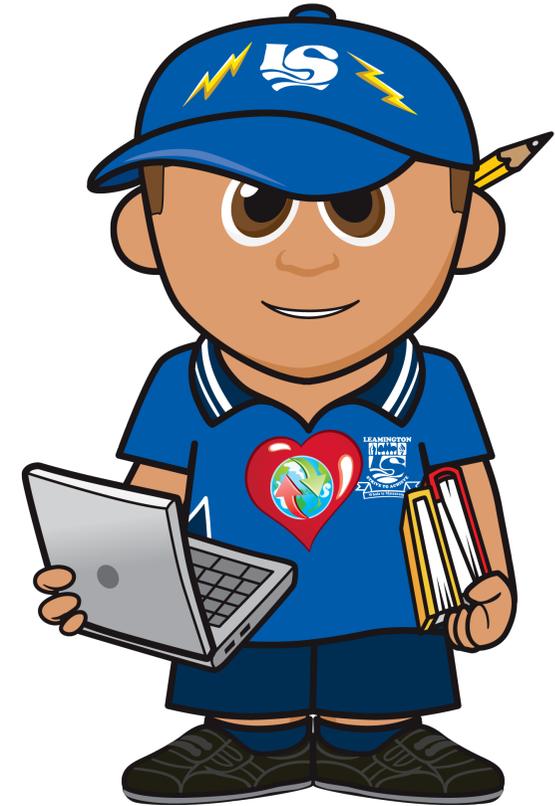


Leamington School

Te Huarahi o nga Kiingi



Kia aro ngaatahi ki anamata
Creating futures together

Partnering with



Leamington



Within a caring and inclusive environment that values both excellence and creativity, we use our COG's and Virtues to develop the skills to be;

- ✓ Problem Solvers
- ✓ Emotionally Intelligent
- ✓ Risk Takers
- ✓ Communicators
- ✓ Social Entrepreneurs
- ✓ Ambiguity Navigators
- ✓ Global Citizens

Nga Awa Whakatere	Nga Awa Mauri ko	Nga Awa Kaurori	Poutama
High impact practices benefiting all children across the school	High impact practices are noticed by every learner every day	<p>Strengthening reflective practice capability</p> <p>Develop strategies to support emotional well being</p> <p>Develop tools to anchor High Impact practices that incorporate culturally responsive, cognitive, and digital pedagogy</p>	<p>90% of Yr. 4- 6 children noticing high impact practices in task design by 2024</p> <p>Parents able to voice noticeable key markers of high impact practices</p>
Strengthening parental partnerships	Working in partnership to value, strengthen and extend aspirations and possibilities for tamariki/mokopuna.	<p>Extend systems for whanau, kaiako and tamariki/mokopuna to partner in educational pathways</p> <p>Design and implement opportunities to allow whaanau and kura to work together to understand the rationale and benefits of educational practice</p>	<p>90% of priority children reaching learning goals of whaanau each term by 2024</p> <p>80% of whaanau & Maaori children in Yr. 4-6 can identify 5 artifacts / practices that speak to Te Ao Maaori poutama by 2024</p>
Growing and sustaining leadership capability	Leaders at all levels feel both confident and equipped to demonstrate intentional high impact leadership.	<p>Development of existing and emerging leadership</p> <p>Focus leadership time and energy into areas that directly speak to identified high impact areas</p> <p>Create intentionality of leadership strategies</p>	4 out of 5 team members notice intentional high impact practice reflecting schoolwide expectations of leadership in team, focus, Tuuhura groups by 2024



Creating futures together **Kia aro ngaatahi ki anamata**



Leamington



Within a caring and inclusive environment that values both excellence and creativity, we use our COG's and Virtues to develop the skills to be;

- ✓ Problem Solvers
- ✓ Emotionally Intelligent
- ✓ Risk Takers
- ✓ Communicators
- ✓ Social Entrepreneurs
- ✓ VUCA Navigators
- ✓ Global Citizens

<p>High impact practices are noticed by every learner every day</p>	<p>Strengthening reflective practice capability</p>	<p>90% of Yr. 4- 6 children noticing high impact practices in task design by 2024</p>	
<p>Working in partnership to value, strengthen and extend aspirations and possibilities for tamariki/mokopuna.</p>	<p>Develop strategies to support emotional well being</p>	<p>Parents able to voice noticeable key markers of high impact practices</p>	
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Creating futures together Kia aro ngaatahi ki anamata

