



# NGUTUNUI ENVIRO SCHOOL

School number: **1853**

400 NGUTUNUI ROAD

RD 6

TE AWAMUTU 3876

Ph: 07 8719426

PRINCIPAL: Mark Harrop

[principal@ngutunui.school.nz](mailto:principal@ngutunui.school.nz)

## CHARTER 2017

---

### Vision

STRIVE TO ACHIEVE / E WHAIA KI TO MATAURANGA

### Mission Statement

Ngutunui Enviro School is a place where people and nature are nurtured and the whole school environment is a learning resource.

### Values

Show Respect, Be Courageous, Have Resilience, Strive for Excellence

### Special Character

Ngutunui Enviro School is a country school located in a rural community south of Pirongia and between Te Awamutu and Otorohanga. It has two classes which cater for year 1-8 students. There are currently 55 on the roll, 34 who identify as NZ European, 17 who identify as Māori, 2 who identify as Fijian Indian, 2 who identify as Filipino and 1 Afrikaans. The school is well presented and maintained. Its generous resources include a swimming pool, hall and tennis court and it is well supported by school families and the wider community.

Ngutunui Enviro School has a special character that supports students to learn about and develop sustainable relationships, community and environment. Within a culture of respect and courageousness, students are encouraged to strive for excellence, contribute constructively, be risk takers and grow to fully appreciate our human and environmental diversity. The school is committed to maintaining and celebrating the unique and special rural character and heritage of the school.

Ngutunui Enviro School believes all children should be exposed to a wide range of learning experiences. To support staff skills and expertise, it therefore also draws on community expertise and generosity to provide extracurricular opportunities, including those for Social Science, Science, Sport, Technology and the Arts. Special annual events include Agricultural and Group Days, Interschool Sport and Speech Competitions, Kapa Haka, Wearable Arts, and Project Energise Sport and Nutrition programmes.

Ngutunui Enviro School's learning programmes give priority to raising student achievement in Literacy and Numeracy. They also acknowledge and address the individual learning needs of our students. Where Information and Communication Technology is recognised as enhancing learning it is utilised, with the intent being that students will

ultimately become competent and confident users of many modern digital learning tools. The school aims to provide a foundation for students to achieve success and develop lifelong skills and competencies.

### **Ngutunui Enviro School Philosophy**

Through exploration, discovery and nurturing we will strengthen our relationships with all things. Our whole school environment provides a context for learning about our changing world. We can all be actively involved in the empowerment of ourselves and others and can grow to understand that respect, equity and diversity are needed for sustaining life long learners

### **Cultural Diversity and our Māori Dimension:**

**Ngutunui Enviro School will reflect New Zealand's cultural diversity by:**

- Recognising and valuing the cultures within the school and wider community.
- Understanding local and national cultural traditions and histories.
- Acknowledging and celebrating New Zealand's cultural diversity.
- Developing and reviewing our school's Māori Student Achievement plan to address the needs of all learners.

**Ngutunui Enviro School will reflect the unique position of the Māori culture by:**

- Following and honouring the principles of The Treaty of Waitangi.
- Recognising the unique position of Māori within New Zealand society.
- Understanding the nature of biculturalism and the partnership between Maori and Pakeha.
- Exploring bicultural heritage and how it contributes to a sense of identity for New Zealanders.

**The school will undertake to incorporate Māori culture and protocol (tikanga Māori) into the school's curriculum and practices through:**

- Use of correct pronunciation.
- Teaching of Te Reo and Tikanga Māori.
- Kapa Haka Group
- Building relationships with the Maori community, including further developing the school's link with a local marae.
- Inviting Maori members of the community to assist with staff and student education.
- Special occasions.

