

# NORTH STREET SCHOOL CHARTER 2024



***“Akongia mō āpōpō – Learn for Tomorrow.”***

52 North Street, Feilding, phone: [06 323 6695](tel:063236695) email: [office@northstreet.school.nz](mailto:office@northstreet.school.nz), website: [www.northstreet.school.nz](http://www.northstreet.school.nz)



## NORTH STREET SCHOOL 2024

About North Street School

Whakaute   Hiranga Ake   Ngāwaritia   Hinengaro Auaha   Whakawhirinaki

North Street School is situated in the Manawatu, in the friendly town of Feilding. Our school enjoys the richness of a diverse and supportive community. North Street School is a full primary school, twenty minutes from Palmerston North and has a roll of approximately 370 students. 55% identify as Māori, 9% Pasifika, 6% Asian, 28% European and 2% other.

We have five teaching teams, consisting of 19 classrooms; nine of these classes operate in Māori immersion education and across years 1-8. We have a Technology Centre catering for Years 5-8. Specialised STEAM / Maramataka classes run throughout the school from Years 1-8. Classes are of a collaborative nature, which allow for flexibility and targeted group teaching to occur. We care about student well-being and aim to be a school where quality relationships underpin our open and caring approach. We are very proud of strong links with our Māori community and celebrate the opportunities we offer across the school in Te Reo Māori and links to Te Ao Māori.







# NORTH STREET SCHOOL CHARTER 2024

## VISION

Our “VISION” is “A North Street Student is a ‘Positive, Connected, Engaged, Explorer’ of their own Learning.”

## MISSION STATEMENT

*Akongia mō āpōpō.*  
‘Learning for tomorrow’.

The school motto calls us to look to the future and to have learning as our focus.

## NATIONAL EDUCATION AND LEARNING PRIORITIES

Learners at the centre.  
Barrier free access.  
Quality teaching and leadership.  
Future of learning and work.  
World class inclusive public education.

## WE VALUE:

Empowering learners to lead their own learning to reach their full potential.  
Inclusion, confidence, self-efficacy and success for all.  
Community Engagement.  
Key Competency Attributes.  
Well-rounded and capable students, able to be positive citizens in society.  
Safe and caring learning environments where students are included as part of the learning process.  
Culturally responsive teaching practices.

## SCHOOL VALUES:

North Street School is led by the REACH values. This is integrated within our vision, NZC, Inquiry focus and is evidenced through the Key Competencies.  
Respect: Whakaute.  
Excellence: Hiranga Ake.  
Acceptance: Ngāwaritia.  
Creativity: Hinengaro Auaha.  
Honesty: Whakawhirinaki.





## NORTH STREET SCHOOL REACH VALUES 2024

<b>Respect</b> <b>Whakaute</b>	<i>"I share my ideas"</i> <i>"I ask others to join in with my learning"</i> <i>"I talk about my learning"</i> <i>"I include others"</i>	<b>Key Competency:</b> <b>Participating &amp; Contributing</b>		<b>Question</b> To be able to evaluate, not always accept answers as being right Stimulating wonder, awe, and contemplation Seek to know more, and gain knowledge
<b>Excellence</b> <b>Hiranga Ake</b>	<i>"I am keen to learn"</i> <i>"I have a can-do attitude"</i> <i>"I can set my own goals"</i> <i>"I can make a plan to help with my learning"</i> <i>"I set myself high standards"</i>	<b>Key Competency:</b> <b>Managing Self</b>		<b>Reflection</b> Feedback, feed forward and next steps Looking at myself-how did I get here? Changes I can make; - Behaviour, attitude
<b>Acceptance</b> <b>Ngāwaritia</b>	<i>"I love challenges"</i> <i>"I try to lead others and show the way"</i> <i>"I search for people I can follow to be an even better learner"</i> <i>"I can learn by working hard on my own"</i>	<b>Key Competency:</b> <b>Managing Self</b>		<b>Resilience</b> Never give up Risk takers Not being afraid to fail Bounce back
<b>Creativity</b> <b>Hinengaro Auaha</b>	<i>"I think creatively"</i> <i>"I think about all the possibilities"</i> <i>"I show my thinking using language and symbols"</i> <i>"I share my thinking and learning in words and numbers"</i>	<b>Key Competency:</b> <b>Thinking</b>		<b>Curiosity</b> <i>'I wonder?'</i> - having wonderings Taking risks Safe environment Exploring developing imagination Problem solve Challenges - seek new knowledge
<b>Honesty</b> <b>Whakawhirinaki</b>	<i>"I tell the truth"</i> <i>"I show honest endeavour"</i> <i>"I am honest to myself and my learning"</i> <i>"I am self-aware"</i> <i>"I am responsible for my own thoughts and actions"</i>	<b>Key Competency:</b> <b>Thinking</b>		<b>Mindful</b> Self-aware Think about thinking Actions and behaviour Consider others around you Consider surroundings