National Educational Priorities

1	2	3	4	5
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education.	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner.	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau.	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives.	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable.
Every learner/whānau and their family and whānau should be free from racism, bias, and discrimination, and from broader institutional practices that embed racism. All forms of racism – physical, verbal, social, and cyber – and all forms of racism and harassment need to be eliminated.	Education must be available to, and deliver for, all. Barriers that stop learners/whānau from fully participating in education, including financial and physical barriers, need to be reduced, so all learners/whānau have access to equitable opportunities and outcomes.	We need teachers/whānau to adopt the practices that make the most positive difference for learners/whānau. Strongly skilled and motivated teachers/whānau are critical to meeting the needs and aspirations of all learners/whānau.	Learners/whānau need access to education that enables them to meet the changing opportunities and challenges of the future of work. This includes all learning from early childhood education through school, to tertiary education. Careerwise pathways to employment, and lifelong learning are important parts of this.	The education system needs to be high trust. It must be adaptive and respond to the needs of all learners/whānau and our changing world. Some parts of our system need to be strengthened, while other parts need more fundamental reform.
Learners/whānau, whānau, families and their communities should be recognised and supported to be informed and demanding partners in education who can exercise agency and authority. Their voices need to be sought out and listened to.	The education system must be inclusive and value the diversity and unique contributions of learners/whānau from all backgrounds, so all learners/whānau feel embraced and that they belong.	Quality leadership must be developed at all levels of the system to lead positive change, and enhance quality day-to-day teaching and learning.	For Māori learners/whānau, this means assisting the ability to participate in a Māori, New Zealand society and the global context.	New Zealand's education and research must be internationally respected, and support effective Māori Crown relationships.
Wellbeing is fundamentally enhanced with learning, and needs to be a goal through all parts of our education system.				

Māori Culture within our School

At Leamington School we recognise the unique position of Māori within our school.

Partnering with Ngāti Koroki Kahukura and our whānau group we have defined “Māori achieving success as Māori” as Māori children and whānau having pride in connections to whakapapa, reo, tikanga and wairua (our poutama) as a platform to fulfil personal aspirations and potential.

We describe success as – All children and adults being able to walk with confidence within a bi-cultural, bi-lingual Aotearoa honoring Te Tiriti o Waitangi.

We measure success as

- 80% of whānau & Māori children in Yr. 4-6 can identify 5 artifacts / practices that speak to Te Ao Māori poutama by 2024
- 100% of classes working at Level 4b Te Reo/tikanga instruction

Other things we are doing

- Continue implementation of Ka Hikatia, Tataiako, and considering leadership through the lens of Tuu Rangatira,
- Strengthen and extend Kapa Haka across the school and opportunities for all children to be involved
- Consult and include our Māori community on Educational matters,
- Follow local tikanga, especially in the area of welcoming and opening new areas,
- Explore ways to embed key cultural pedagogies for all learners



Leamington School Charter 2022-2024

LEAMINGTON



Creating futures together

Kia aro ngaatahi ki anamata

Goals

People—provide pathways for all people to develop to their highest potential.

Curriculum—achieve Curriculum expectations in Numeracy and Literacy through stimulating, effective teaching and learning techniques.

Community Partnerships—nurture and develop meaningful relationships between families and school to support student achievement and personal development.

Physical Resources—Create and maintain a learning environment that allows students to achieve to their highest potential through stimulating, safe, well equipped resources.

Financial—manage funds effectively to support student achievement and the strategic plan.

Future Focused—develop skills required for success and happiness in a constantly changing world.

Community of Learning – Involvement in Te Puna o Kemureti to strengthen learning pathways and outcomes for all learners.

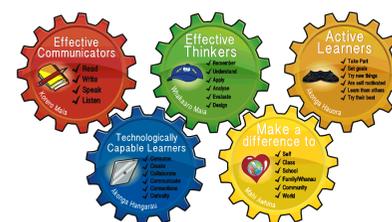
Special Needs / GATE / Cultural Diversity

- ✓ Special abilities programs in place.
- ✓ B.O.T. funding for Reading Booster Groups
- ✓ Monitoring and fund Special Needs students
- ✓ Employ Math Support teacher
- ✓ Fully release SENCO
- ✓ Remedial and Gifted / Talented catered for
- ✓ Booster groups for identified at risk children in Literacy and Numeracy
- ✓ Link with Pat Ave

