Ngāti Toa, and Te Atiawa.				
	Consolidate Kura Kawa, and continue to build kura and whānau understanding of local tikanga/kawa				
	Whānau to kura connections are strengthened through hui, celebrations etc				
	GEMS/values in Te Reo Māori - staff and tamariki knowing them and understanding				