## CULTURAL DIVERSITY AND MĀORI DIMENSION

The Board and staff at North Street School are continually working towards developing and maintaining an ethos that reflects New Zealand's cultural diversity and in particular, the unique position of Māori as Tangata Whenua.

We achieve this through:

- School policy and curriculum delivery
- The leadership of our Māori Curriculum Team
- Whānau Engagement
- Programmes in Tikanga, Te Reo and Kapa Haka
- Staff development through
  - Kāhui Ako
  - Partnership with local iwi
  - Core Education
  - Maramataka
- Culturally Responsive Pedagogy

The principles of Te Mātaiaho, Te Hikitia and Tātaiako are interwoven throughout teaching and learning, and are implicit within the REACH Values. We respect and value the support and knowledge that our Whānau bring with them as part of our school.

In 2024: 55% of NSS students identified as Māori.





# NORTH STREET SCHOOL STRATEGIC PLAN 2024 - 2025

## Improving Student Learning and Achievement

- All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the Curriculum Levels in Reading, Writing and Mathematics.
- Curriculum support programmes are:
  - o PLD in Mathematics with Cognition
  - o Target and priority learners identified in Literacy and Numeracy.
- Reading Recovery (2 Teachers).
- Provision of Steam opportunities in Science, Technology, Engineering Mathematics and Art.
- Key competencies and Aotearoa Histories drive both student and teacher Inquiry.
- Develop and implement the children's capacity to use their 'Backpack for Learning' key learning principles.
- Special Education Provision: Students with special needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community environment.

## Delivering a Quality Learning Environment

- Learning Programmes and Teaching Delivery:
  - o Whole school behaviour management and philosophy, reviewed and developed through PB4L, school wide, values, KC's, mission and vision.
- Continue Philosophy for Children (P4C) school wide.
- Continue to develop Tier 2 PB4L interventions to support students in class and school.
- Curriculum foci in Literacy, Mathematics, Maori, Digital, Technology
- Develop and implement the children's capacity to use their 'Backpack for Learning'.
- Technologies are actively used and reflected upon to support learning.
- Teachers will work collaboratively to share, and learn from 'best practice' done through ongoing 'Coaching' partnerships.
- Continuing to develop staff, students and parents' use of ICT to support teaching and learning and communication between home and school.

## School Organisation and Structure

### *Property*

- Action the 5-10 year plan.
- Continue to develop outdoor learning environments with the addition of new equipment
- PB4L signage with NSS Explorers developed.
- Develop optimal learning environments.
- Implementation of cyclical maintenance – painting.
- Investment in furniture for innovative learning environments.
- Develop the library block into a Modern Learning Hub that includes STEAM activities.