Strive by



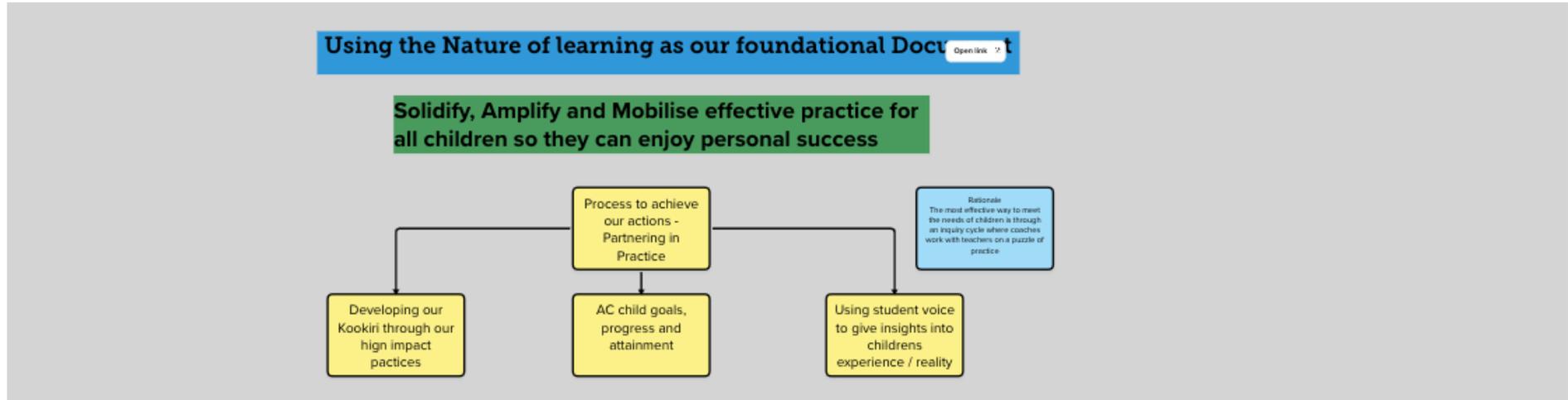
to succeed in being



2022

What draws us together? – *Kia aro ngaatahi ki anamata* - *Creating Futures Together*

2023 Priorities



	Key actions	Success looks like	Quantitative measures	Qualitative measures
Best practice for sequential writing development	<ul style="list-style-type: none"> Teachers having PD in WTB WTB champions within the school Teachers are tracking writing progress through Moderated writing samples twice a year and progressions 	<ul style="list-style-type: none"> Teachers mastering/ automaticity of skills, sentence types to teach Planning deliberate acts within writing and other appropriate curriculum areas Reading programmes are showing connections to writing Progressions accurately reflect where the child is achieving 	<ul style="list-style-type: none"> - 2023 year 6 cohort - 70% 3P or above (currently 55% at or a above) - 2023 year 2 cohort - 80% at 1p or above (currently 96% at or above) - 80% of AC children making accelerated progress - 2023 year 4 cohort - 70% 2P or above (currently 81% at or above) - 25% of Maaori children below expectations in T1 are achieving at by the end of the year - 25% of boys below expectations in T1 are achieving "at" by the end of the year 	<ul style="list-style-type: none"> Teachers feel they have the support they need Teachers feeling more confident in their teaching of writing Better able to meet the needs of children and extend them as writers How the children feel about themselves as writers Yr 4s able to write an increasing number of sentences independently on three ideas, with a minimum of 4 sentences on each idea. Children demonstrate use of sentence types (following progressions expectations)
Best practice for Sequential literacy development	<ul style="list-style-type: none"> Researching and deciding on how we will structure 	<ul style="list-style-type: none"> Decisions for next steps grounded in a literature base 	<ul style="list-style-type: none"> 80% of Children who have been at school for 12 months writing at 1P independently 	<ul style="list-style-type: none"> Children confidently decoding and encoding text Teachers noticing children are writing more within your stories

	<p>literacy acquisition in yr 1</p> <ul style="list-style-type: none"> ● Decide how children will be identified ● Researching, deciding and actioning how we will support struggling readers past year 1 ● Purchasing resources to support direction 	<ul style="list-style-type: none"> ● Children confidently using the skills to decode and encode text ● Effectively Identifying children who are experiencing early difficulties ● Year one children becoming confident emergent readers and writers ● Seeing a shift in writing achievement to 1P after 12 months at school ● 	<ul style="list-style-type: none"> ● 80% of children knowing their letter sounds after 6 months at school ● 80% of children able to decode and encode CVC words after 12 months at school 	<ul style="list-style-type: none"> ● Children feeling success as a learner at school as a reader and writer ● Teachers feel they are making more of a difference for emergent learners ● Teachers feel writing quality has improved
<p>Te Reo, waitata and tikanga heard and seen across the school</p>	<ul style="list-style-type: none"> ● Implementing the Aotearoa Histories curriculum with focus on our whenua and awa ● Te Reo taught in classes by Kaiako and Kaiaarahi (4b) ● Constructing a set of impact measures in relation to belonging, attendance, engagement and success with Whaanau ● Increase the visibility of Reo and te au Maaori artifacts across the school 	<ul style="list-style-type: none"> ● Children know their local stories and their importance to Mana whenua ● A Kaiako Reo working in classes alongside teachers to support Reo, Tikanga and Waiata ● Extension reo and/or kapa haka available for children ● Clear goals for the school on what success in belonging, attendance, engagement and success for Maori at LS consists of developed by Whaanau ● School wide attendance and being on time improves ● Displays in the office/ staff area are bi-lingual ● Teachers learning te reo ● All classes can welcome new children with a whakatau 	<ul style="list-style-type: none"> ● 100% of classes working at Level 4b ● 80% of Maaori children voice noticing reo, tikanga and waitata within classes and across the school ● 93% on time (currently 87% compared to 93% school wide) ● 90% of Maaori students regularly attend (90% or more) (currently 52.5% in T4 23) ● 	<ul style="list-style-type: none"> ● Greetings in the office are bi-lingual ● Teachers are more confident using Te Reo within class ● Participating in events of significance to Mana Whenua ● Classes start day with waiata, karakia, tikanga ● Whaanau voice that their children know more Te Reo and use it at home ● Artifacts of Tikanga/whakapapa noticeable across the school surrounds