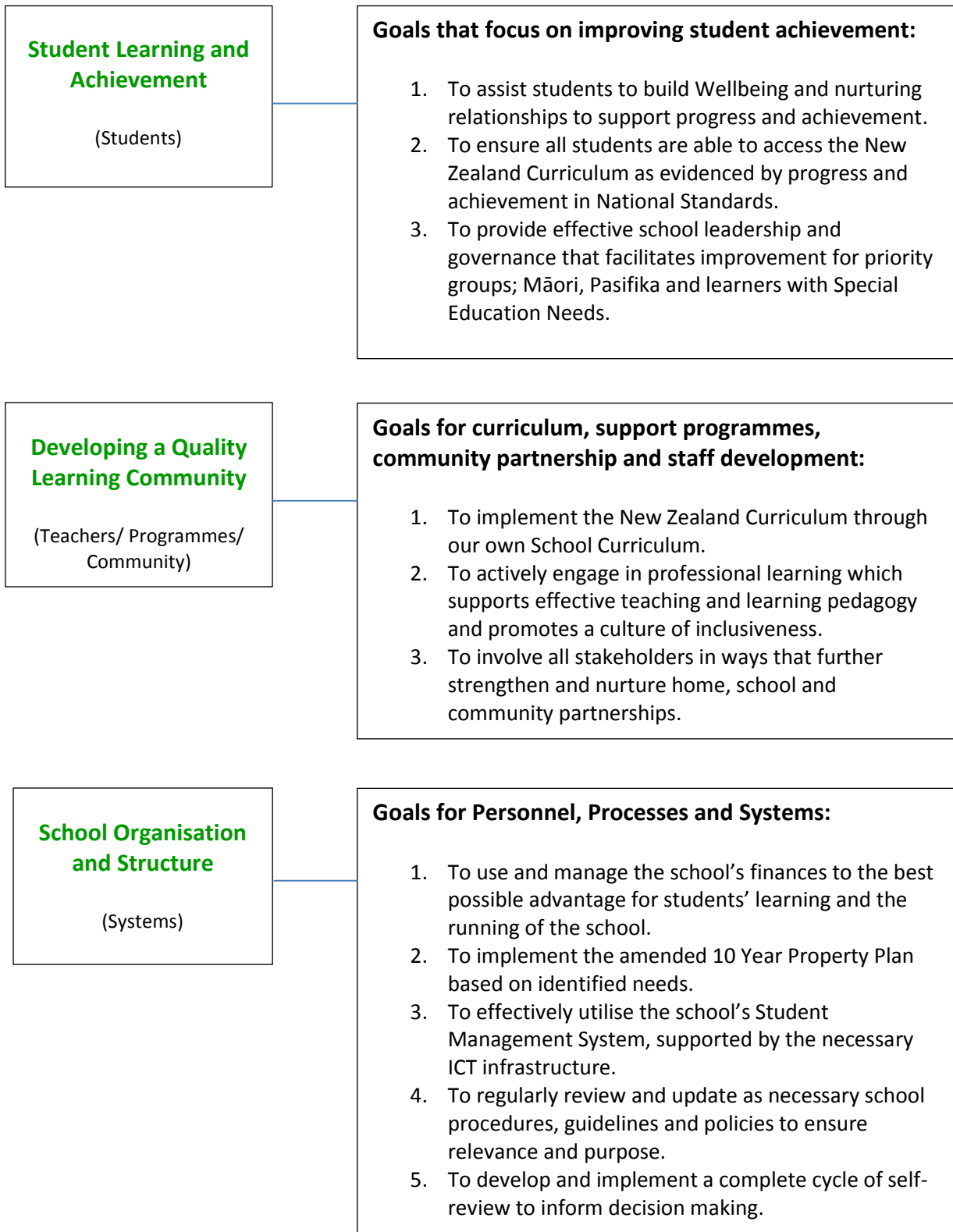
**Ngutunui Enviro School will implement Te Reo programmes in both classes for all students and all reasonable steps will be taken if parents request Te Reo Māori. Steps taken to establish the views and concerns of the school's Māori communities may include:**

- Direct contact via face to face meetings, phone, email.
- Indirect contact via surveys.
- Community forums/hui.

(See Cultural Responsiveness Plan)



# STRATEGIC PLANNING - GOALS 2017-2019



**School Organisation and Structure** are the foundation for **Developing a Quality Learning Community** that creates the environment for **Student Learning and Achievement**.