### *Health and safety*

- Students will experience the benefits of being healthy, connected and supported.
- Provide opportunities for tamariki to live active and healthy lifestyles.
- Participation in our Feilding Districts Kāhui Ako shared achievement challenges.
- Provide teachers with adequate learning and admin support for systems and processes.
- *Performance management* - targeting teachers' professional

	<ul style="list-style-type: none"> <li>• Maori Student Achievement: continue implementing Tātaiako competencies across the curriculum.</li> <li>• Provide opportunities for Maori student engagement and success as Maori through the annual review of our Maori Student Achievement Data.</li> <li>• Develop and implement Kauwhatatanga.</li> <li>• Student achievement goals focused on accelerating achievement in the area of Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen and promote family and whanau partnerships with an appreciation of the cultural diversity of our school community- Whakawhanaungatanga</li> <li>• Provision of enrichment opportunities in Sport, the Arts, Technology and Culture</li> <li>• Development of a cultural narrative linked to the whenua and local tikanga. Whakawhānaungatanga.</li> </ul>	<p>needs through implementation of the Professional Growth Cycle.</p> <p><i>Finance</i></p> <ul style="list-style-type: none"> <li>• Budgets cater for resources, professional development and general school running costs.</li> <li>• Ensure there are sustained funds to support the strategic direction of the school.</li> </ul> <p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>• Maintain a focus of ongoing self-review, Professional Growth Cycle, in ways that will best meet the needs of both teachers and learners.</li> </ul> <p><i>Community</i></p> <ul style="list-style-type: none"> <li>• Knowledge of current educational practice is developed through regular information and termly Whānau Hui.</li> </ul>
--	--	---	---



2024

## TANGATA

**Students, staff and whanau, thrive in an inclusive learning environment and culture.**

- Cohorts of students at risk of not thriving are specifically targeted with innovative initiatives.
- All stakeholders are included in the development and planning of the learning, environment and culture.
- To have an authentic and sustainable partnership with mana whenua. (1.1) - KAAC

**OBJECTIVE 1**

**LEARNERS AT THE CENTRE**

Learners with their whānau are at the centre of education

**OBJECTIVE 5**

**WORLD CLASS INCLUSIVE PUBLIC EDUCATION**

New Zealand education is trusted and sustainable

## AKO

**A pedagogically rich curriculum informs the learning programmes of all students.**

- Cultural competencies inform the development of a localised curriculum ensuring the principles of Te Tiriti ō Waitangi are integrated, meaningful and authentic.
- The PLP is developed and implemented to support teachers to understand and help with the development of the localised curriculum.
- Kaitiaki who know and understand our ākonga, who can develop and lead strategies to improve practice and the capabilities of others (1.3)(1.6)

**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

## WHENUA

**The local physical environment, and community, enhance learning, and honours the bi-cultural context of NSS.**

- Learning programmes use the local environment in an authentic context.
- Connections made with a variety of local communities and/or iwi to enhance the learning of students.
- The school environment will increasingly reflect the bi-cultural context.

**OBJECTIVE 2**

**BARRIER FREE ACCESS**

Great education opportunities and outcomes are within reach for every learner





# NORTH STREET SCHOOL ANNUAL PLAN 2024

## Teaching and Learning

## Professional Development

- All students are successfully able to access the New Zealand Curriculum-Te Mātaiaho as evidenced by achievement in relation to the Curriculum Levels in Reading, Writing and Mathematics.
- Curriculum support programmes are:
  - o PLD in Mathematics with Cognition
  - o Target and priority learners identified in Literacy and Numeracy.
- Reading Recovery (2 Teachers).
- Provision of Steam opportunities in Science, Technology, Engineering Mathematics and Art.
- Key competencies and Aotearoa Histories drive both student and teacher Inquiry.
- Develop and implement the children's capacity to use their 'Backpack for Learning' key learning principles.
- Special Education Provision: Students with special needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community environment.
- **Maori Student Achievement:**
  - Continue implementing Tātaiako competencies across the curriculum
  - Provide opportunities for Maori student engagement and success as Maori through the annual review of our Maori Student Achievement Data.
  - Develop and implement Kauwhatatanga/ local