New Curriculum Implementation

- 2 Teacher only days to explore new documents that are released
- Te Maataiaho is explored with teachers

- Implementation of NZ histories curriculum
- Teachers confident when using UKD in Curriculum
- Making use of resources that have been created

NA

- Understand, know, do contained in planning of NZ Histories Curriculum
- Understand, know, do reflected in class program for Histories curriculum

Maaori achieving Success as Maaori plan

Vision – What star to follow?

We describe success as – Maaori children and whaanau having pride in connections to whakapapa, reo, tikanga and wairua (our poutama) as a platform to fulfil personal aspirations and potential

We describe success as – All children and adults being able to walk with confidence within a bi-cultural, bi-lingual Aotearoa honoring Te Tiriti o Waitangi.

Mission – What hill to climb next?

100% of classes working at Level 4b Te Reo/tikanga instruction by the end of 2022

80% of whaanau & Maaori children in Yr. 4-6 can identify 5 artifacts / practices that speak to Te Ao Maaori poutama by 2022

Tactics – Key actions

- A Kaiako Reo working in classes alongside teachers to support Reo, Tikanga and Waiata

-Extension Te Reo and Kapa haka classes in place

- Teachers learning / using Te Reo in classes alongside children

- Children can participate in Kapa Haka which can be used throughout the school

- A Te Reo component added to inquiry/appraisal practices to verify continual growth in competence to meet Our Code Our Standards

- Increase the visibility of Maaori Artwork /tikanga throughout School Surrounds

- Displays in the office/ staff area are bi-lingual

Metrics of Impact

- Classes start day with waiata, karakia, tikanga
- All classes can welcome new children with a whakatau
- 100% of classes working at Level 4b
- Office team develop Te Reo competence
- Greetings in the office are bi-lingual
- Teachers have access to resources to use through the week to support Te Reo instruction lessons
- Artifacts of Tikanga/whakapapa noticeable across the school surrounds
- Whaanau voice that their children know more Te Reo and use it at home