**2017-2019, To give effect to the New Zealand Curriculum...**

**Strategic Goal 1:**

**Developing a school wide understanding and commitment to our new School Values.**

<b>OBJECTIVES</b>	<b>ACTIONS</b>	<b>EXPECTED OUTCOMES</b>
<p><b>Objective 1:</b> To develop a set of indicators for students, staff and community members for the purposes of creating a culture of learning where people take personal responsibility for their own learning and behaviour.</p>	<ol style="list-style-type: none"> <li>1. Staff to develop the verbs to describe what our values in action look like for us as teachers.</li> <li>2. Students to develop their understanding of our values in action as learners through a set of actions that will demonstrate the values. Forming the basis of their classroom treaty.</li> <li>3. Making our values highly visible and accessible to all stake holders in the learning environment, charter, parent book, website.</li> </ol>	<ol style="list-style-type: none"> <li>1. The statements made for each value become the indicators to guide personal and collective responsibility for all learning and behaviour.</li> </ol>

**2017-2019, To give effect to the National Standards...**

**Strategic Goal 2:**

**To ensure all students are able to access the New Zealand Curriculum as evidenced by progress and achievement in National Standards.**

<b>OBJECTIVES</b>	<b>ACTIONS</b>	<b>EXPECTED OUTCOMES</b>
<p><b>Objective 1:</b> National Standards in Reading, Writing and Mathematics. To accelerate the progress and achievement of all students currently at risk of not achieving the National Standards</p>	<ol style="list-style-type: none"> <li>1. Student achievement information will be collected, collated and analysed to inform teaching and learning.</li> <li>2. Teacher planning will reflect the learning needs of students and be based on progress and achievement information.</li> <li>3. Teachers will implement deliberate acts of teaching consistent with proven, effective practice in the teaching of Reading, Writing and Maths.</li> <li>4. Regular review of the Literacy and Maths Implementation Plans in the School Curriculum will ensure relevance.</li> <li>5. Participation in the Rural and Roses PLD Group</li> </ol>	<ol style="list-style-type: none"> <li>1. Data analysis will be consistent schoolwide and data will be valid and reliable.</li> <li>2. Data will track student progress and achievement over time.</li> <li>3. Teachers will use data effectively to inform teaching and learning decisions.</li> <li>4. Teachers will regularly review student progress and adapt teaching and learning to meet needs, with particular focus on 'Target Learners' who are below the standard.</li> <li>5. Reports to the Board about student progress and achievement will be ongoing.</li> </ol>

## 2017-2019, To give effect to the Educational Priorities...

### **Strategic Goal 3:**

**To provide effective school leadership and governance that facilitates improvement for priority groups; Māori, Pasifika and Special Needs.**

OBJECTIVES	ACTIONS	EXPECTED OUTCOMES
<p><b>Objective 1:</b> <b>Improvement for Māori students.</b> To remove the disparity of student achievement levels for Maori in comparison with all learners.</p>	<ol style="list-style-type: none"> <li>1. Uncover the identity of all learners and what they bring to the learning.</li> <li>2. Develop school guidelines and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture based on the Tataiako Documents cultural competencies.</li> <li>3. Ensure that all reasonable steps are taken to provide instruction in Māori culture and language (tikanga me te reo Māori) for students whose parents ask for it.</li> </ol>	<ol style="list-style-type: none"> <li>1. The disparity in achievement for Maori learners will be removed.</li> <li>2. The school's learning conditions and environment will be adapted to meet the needs of the learners as required.</li> <li>3. Support for the professional learning needs of staff will be provided to best meet the needs of students.</li> <li>4. Additional support / staffing will be sourced and budgeted for if applicable and manageable.</li> <li>5. Staff will work closely and collaboratively with parents and whānau and involve them in their child's learning to assist in making informed teaching and learning decisions.</li> </ol>
<p><b>Objective 2:</b> <b>Improvement for Pasifika students.</b> To support progress and achievement for Pasifika students.</p>	<ol style="list-style-type: none"> <li>1. To embrace and celebrate Pasifika culture.</li> </ol>	<ol style="list-style-type: none"> <li>6. Effective self-review processes will be in place to support the achievement of individual goals, objectives and targets. Students will have IEP's as applicable.</li> </ol>
<p><b>Objective 3:</b> <b>Improvement for students with Special Educational Needs.</b> To support inclusion and progress for students with Special Educational Needs.</p>	<ol style="list-style-type: none"> <li>1. To be a highly effective, inclusive school.</li> <li>2. The Student Learning Support Register will be reviewed at least once a term to assist with monitoring, evaluating, planning and reporting on learners with special education needs.</li> </ol>	<ol style="list-style-type: none"> <li>7. Processes will ensure the Board is well informed about student progress and achievement in relation to National Standards in Reading, Writing and Maths.</li> </ol>

# NGUTUNUI ENVIRO SCHOOL ANNUAL PLAN OVERVIEW

## Priority Areas for Improving Student Achievement

- Effective Numeracy and Literacy programmes that enhance student progress and achievement against the National Standards (NS) and address the varying needs of all students.
- Further build Literacy teaching and learning expertise for staff and students, supported by strong Professional Development programmes funded by the Board of Trustees and through involvement in the Rural and Roses Cluster..
- Continue to focus on building Mathematics with the view to further raising achievement in relation to NS.
- Integrate ICT and our Enviro school philosophy effectively in the classroom programmes with the view to further enhancing student engagement and achievement and connectivity with learners in other school communities.