- Whole school behaviour management and philosophy, reviewed and developed through PB4L school wide, values, KC's, mission and vision.
- Continue Philosophy for Children (P4C) school wide.
- Continue to develop Tier 2 PB4L interventions to support students in class and school.
- Curriculum foci in Literacy, Mathematics, Maori, and Digital Technology.
- Develop and implement the children's capacity to use their 'Backpack for Learning'.
- Technologies are actively used and reflected upon to support learning.
- Teachers will work collaboratively to share, and learn from 'best practice' done through ongoing 'Year level' partnerships and fortnightly meetings
- Continuing to develop staff, students and parents' use of ICT to support teaching and learning and communication between home and school.
- Strengthen and promote family and Whānau partnerships with an appreciation of the cultural diversity of our school community. Whakawhānaungatanga.
- Provision of enrichment opportunities in Sport, the Arts, Technology and Culture.
- Development of a cultural narrative linked to the whenua and local tikanga, Whakawhānaungatanga

	<ul style="list-style-type: none"><li>narratives.</li><li>Student achievement goals focused on accelerating achievement in the area of Mathematics.</li><li>Tumuaki and kaiako proficient with the essential pedagogies from Te Mātaiaho.</li><li>To have curious, confident and connected ākonga who attend regularly and experience mana-enhancing learning opportunities that support them to feel empowered and achieve success.</li><li>Ākonga feedback indicates they feel visible in their own learning.</li></ul>	<ul style="list-style-type: none"><li>To have collaboratively created indigenously guided approaches and learning plans.</li><li>Use outside specialists to deliver quality programmes in a variety of curriculum areas.</li><li>Kaiako will demonstrate knowledge Te Ao Māori.</li></ul>	
	<b>Property</b> <ul style="list-style-type: none"><li>Action the 5-10 year plan.</li><li>Continue to develop outdoor learning environments with the addition of new equipment.</li><li>PB4L signage with NSS Explorers developed.</li><li>Develop optimal learning environments.</li><li>Cultural tohu that connect with our tamariki as tangata whenua. ie Whakairo.</li><li>Investment in furniture for Innovative Learning Environments.</li><li>Develop the library block into a Modern learning hub that includes STEAM activities.</li><li>More storage for organisation and decluttering of spaces.</li></ul>	<b>Health and Safety</b> <ul style="list-style-type: none"><li>Students will experience the benefits of being healthy, connected and supported with outside agencies.</li><li>Provide opportunities for tamariki to live active and healthy lifestyles.</li><li>Participation in our Feilding Districts Kāhui Ako shared achievement challenges.</li><li>Provide teachers with adequate learning and admin support for systems and processes.</li><li><i>Performance management</i> - targeting teachers' professional needs through implementation of the 'Professional Growth Cycle.'</li></ul>	<b>Review</b> <i>Finance</i> <ul style="list-style-type: none"><li>Budgets cater for resources, professional development and general school running costs.</li><li>Ensure there are sustained funds to support the strategic direction of the school.</li></ul> <i>Evaluation</i> <ul style="list-style-type: none"><li>Maintain a focus of on-going self-review, Professional growth cycle, in ways that will best meet the needs of both teachers and learners.</li></ul> <i>Community</i> <ul style="list-style-type: none"><li>Knowledge of current educational practice is developed through regular information and termly 'Whanau Hui.'</li><li>Work with the Kahui to build Whakawhānaungatanga and develop ako.</li></ul>