Unleash
Talent and
Potential

Clarify
Purpose

Align Systems

Strategy

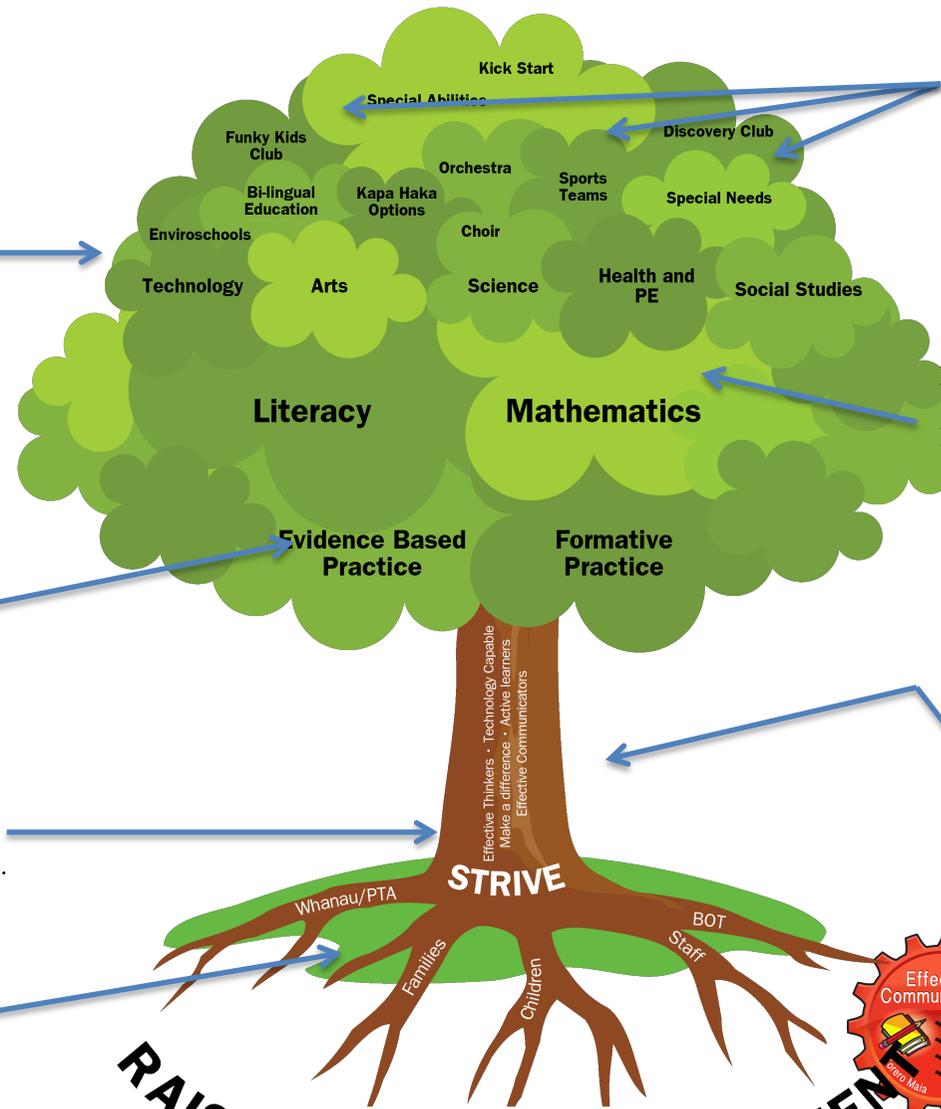
- Lead team in place to oversee the implementation of Te Maatauranga strategy
- Instruction in/ practicing of the use of Te Reo/ Tikanga for a least least 3 hours per week to qualify for MOE funding
- All children engaging in Waiata
- Office Area reflects a bi-cultural Aotearoa
- Tikanga Maaori is visible in art and reo in school surrounds

Kia aro ngaatahi ki anamata **Creating futures together**

Leamington School Vision / Strategic Plan

Success in Literacy and Numeracy and effective teaching practice will lead to high achievement in these areas.

Many other programs unique to Leamington School are all successful because of success in all areas below.



Foundational components that underpin all teaching and learning. This is the Teaching as Inquiry Cycle.

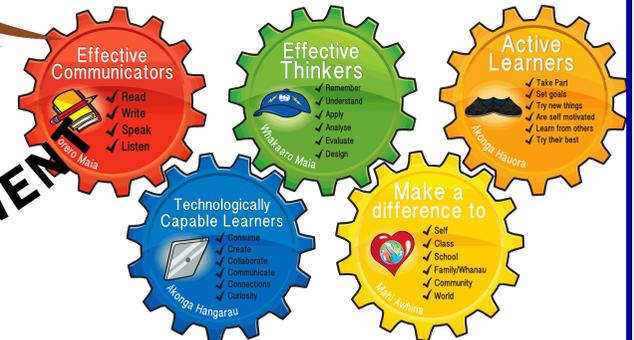
Literacy and Numeracy underpin all learning. These areas are Core Business at our school and are areas we will excel in.

School Virtues and local Kawa permeate all parts of our school life.

Core Goals for all Learners at Leamington School – as these are developed, the key competencies will be nurtured.

All stake holders provide foundation and strength to the school as a whole.

RAISING STUDENT ACHIEVEMENT



Leamington School Strategic Plan 2023 - 2025

NAG 1— Curriculum (Long term goals to raise levels of student achievement and reduce disparity)

Core Curriculum Areas

- 85% of both Maori and Non-Maori Achievement Challenge children reaching their learning goals in reading, writing and math.
- Increase emotional intelligence and overall happiness for every child
- 85% of Year 6 students working within or above curriculum level 3 in writing by the end of the school year
- Dashboard data indicates 85% of year 2 and 4 students are on track to be working within or above curriculum level 3 by the end of year 6 in writing.
- 20/22 AC children reaching 4 out of 6 key indicator goals each term
- 85% of both Maori and Non-Maori on track to be achieving within Level 3 in writing the end of year 6

Language of Learning – the language of learning embedded into our school culture (COGs, Leamington Learners)

Assessment issues—students receiving regular and specific direction to assist with next steps in learning.

Using data to drive learning opportunities / programmes

Partnerships—parents / caregivers actively engaged / participating in their child's education

Preschool relationship programme formed with parents / children to help prepare and educate both parents and children for starting school

Task Design – learning experiences that compliment Kookiri Ako booklets

TOHKA—Effective practice that raises achievement for Boys and Maori shared within and between schools

After / Before School Care—Engaging and safe programme that reflects culture / expectations of Leamington School

Curriculum Implementation—NZ Curriculum implemented / embedded in school culture

Learning focus that places emphasis on depth of thinking / creativity and uses digital tools to extend this learning further

Key areas of learning identified, action plan in place to ensure identified key areas are scaffolded across school

Special abilities—programmes in place to extend classroom programme and individual talents of students

Making a difference—all children regularly & actively engaged in activities that promote making a difference in their community

Special needs—learning needs identified and programmes in place through working with identified agencies for funding and learning direction

Reporting—student lead conferences developed as a key form of reporting and empowering student involvement in their own learning.