## Teaching and Learning Development

- Professional Development from the Institute of professional Learning funded by School Board and involvement in Rural Roses Cluster Strong literacy focus in school's teaching and learning in Writing.
- Review the suitability of Writing resources and equipment to determine whether they enhance learning outcomes for students.
- Develop and implement Writing programmes which are targeted to meet students' learning needs and raise achievement, incorporating online programmes to encourage collaboration such as See Saw.
- Monitor individual student needs in Mathematics and implement deliberate acts of teaching according to learners' needs.
- Focus on effective Mathematics strategies and practice and develop students' higher order thinking skills through deliberate acts of teaching.
- Aim to develop accelerated, targeted programmes for Mathematics to support student progress, incorporating:
  - Year 0 to 3 – JAM assessments and Math Whizz (online support program)
  - Year 4 to 8 – GloSS, IKAN, Math Whizz, PAT for targeted students.
- Integrate ICT and e-learning effectively to enhance learning and develop staff and student competencies for a range of devices, including ipads, desktops and HP Streams, according to learning needs.
- Explore Professional Learning opportunities for staff, in addition to PLD program, which give support to student learning and achievement, particularly in Literacy and Maths.
- Ensure that the methods of reporting to families about student learning and achievement are undertaken with integrity and respect for both the student and their family.
- Continue to enrich the Enviro school focus and establish a Ngutunui Enviro Leadership Group. Involve staff, students and community in establishing our Enviro direction.
- Continue the Project Energize initiative.





## Human Resources

### Staffing, Professional Development, Performance Management.

- Appraisals of staff to be carried out by the Principal. Principal Appraisal to be undertaken by an Education Professional.
- All staff to participate in professional learning that supports the 'Priority areas for Improving Student Achievement'.
- Build on staff skills by sharing pedagogy and reflective practice.
- Staff to undertake Teaching Inquiry as part of reflective practice and appraisal.
- All staff to work with the Project Energize facilitator and develop school programmes to enhance learning in the areas of Health and Physical Education.
- Principal to explore and select opportunities for learning and improvement in teaching and leadership, according to identified need and interest.
- Utilise Resource Teachers and Ministry Funding for ESOL, ORS and IN CLASS Support for school and student support as required.
- Where possible, seek Teacher Aide support for students identified as having special learning needs.
- Encourage the involvement of members of the school community in ways that build positive relationships and that support and promote student learning and achievement.
- Encourage the involvement of community members in school and extra-curricular programmes with consideration of the need for quality role models and gender balance.

## Partnership with the Community

- Mutually supportive relationships between school and parents/whānau.
- Parents, whānau and community members actively involved in supporting the school with voluntary work and at special community events.
- Parent/caregiver/whānau meetings and surveys.
- Regular school assemblies
- School and community newsletters.
- Communication via school website
- School information booklet.
- Enviro Group.
- Collaboration with Ngutunui Playgroup.
- Active school Fundraising Committee.
- Lower Waipa interschool and Kawhia Moana Interschool events.
- Professional Principals' Cluster meetings.
- Ongoing partnerships with associated professionals - RTLB, RT Lit, Public Health Nurse, Sport Waikato and Project Energise and the Community Constable.

## Health and Safety

- Ongoing review and effective implementation of Policy, Procedures and Guidelines to ensure legislative and regulatory requirements are met.
- Continue Health and Safety checks, review risks and hazards and update Hazards Register.
- Monitor the drinking water regularly.
- Undertake regular repairs and maintenance of equipment.

## Property

- Regularly undertake inspections of buildings to assess and implement repairs and maintenance.
- Implement the 5 and 10 Year Plans as applicable.

## Self-Review / Reporting

- National Standards reporting, Charter and Budget.
- Monthly Board Reports.
- Reporting to Parents.
- Policy Review Cycle.
- Regular Self Review Cycle.
- Charter Review.
- Strategic Plan Review.