<b>TANGATA</b>	<b>Students, staff and whanau, thrive in an inclusive learning environment and culture.</b>	<ol style="list-style-type: none"> <li>1. Cohorts of students at risk of not thriving are specifically targeted with innovative initiatives.</li> <li>2. All stakeholders are included in the development and planning of the learning, environment and culture.</li> <li>3. To have an authentic and sustainable partnership with mana whenua. (1.1)</li> </ol>
<b>AKO</b>	<b>A pedagogically rich curriculum informs the learning programmes of all students.</b>	<ol style="list-style-type: none"> <li>1. Cultural competencies inform the development of a localised curriculum ensuring the principles of Te Tiriti ō Waitangi are integrated, meaningful and authentic.</li> <li>2. The PLP is developed and implemented to support teachers to understand and help with the development of the localised curriculum.</li> <li>3. Kaitiaki who know and understand our ākonga, who can develop and lead strategies to improve practice and the capabilities of others (1.3)(1.6)</li> </ol>
<b>WHENUA</b>	<b>The local physical environment, and community, enhance learning, and honours the bi-cultural context of NSS.</b>	<ol style="list-style-type: none"> <li>1. Learning programmes use the local environment in an authentic context.</li> <li>2. Connections made with a variety of local communities and/or iwi to enhance the learning of students.</li> <li>3. The school environment will increasingly reflect the bi-cultural context.</li> </ol>



# NORTH STREET SCHOOL eLEARNING PLAN 2024

*“To develop and maintain effective reliable ICT infrastructure within the school to meet the evolving digital needs of students.”*

Professional Development	Communications	Teaching and Learning
<ul style="list-style-type: none"> <li>• There is an open, safe and collaborative culture for whole school e learning change and development through the trial, reflecting and sharing of practices and pedagogies that are directly informed by student needs and supported by integrated online systems.</li> <li>• ICT leader for 2024 will change New Era new ICT provider</li> <li>• Develop use of Google docs in all classes and begin to look at Google Classroom where it is age appropriate.</li> <li>• Attend frequent school workshops around blended eLearning.</li> <li>• Provide support for use of devices to continue to build authentic integrated eLearning.</li> <li>• Training and use of eTAP ongoing to analyse and display as graphs.</li> <li>• Include eLearning within curriculum planning.</li> <li>• Use digital technologies appropriately to support higher order, collaborative teaching and learning according to teacher capability and access to devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital citizenship and cyber safety policy and practices planned and implemented.</li> <li>• Increasingly use digital technologies when sharing with parents and community- school website, school Facebook, Team Facebook, Class Dojo, Seesaw and Skool Loop.</li> <li>• Start to communicate Digital Citizenship to parents/community and develop supportive partnerships through emails, texts, surveys, Skool Loop, the school website, Facebook, Messenger.</li> </ul>	<ul style="list-style-type: none"> <li>• Technologies are used appropriately to enable students to critically reflect and manage their own learning, as well as share their progress with the wider community.</li> <li>• Students begin to use technologies in an ongoing way to develop and share their learning, curate aspects of their work, and engage in self and peer based reflection.</li> <li>• Explore Google Classroom.</li> <li>• Curriculum integrates technologies responsively to support authentic, higher-order, collaborative learning and teaching practices and pedagogies.</li> <li>• Technologies continue to be updated to 21st Century capabilities / Infrastructure.</li> <li>• SMS actively used to support administrative assessment and teaching and learning needs.</li> <li>• Class environments combine spaces for both virtual and physical learning.</li> <li>• Classes to have a spread of digital devices (BYOD and school owned) to enable all teachers and</li> </ul>
	<h3>Strategic Direction &amp; Leadership</h3>	
	<ul style="list-style-type: none"> <li>• With staff and community engagement and understanding; the School vision, strategic plan, and policy describe how technologies will enhance teaching and learning.</li> <li>• Effective use of technologies are blended into practices and processes across the school</li> </ul>	