QLE – maximising learning spaces to maximise childrens learning potential and teacher reflection.

National Educational and Learning Priorities

1	2	3	4
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives
Every learner/āonga and their family and whānau should be free from real barriers to education. All forms of barriers—cognitive, social, and other—and all forms of racism and disadvantage need to be removed.	Education must be available to, and deliver for, all learners that also learners/āonga have full participation in education, including financial and physical barriers, and to be reduced so all learners/āonga have access to equitable opportunities and outcomes.	We need teachers/āonga to adopt the practices that make the most positive difference for learners/āonga. Strong, highly skilled and motivated teachers/āonga are critical to meeting the needs and aspirations of all learners/āonga.	Learners/āonga need access to education that enables them to meet the changing opportunities and challenges of the future of work. This includes all learning from early childhood education through school, to tertiary education. Clearing pathways to employment, and lifelong learning are important parts of this.
Learners/āonga, families, kaitiaki and their communities should be encouraged and supported to be informal and developing partners in education who can exercise agency and authority. Their voices need to be sought out and listened to.	The education system must be inclusive and value the diversity and unique contributions of learners/āonga from all backgrounds, so all learners/āonga that are empowered and that they belong.	Quality leadership must be developed at all levels of the system to lead positive change and ensure quality day-to-day teaching and learning.	For Māori learners/āonga, this means securing the ability to participate in the Māori New Zealand society and the global context.
Wellbeing is fundamentally intertwined with learning, and needs to be a goal through all parts of our education system.			

- Review and refine Policies and procedure.
- Community Engagement—regular consultation, reporting and engagement with community to reflect community educational priorities and aspirations.
- Continually review digital capability to meet current and future educational needs of children.
- Enrolment scheme.
- Meet legislative requirements.

- Develop agile QLE spaces in existing classroom spaces, develop outdoor learning environments, refurbish - from 5YA and locally raised funds.
- Constantly monitor, review, budget for all curriculum, with a focus on literacy, mathematics, and digital learning opportunities.
- Increased use of and access to digital tools to compliment learning through 6 “C”s
- Ensure there are sustained funds to support the strategic direction of the school
- Manage school property with a focus on allowing students / teachers to function in an attractive, colorful, well managed learning environment both in an out of the class with an ever increasing roll.
- Apply to Charitable organizations to supplement school

- Staff regularly involved (leading and participating) in Professional Development (in school and out of school).
- Staff provided with release time to focus on student achievement in focus areas.
- Appraisal process clearly defined and in place across school focusing on providing pathways for teachers to refine classroom practice (PLIC Process).
- Culture of Teaching as Inquiry and coaching embedded into school to continually refine teaching practice.
- Induction of new teachers ensures areas of importance to the school are consistent for all learners.
- PLIC encourages, supports and scaffolds effective practice.

- Monthly review of school facilities.
- Review Health and Safety Procedures as necessary.
- Health and Safety reports to Board required. Action concerns raised as necessary.
- First aid training for staff as necessary.
- Review and modify behaviour management procedures as necessary.
- Maintain accident register and investigate accident trends.

Physical Resources and Finance

NAG 5 Health and Safety

Core Goals—our answer to the Key Competencies

Key competencies are the skills, attitudes, knowledge and values that children use independently and automatically in all areas of learning and day to day life. The key competencies permeate everything that children learn, do, and live by. We believe that by focusing on key virtues, essential skills / knowledge children need for their future, and the skills / process effective learners bring to all learning, we will develop the key competencies in the children of our school and develop confident, connected, actively involved lifelong learners.

Strive by...

Practising the virtues of...