## Finance

- Prepare for Annual Audit in Term 1.
- Monthly accounts presented with financial summary to Board.
- Monitor expenditure as per the 2017 budget.
- Apply for grants as appropriate.

## **ACHIEVEMENT TARGET 2017**

<b>School name:</b> Ngutunui Enviro School	<b>School number:</b> 1853
--	----------------------------

<b>Focus:</b> Writing
<b>Strategic Aim:</b> All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.
<b>Annual Aim:</b> 80% percent of the 2017 cohort of Year 1 to 6 students to achieve the National Standard for Writing,
<b>Target:</b> 70% of Year 5 and 6 students to be At or Above the National Standard by the end of 2017.
<b>Baseline data:</b> <ul style="list-style-type: none"> <li>• 55% of the 2016 End of Year Data for the cohort of Year 1 to 8 students are achieving Below or Well below the Standard.</li> <li>• 48% of these students identify as European, 44% identify as Māori and 8% identify as Pasifika.</li> <li>• 20% of these students are male, 80% are female.</li> <li>• 56% of the 2017 Year 5 students were below the National Standard at the end of 2016</li> <li>• 77% of the 2017 Year 6 students were below the National Standard at the end of 2016</li> </ul>

<b>Actions: Teaching and Learning Strategies (what do we intend to do?)</b>	<b>Outcomes (what are we expecting to happen/change/result for teaching/learning?)</b>	<b>Resources (required/available to address needs)</b>
<ul style="list-style-type: none"> <li>• Provide staff PLD for identified need to support teaching and learning for these targets Writing students from the Institute for Professional Learning. Including developing teacher knowledge if the Inquiry cycle and student agency.</li> <li>• Undertake an assessment of the Literacy resources and equipment, specifically that which is expected to support this group of learners, and allocate funds to purchase as needs identify.</li> <li>• Develop strong moderation practices within the school to ensure accurate and consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff feel competent and equipped to provide specific, relevant and valuable learning experiences that promote accelerated progress for target students.</li> <li>• Teachers reflect on constantly and inquire into their practice centred on accelerating the learning of their target students.</li> <li>• Students take greater ownership of their learning through self-assessment of writing against Literacy Progression Exemplars.</li> <li>• Staff have access to the resources and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Board funding for PLD sessions, Involvement in the Rural and Roses PLD cluster.</li> <li>• Update learning resources to support targeted learning across the Literacy.</li> <li>• Consider support material, including online learning and assessment tools in the provision of engaging learning contexts.</li> <li>• Maori focused resources will be provided in consultation with</li> </ul>

<p>interpretation of assessments.</p> <ul style="list-style-type: none"> <li>• Ensure robust and regular assessment occurs, including OTJ's, to inform deliberate acts of teaching. Moderation to be included cross cluster schools.</li> <li>• Involve students' parents/caregivers to assist in identifying learning barriers and provide strategies to support supplementary learning at home or in the classroom.</li> <li>• Identify ICT equipment, resources or programmes that will assist in motivating students and accelerating progress.</li> <li>• Utilise targeted volunteer support from community members for 1:1 or small group support.</li> <li>• Ensure implementation and teacher modelling of the school values and ongoing development of an environment that promotes wellbeing and self awareness for each student . This is intended to create a learning environment which helps motivate students and builds confidence for risk-taking with learning.</li> <li>• Apply for Learning Support (RTLB) as required.</li> </ul>	<p>needed to support progress for these students.</p> <ul style="list-style-type: none"> <li>• Staff have an improved understanding of the Learning progressions for Writing and improved collaboration in making accurate OTJs</li> <li>• Staff have access to relevant and appropriate Writing assessment resources and are able to utilise these effectively when planning teaching and learning for individual students.</li> <li>• Parents/caregivers feel empowered to support their children with learning which benefits and empowers students and promotes accelerated progress.</li> <li>• Students have access to ICT devices and Literacy programmes that are able to support and motivate them.</li> <li>• Staff are able to utilise volunteers to provide specific support for these students or to support others while the teacher provides 1:1 for targeted students.</li> <li>• Students have the confidence to approach their learning positively and are motivated to make improvement.</li> <li>• Assessment of students' learning needs are supported by outside experts and who may be able to access further learning support in addition to that provided by the school, so increasing the acceleration of achievement.</li> </ul>	<p>students who are Maori.</p>
--	---	--------------------------------