	<ul style="list-style-type: none"> <li>• Provision for developing teacher capability to use Hapara Teacher Dashboard to ensure safe internet use of students.</li> <li>• Explore and share apps/programmes that enhance learning, with a main focus on Maths.</li> <li>• PLD for staff on ICT basics <ul style="list-style-type: none"> <li>- i.e. <i>current tabs, ICT features</i></li> <li>- <i>Advertise local ICT PLDs</i></li> <li>- <i>PLD on Hapara</i></li> <li>- <i>PLD on JAMF</i></li> <li>- <i>PLD with New Era, ICT providers</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>with deliberate leadership, modelling and mentoring.</li> <li>• Online Professional Inquiry and Teacher Attestation is a cumulative, living document within which teachers investigate, record and reflect upon the way technologies can enhance both their own and students' learning.</li> <li>• PLD for teachers, major focus area being implementation of the Digital curriculum.</li> <li>• Provision for PLD from outside agencies, <ul style="list-style-type: none"> <li>- i.e. ULearn, Te Raranga Matihiko, and Core.</li> </ul> </li> <li>• Use of local community Digital devices and programmes available to staff. <ul style="list-style-type: none"> <li>- i.e. Local Library resources</li> </ul> </li> <li>Investing in eLearning initiatives/licences and apps</li> <li>• Advertise cyber safe programs</li> <li>• Core - links to digital curriculum</li> <li>• iPad apps/uses PLD</li> <li>• Chrome book apps PLD</li> </ul>	<ul style="list-style-type: none"> <li>students to engage in digital learning.</li> <li>• Continue with 1:1 drive, will have at least 1:1 ratio by the end of 2024 in Years 5-8 - funding reflects that.</li> <li>• Investing in eLearning initiatives</li> <li>• Provision to build teachers capabilities will be developed in the following areas:</li> <li>• Computational thinking for digital technologies</li> <li>• Designing and developing digital outcomes</li> <li>• Designing and developing materials outcomes</li> <li>• Designing and developing processed outcomes</li> <li>• Design and visual communication</li> </ul>
--	--	--	--



# NORTH STREET SCHOOL MAORI ACHIEVEMENT PLAN 2024

*“Te Reo Māori is like our learners. Precious. We need to nurture and feed our learners so they can grow and be prepared for what the future has installed. Every child has the right to walk in both worlds in Aotearoa and our Te Reo Māori programme opens the doors and encourages students to experience success.”*

## Baseline Data 2024

**Reading:** 2023 78.5% Māori are At or Above, 21.5% Māori are below/well below the expected curriculum level.

**Writing:** 2023. 69.7% Māori are At or Above, 30.3% Māori are below/well below the expected curriculum level.

**Maths:** 2023 69.1% Māori are At or Above, 30.9% Māori are below/well below the expected curriculum level.

### Targets 2024

Māori students below/well below school wide in all curriculum areas.

## Te Tai Ao

- School wide Inquiry strengthening home and school connections.
- School waiata “Te Kei a te Kura” interwoven into school values in Te Reo and Tikanga
- We are committed to the principles of Tataiako and the cultural competencies-Wananga, Whānaungatanga, Manaakitanga, Tangata Whenuatanga.
- Bilingual signage / learning spaces.

## Tangata

- Aim to strengthen Kapa Haka in a culturally responsive learning environment and to provide opportunities for all ākonga to engage in their language, culture and traditional practices. Need a senior tutor.
- Aim to strengthen our Junior Year 1 -4 Team to operate alongside our Senior roopu. Participate at Te Pae Tamariki, Matariki and other performances throughout the year
- Māori role models promoted to support and enhance Māori learners', in particular Māori boys.
- Matariki and Community Engagement aim to establish strong

## Ako

- Staff to demonstrate commitment to PLD of personal and professional practice through Te Ahu O Te Reo, or similar programme of their choice.
- Provision of opportunities to enable every student to experience Te Reo across the curriculum.
- Strengthen and actively prioritise Māori learner achievement including accelerated progress of Māori learners achieving below / well below (Targets).
- To establish and maintain effective professional relationships focused on the learning and well-being of all ākonga. Tapa Whā model.