ReSpect

Honesty

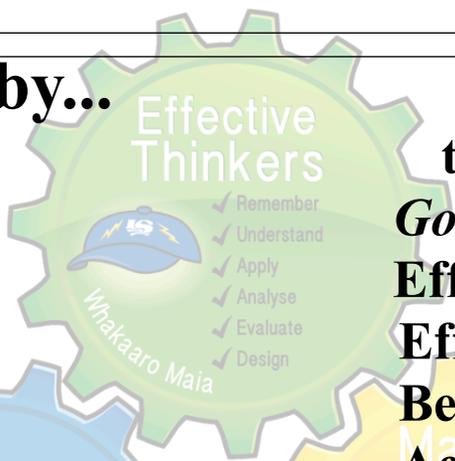
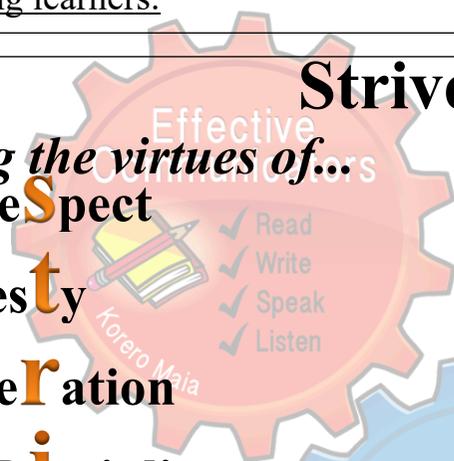
Co-operation

Self Discipline

Creativity

Excellence

Resilience



to develop in every child the Core

Goals of ...

Effective Thinkers

Effective Communicators

Being Technologically capable

Active Learners

Making a difference

Will develop the competencies of ...

- Using language, symbols , texts
- Thinking
- Managing self
- Relating to others
- Participating and contributing

In the areas of

- ✓ Literacy
- ✓ Mathematics
- ✓ Health
- ✓ Social Sciences
- ✓ Science
- ✓ Technology
- ✓ Maaori
- ✓ Arts

Ngaa Tikanga (Values)

All that we do is underpinned by the unifying principles of Kiingitanga:

WHAKAITI - Humility

WHAKAPONO - Trust and Faith

AROHA - Love and Respect

RANGIMAARIE - Peace and Calm

MANAAKITANGA - Caring

KOTAHITANGA - Unity

MAHITAHI - Collaboration

Strategic Objectives

KIINGITANGA

“Whaiaa ko te mana motuhake”

TRIBAL IDENTITY & INTEGRITY

“Ko Tainui te waka, ko Taupiri te maunga, ko Waikato te awa, ko Pootatau te tangata

Waikato taniwharau, he piko he taniwha, he piko he tanwiwha”

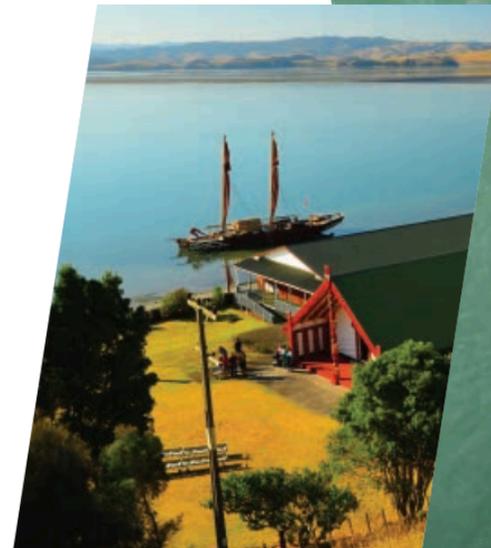
TRIBAL SUCCESS

“Ki te moemoeaa ahau ko ahau anake; ki te moemoeaa taatou ka taea e taatou”

TRIBAL SOCIAL AND ECONOMIC WELLBEING

“Kia niwha te ngaakau ki te whakauu, ki te atawhai i te iwi”

“I am committed to
Kiingitanga, fluent in
te reo *Maaori*,
strong in my *tikanga*, healthy,
well educated and
financially secure”



Whakatupuranga 2050

WHAKATUPURANGA 2050 IS THE TRIBAL BLUEPRINT FOR WAIKATO-TAINUI THAT ARTICULATES THE ASPIRATIONS OF CULTURAL, SOCIAL AND ECONOMIC ADVANCEMENT FOR OUR PEOPLE.

It is a fifty-year long development approach towards building capacity within our marae, haapu and iwi. Whakatupuranga 2050 is a legacy for the next generations. The Waikato-Tainui Education Plan is directly informed by and aligned to Whakatupuranga 2050, which provides the benchmarks for measuring success. The Education Plan supports the realisation of Whakatupuranga 2050 through the empowerment of whaanau to determine destiny and success, as Waikato-Tainui.



Te Whakakitenga (Vision)

**Our vision is inspired by
Kiingi Taawhiao:**

*Maaku anoo e hanga tooku nei whare
Ko ngaa pou oo roto he maahoe, he
patatee*

Ko te taahuuhuu he hiinau

Me whakatupu ki te hua o te rengarenga

Me whakapakari ki te hua o te kawariki.