## Māori Responsiveness Plan: February 2017

### NGUTUNUI ENVIRO SCHOOL

<b>Rationale:</b>	What matters most in supporting and promoting excellence and equity for diverse learners, in particular, Maori and Pacific Learners?. School and classroom practices that improve outcomes for Maori learners and also likely to improve outcomes for all learners.
<b>Links to school vision &amp; values, strategic plan, targets etc.</b>	<b>Values: Show Respect, Be Courageous, Have Resilience, Strive for Excellence.</b> <b>Strategic Goal: Objective 1: Improvement for Māori students- To support progress and achievement for Māori students.</b>
<b>Principles of the Treaty</b> <b>As they apply to Students, Staff, Board of Trustees, Whanau and Community</b>	
<b>Partnership is... Decision making and communication</b>	<ul style="list-style-type: none"> <li>• Consultation to be inclusive of all groups</li> <li>• Noho Marae</li> <li>• Bring ideas concerns to the board</li> </ul>
<b>Protection is... Maintaining culture and identity</b>	<ul style="list-style-type: none"> <li>• Te Reo</li> <li>• Local stories history</li> <li>• Kapa Haka</li> <li>• Maori culture evident in environment and day to life.</li> <li>• Value what they bring to the learning</li> <li>• Cultural needs of kids</li> <li>• Desire for Kapa haka</li> <li>• Mare noho</li> </ul>
<b>Participation is...</b>	<ul style="list-style-type: none"> <li>• Establish a whanau support group as a platform to engage Maori in school programmes and as a vehicle for consultation and reporting on Te Ao Maori</li> <li>• Maori Rep on BOT to provide voice to the decision making processes. / possibly seek a Kaumatua to represent the school on appropriate occasions.</li> <li>• Welcome kaumatua to school to share local history and tikanga, and to support cultural activities.</li> </ul>

<b>Tātaiako Competencies</b> <a href="http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf">http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf</a>	<b>School</b> <i>In our school we...</i>	<b>Teachers and Leaders</b> <i>Our teachers and leaders...</i>
<p><b>Ako</b></p> <p>Reciprocal teaching and learning</p> <p>Practice in the classroom and beyond  Ako-reciprocal teaching/learning; parent, whānau, hapū, learner, teacher (Ka Hikitia)  Effective learning by Māori learners  Effective pedagogy  Effective curriculum for Māori learners  Graduating Teacher Standards  GTS 2 ,4 ,5 ,7  Registered Teacher Criteria  RTC 4, 6, 8, 12</p>	<ul style="list-style-type: none"> <li>• Working together as learners, reciprocal learners</li> <li>• High expectations in them selves</li> <li>• Believe in the kids</li> <li>• Parental support - supporting learning at home</li> <li>• Personal Excellence</li> <li>• We as teachers can learn just as much as our students.</li> </ul>	<ul style="list-style-type: none"> <li>• Know our learners that are below the standard</li> <li>• Know our students next learning steps.</li> <li>• Develop robust Te Reo language plan.</li> <li>• Teacher Appraisals linked to Tataiako through PTCs</li> <li>• Culturally relevant experiences and opportunities. Kapa Haka, mare stay, Leadership Group.</li> <li>• Facilitate learning through confident students who have ownership of their learning.</li> <li>• Strategic goals focus on lifting Maori Achievement.</li> </ul>
<p><b>Whanaungatanga</b></p> <p>Relationships, (students, iwi, hapu, family connections) with high expectations</p> <p>Effective relationships with Māori learners  Effective parent, whānau and iwi  Keeping connected  Productive partnerships(Ka Hikitia)</p> <p>Graduating Teacher Standards  GTS 6  Registered Teacher Criteria  RTC 1</p>	<ul style="list-style-type: none"> <li>• Modelling positive behaviours - reciprocate</li> <li>• Engaged our whanau in authentic contexts</li> <li>• Sort their expertise - being their on the marae, helping in the kitchen</li> <li>• Treat whanau with respect by acknowledging them</li> <li>• Know our students whanau</li> <li>• Teachers are visible in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Available and visible within the Maori and wider community.</li> <li>• Involved in community events.</li> <li>• Form respectful working relationships with whanau, kaumatua, marae</li> <li>• IEP, explicit deliberate acts of teaching targeting Maori learners.</li> <li>• Share who we are with our students, find common ground.</li> <li>• Respect the pronunciation of names.</li> <li>• Whanau/community consultation off site on marae</li> <li>• Invitations to school events for local kaumatua.</li> </ul>
<p><b>Tangata Whenuatanga</b></p>		<ul style="list-style-type: none"> <li>• Seek opportunities to connect with iwi inside</li> </ul>