## Whenua

- ‘Me titiro whakamuri kia anga whakamua.’  
‘We must look to the past to strive for the future.’
- Actively promote a learning culture, which engages diverse learners. Build a collection of staff/student known waiata.
  - Strengthen and maintain a healthy bicultural partnership, alongside local iwi, hapū and whānau-aligned with Kahui Ako and co-labs through Kahui Ako.
  - Bi-annual Marae visits – school wide.
  - Conceptualise, demonstrate and practice known waiata and karakia,

	<p>home-school partnerships where parents, whānau, and communities are involved and supported in students' learning.</p> <ul style="list-style-type: none"> <li>• Te Wiki O Te Reo Māori – Acknowledge, celebrate and build stronger connections with local iwi and hapū working with Kahui Ako. Harness their knowledge of Māori language, culture, and identity – Kauwhatatanga.</li> <li>• Implement and strengthen cultural competencies for all teachers. Promote a collaborative, inclusive and supportive learning environment through PB4L/Bilingual School Values.</li> <li>• Value and develop competence in Te Reo and Tikanga Māori.</li> <li>• Continue to Implement the principles of Ka Hikitia and Tātaiako alongside the refreshed NZ Curriculum <ul style="list-style-type: none"> <li>- Te Mātaiaho refreshed Curriculum.</li> </ul> </li> <li>• Continue teacher/whanau journey through Te Ahu O Te Reo, and other available courses/programmes.</li> <li>• Kaitiaki work with whānau to build a comprehensive knowledge of ākonga.</li> <li>• Whānau engagement and actions indicate they feel their child's mana is being enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to design, plan, and use and implement a relevant learning programme to develop Level 1 – 4 communication skills in Te Reo Māori and Tikanga Māori.</li> <li>• Scaffold Te Aho Arataki Marau curriculum guidelines and learning te reo Māori within an English medium school.</li> <li>• Focus on Maori History (Te Takanga O Te Wā), Tiriti o Waitangi and its impact on NZ. PLD from a Core Education facilitator.</li> <li>• PLD on, Pepeha, Karakia, Waiata, Maori history, programmes etc <ul style="list-style-type: none"> <li>- Localise curriculum with Kauwhata narratives</li> <li>- Te Whiringa Wha</li> <li>- Hauora a Hinengaro</li> <li>- To build a Wahanga Ako within Room 15/16</li> <li>- To establish a Waharoa</li> <li>- Consultation with iwi, hapu</li> <li>- Maramataka/ Te Ao Maori</li> <li>- Mau Rakau</li> </ul> </li> <li>• Provides opportunities to develop and upskill staff eg, MAC and Te Akatea.</li> <li>• Tumuaki and kaiako understand and support the aspirations of Te Hīringa O Te Mahara (Ngāti Kauwhata Education Strategy).</li> <li>• Kaiako will demonstrate knowledge Te Ao Māori.</li> <li>• Tumuaki and WSLs ensure cultural auditing processes are implemented in their schools.</li> <li>• Essential pedagogies from Te Mātaiaho embedded in teaching and learning.</li> </ul>	<p>to promote an inclusive and supportive learning environment.</p> <ul style="list-style-type: none"> <li>• Build cultural capacity with teachers and students around identity, awareness and connectedness.</li> <li>• Develop relationships through working with Kahui Ako ASLs and WSLs.</li> <li>• Continue with whanau support group to engage parents and community into school activities/fundraisers - continue working with the Maori Committee.</li> <li>• Nurturing a relationship with Kohanga Reo.</li> <li>• PLD provided around the Curriculum Refresh, especially around Aotearoa Histories.</li> <li>• Provide resources and PLD for the Curriculum Refresh.</li> <li>• Continue providing updated Māori resources.</li> <li>• Established Mahi by Mahi (structured Literacy PLD and resources) Programme in the junior school first.</li> <li>• Continue our kaupapa per term around the “Know Contexts” in the Aotearoa NZ histories; <ul style="list-style-type: none"> <li>- Term 1 - Tino Rangatiratanga me te Kawanatanga.</li> <li>- Term 2 - Whakapapa me te Whanaungatanga.</li> <li>- Term 3 - Tūrangawaewae me te Kaitiakitanga.</li> <li>- Term 4 - Kowhiringa Ohaoha me te Whai Oranga.</li> </ul> </li> </ul>
--	--	--	---