*I shall build my house from the lesser
known trees of the forest.*

*The support posts shall be maahoe and
patatee, and the ridge pole of hiinau.*

*My people will be nourished by the
rengarenga and strengthened by
the kawariki.*

Te Ahunga (Mission)

**Our purpose is captured in the
words of Princess Te Puea:**

*Kia tupu, kia hua, kia puawai
To grow, to prosper, to sustain.*



Kaahui Ako Strategic Plan that speaks to our priorities

Strategic Goals	Strategic Initiative	Actions To
<p>Goal 1</p> <p>Walking toward Te Ao Maaori</p>	<p>1.1 Give effect to Te Tiriti</p> <p><i>(Katie/Shirley/Carmel)</i></p>	<ul style="list-style-type: none"> Utilise Poutama Pounamu “Ako: Critical Context for Change” framework to support teacher growth and understanding Work with leaders and Kaiako to develop and implement actions that give effect to Te Tiriti Refine our Digital Tool to ensure it is fit for purpose and contains aspects of new learning
	<p>1.2 Design/develop inclusive and equitable pathways for aakonga and rangatahi,</p> <p><i>(Katie/Shirley/Carmel)</i></p>	<ul style="list-style-type: none"> Promote culturally responsive, effective teaching practices that give aakonga more advanced opportunities to learn (p 12) Ensure that the educational aspirations of Ngaati Korokii Kahukura and Ngaati Haaua (Tainui) are on the table for all curriculum planning and development Take a strengths-base approach to develop progressions (phases of learning) across Te Oko Horoi (p 14)
	<p>1.3 Promote belonging through culturally responsive practices that authentically integrate Maatauranga maaori, Key Competencies and Values</p> <p><i>(Katie/Shirley/Carmel)</i></p>	<ul style="list-style-type: none"> Support Kaiako to utilise their learnings from “Ako - critical context for change” to enhance mauri ora of aakonga Plan and take deliberate actions that support the aspirations of the Mana Whenua (applies to all WktK mahi) Complete the development and implementation of Te Oko Horoi “digital tool” to support culturally responsive practice Explore Niho Taniwha framework and PLD opportunities for Te Oko Horoi
<p>Goal 2</p> <p>Embracing Curriculum refresh</p> <p><i>(Developing the learning strands of Te Maataiaho whakapapa)</i></p>	<p>2.1 Partner with Mana Whenua to co-design localised curriculum which aligns with Tangata Whenua aspirations</p> <p>Maataiahika - to focus on local curriculum</p> <p><i>(Cassie/Carmel)</i></p>	<ul style="list-style-type: none"> Develop and publish our Te Oko Horoi Pataka in collaborate with Mana Whenua Develop kete of resources, lesson plans for phases of learning, and the corresponding links to wider Te Ao Maaori concepts (e.g. Kingiitanga etc...) Collecting voice of tangata whenua and whaanau around the aspirational stories (ie Quests of Maui) to help highlight values to bring to the fore
	<p>2.2 Support Kura to develop and implement (weave learning strands together) the “Understand, Know Do” across Te Oko Horoi (p 15)</p> <p><i>(Cassie/Carmel)</i></p>	<ul style="list-style-type: none"> Capturing stories and developing lesson plans for schools to deliver this kaupapa through an Inquiry lens that unpacks big ideas and key concepts via Understand, Know and Do Whaangai ki te Kaihoe partnering with Kaihoe in each setting to help unpack local stories utilising the resources for phases that has been developed
<p>Goal 3</p> <p>Uplifting Aakonga</p>	<p>3.1 Provide opportunities to for aakonga to connect with peers, whaanau, iwi, tuakana and kaiako across our kaahui.</p> <p>(Supporting kaiako and aakonga to have a strong sense of belonging and identity (p13)</p> <p><i>(Lee/Cassie)</i></p>	<ul style="list-style-type: none"> Continue to develop and grow Te Ohu Kaiaarahi o te Kapua iti to include the sharing and telling of local stories, kapa haka, and build the capability of Te Ao Maaori across the kaahui. Collecting voice around the tamariki involvement in Te Ohu Using book of waiata gifted from Ngatai Korokii - bringing these to life at the Te Ohu table Unpack waiata and haka to ensure the essence of these are known by aakonga/rangatahi Continue to promote meaningful relationships with all Kura and kaimahi in their work towards Kaahui Ako goals

		<ul style="list-style-type: none">• Develop inclusive ways of working that enable ECE to participate in Kaahui Ako mahi based on their unique needs.• Plan for and implement cross sector mahi that facilitate whakawhanaungatanga, collaboration and learning• Kura and Kamahi use tools that focus on strength-based approach that acknowledges the mana orite of aakonga maa
	3.2 Mobilise and amplify kaiako capability and capacity (Shirley/Lee)	<ul style="list-style-type: none">• Grow teacher capability and capacity in culturally responsive pedagogy and practice to raise the mauri of aakonga• Grow leadership and teacher capability and capacity through a coaching and appreciative inquiry focus• Grow Whaangai ki te Kaihoe as individuals and as a team.