<p><b>Learning that is authentic to where the child is coming from</b></p> <p>Place-based, socio-cultural awareness and knowledge Effective language and cultural practices for Māori learners Te Reo Māori/reo ā-iwi Tikanga Māori/tikanga-ā-iwi Place based education All learning and interaction occurs within a cultural context Knowledge of whakapapa - knowing who children are, where they come from and who they belong to Identity, language, culture</p> <p>Graduating Teacher Standards GTS 1, 3 Registered Teacher Criteria RTC 3, 9, 10</p>	<ul style="list-style-type: none"> <li>• Know how to involve the child in the learning process</li> <li>• Teacher knowledge about the local area sought</li> <li>• We use our environment to support learning e.g. Marae stay</li> <li>• We know what our students bring to the table</li> <li>• Mihi learnt at the beginning of year and family consulted</li> <li>• Giving students the spotlight to share their strengths</li> <li>• Maori culture is visible in the day to day of the school.</li> </ul>	<p>and outside of school events and classrooms</p> <ul style="list-style-type: none"> <li>• Understand the stories and history of Ngutunui and appreciate the importance of the land.</li> <li>• Maori parents voice gathered in consultation regarding student achievement.</li> </ul>
<p><b>Manaakitanga</b></p> <p><b>Caring for Maori learners, as culturally located beings</b></p> <p>Values - integrity, trust, sincerity, equity</p> <p>Effective teaching profile(Te Kotahitanga) Caring for Māori learners as culturally located beings. Treating Māori students, whānau and iwi equitably with sincerity and integrity</p> <p>Graduating Teacher Standards GTS 3, 4, 6 Registered Teacher Criteria RTC 2, 7</p>	<ul style="list-style-type: none"> <li>• Kind to each other. Watch how we speak to each other</li> <li>• Parents eat first, then children. Modelling respect</li> <li>• Sense of humour is used towards creating a positive environment</li> <li>• Following protocols by ensuring we have the expertise</li> <li>• Embrace Maori on a natural level in the classroom</li> <li>• Interactions are based on positive reinforcement which allows everyone to feel valued</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and follow correct protocol for events, powhiri etc.</li> <li>• Use correct pronunciation of places and students names.</li> <li>• Provide authentic experiences for students to learn as Maori, with their whanau included, in important setting and contexts.</li> </ul>
<p><b>Wānanga</b></p> <p><b>Communication, problem-solving, innovation</b></p> <p>Students, whānau, and iwi engaging in discussions and robust debate Effective learning and teaching interactions with students, whānau and iwi Reporting and co-constructing learning goals</p> <p>Graduating Teacher Standards GTS 5, 6, 7 Registered Teacher Criteria</p>	<ul style="list-style-type: none"> <li>• Basic level one Te Reo Maori used on a daily basis</li> <li>• Authentic daily phrasing used in the classroom</li> <li>• Use our community and extended family in our daily school life e.g. calf club, kapa haka</li> <li>• Consultation with local iwi to ensure protocol is always respected and valued</li> <li>• Contact with fluent Maori speakers - Support teacher</li> <li>• Reports sent out twice a year. Te Reo used within</li> </ul>	<ul style="list-style-type: none"> <li>• Open door policy throughout school.</li> <li>• Open lines of communication between School, whanau and iwi.</li> <li>• Advice sought where appropriate for protocols where unsure.</li> <li>• Parents and Maori community work with the school to construct expectations/learning goals for Maori learners.</li> <li>• School values reformed through parent and community consultation.</li> </ul>

RTC 5, 11, 12

- reports
- Parent interviews
  - Open door policy
  - Co creation of classroom/environment bringing things in
  - Valuing whole life stuff of students - heart kids,
  - Create an environment where staff use knowledge
  - Identifying Maori in planning and assessment
  - Spending time at the local Maori
  - Greeting parents and acknowledging them
  - Purposeful consultation with parents
  - Website and newsletters to foster communication

*Accreditation: Kathe Tawhiwhirangi-Perry and Trevor Bond  
Adapted from MASAM Framework*