



# CHARTER & STRATEGIC AIMS 2022 - 24



# Mākara Model School



## Our MISSION

WITHIN A SAFE AND SUPPORTIVE ENVIRONMENT, WE ENABLE ALL STUDENTS AND STAFF TO ACHIEVE THEIR BEST, BY BEING ACTIVE PARTICIPANTS IN THEIR LEARNING

Cultivating creative, considerate, confident critical thinkers

## Strategic Aims

AT MĀKARA SCHOOL;

1. WE PROVIDE A SAFE AND SUPPORTIVE ENVIRONMENT THAT IS CULTURALLY RESPONSIVE FOR ALL STUDENTS, COMMUNITY AND STAFF.
2. EACH STUDENT ACHIEVES THEIR BEST IN ALL AREAS OF THE CURRICULUM.
3. WE ARE ACTIVE PARTICIPANTS IN OUR LEARNING THROUGH A WIDE RANGE OF BALANCED OPPORTUNITIES, CELEBRATING OUR STRENGTHS AND DEVELOPING OUR PRACTICE.
4. WITH WELLBEING AT THE CORE, WE GROW INTERCONNECTED RELATIONSHIPS AS WE EMBODY TE ARA Ō TE MĀKARA.





## *Te ara o te Mākara*

*Cultivating creative, considerate, confident critical thinkers*

### Manākitanga + Aroha



#### Strategic Aim 1 -

At Mākara Model School we provide a safe and supportive environment that is Culturally Responsive for all students, community and staff.

### Ako + Auaha



#### Strategic Aim 2 -

At Mākara Model School each student achieves their best in all areas of the curriculum.

### Rangatiratanga



#### Strategic Aim 3:

At Mākara Model School we are active participants in our learning through a wide range of balanced opportunities, celebrating our strengths and developing our practice.

### Kaitiakitanga + Manākitanga



#### Strategic Aim 4 -

At Mākara Model School, with wellbeing at the core, we grow interconnected relationships as we embody Te ara o te Mākara.

## Strategic Aim 1 -

At Mākara Model School we provide a safe and supportive environment for all of our students, community and staff, ensuring Culturally Responsive practices and inclusivity.

### Key Goals:

- *Provide a broad range of opportunities to develop a holistic child.*
- *Build culturally responsive practices.*
- *Engage with our community, with particular focus given to our Maori community.*
- *Grow understanding of Tikanga and Reo within the school - incorporating seamlessly into classrooms, hui's and events*
- *Ensure staff are capable and confident of supporting NZ unique identity.*

### Te Ao Māori

We are implementing the New Zealand Histories curriculum this year. This provides us with an excellent opportunity to focus our attention on our honouring of the Treaty of Waitangi within our school context. Teachers need to be able to incorporate **te ao Māori**, **tikanga**, and **te reo Māori** into learning contexts to include and engage all students. All our teachers can and should undertake to increase the amount and quality of te reo Māori in their classroom programme. A supportive classroom language policy and a teacher role as "learning facilitator" rather than "classroom expert" are ways to support positive change.

It is important that teachers feel supported in accepting this challenge. Appropriate programmes of professional learning and high-quality classroom resources are needed. These components have implications for schools and in-service professional learning.

### We intend to provide this through:

- **Curriculum development** - Implementation of the NZ Histories curriculum as an integral part of our contexts for learning 2022.
- **Targeted professional development for staff** - The engagement Kura Ahurea. Te Reo course for teachers (Ministry funded) and possibility of other experts brought in as required.
- **Coaching related goals** - Staff to set goals related to Te Ao Māori development, integrating this into day to day programmes.
- **Externally provided support for student learning** - Kapa Haka to resume in Terms 2 and 3.
- **Community engagement** - Consultation and Hui with our community

## Measures of Success

**Community Hui Feedback** - Regularly creating a pathway for more community involvement, exploring different methods of consultations (in whatever way possible during our covid levels)

**Student Achievement:** We aim to have our Māori students achieving at a commensurate level with their peers.

**Classrooms Integration** - Termly observations to assess the development of Te Ao Māori within the classroom setting.

**Staff Goals** - One of the coaching goals throughout the year will be around supporting the implementation of Te Ao Māori in the classroom.

**All students** - Te Reo being used with more confidence and accuracy across the school and in classrooms

## Strategic Aim 2 -

At Mākara Model School each student achieves their best in all areas of the curriculum.

### Key Goals:

- *Provide highly engaging programmes*
- *Provide a range of support and extension programmes inside and outside of the classroom.*
- *Grow student agency in their learning*
- *Investigate live reporting for instant and timely sharing of goals and next steps.*
- *Introduce Structured Literacy and The Code throughout the school - starting with Tui and Kiwi classes (WIST Role)*

### HERO - Live Reporting and Developing Student Agency

Hero is a powerful and secure online sharing platform that can be customised to reflect our Mākara Model School curriculum, vision and values. It is built by the school, teachers and community, to help schools reduce workload, increase student agency and support parents to understand progress.

The Hero Progressions toolset enables us to fully customise the progressions and next steps through our curriculum/ subject organisation. We can use our own rubrics which we will begin developing this year, as well as incorporate the wide array of preloaded progressions from the New Zealand Curriculum.

Hero is designed to reduce the number of places that parents need to check for information about school.

We intend to provide this through:

- **(Over 2 year implementation) Live reporting** - Parents will have information on student progress in reading, writing, maths and heart goals as assessments are completed in real time.
- **Students agency** - Students will have clear progressions to work through at each curriculum level. Students and teachers will collect evidence to show how they have met the goals at their level. Students will have a choice around what their next learning step is in each curriculum area.
- **Curriculum progressions** - Teachers will have a clear understanding of the curriculum progressions and record student progress accurately with evidence to support judgements.
- **Community engagement** - Parents and caregivers can log in to their Hero account (even if they have students at multiple schools) and see all their learning stories; assessments; progress data; school notices; pay their school account online ... all through one app!

### STRUCTURED LITERACY

Structured literacy approaches are proven to be much more successful than many typical literacy practices for meeting the needs of children with dyslexia and other literacy problems. SL prioritises teacher-led, explicit instruction in all important components of literacy. Initial phonics instruction uses a phoneme-grapheme (encoding) and grapheme-phoneme (decoding) level approach. Texts and other materials are well coordinated with the phonics program.

We intend to provide this through:

- A WIST role allocated and shared between Evelyn and Natasha - with the inquiry goal of implementing SL throughout their classes, and then the school. This incorporates The Code, and also 'Learning through Play'.
- Resourcing for the programme to be run - applying for Grants where possible.
- Coaching around their goals, expertise from outside of the school sought, and school visits.
- Successful application through RTLb for a whole school referral to gain support with the effective implementation of SL.

**Measures of Success: Literacy Data and set up of the platform for live reporting.**

### Strategic Aim 3:

At Mākara Model School we are active participants in our learning through a wide range of balanced opportunities, celebrating our strengths and developing our practice.

#### Key Goals: Through coaching and PD:

- *Provide teacher development in innovative ways of teaching and learning.*
- *Develop teacher practice to provide a range of support and extension opportunities inside and outside of the classroom.*
- *Providing teachers' the opportunity to enquire into practice and share expertise with others.*
- *Help teacher to develop their students' Agency (linked to Strategic Aim 2) - and engagement in learning*
- *Developing our Mākara Model School Curriculum, integrating the Values, Skills and Vision.*
- *Providing opportunities for Tuakana Teina (Ako) - as part of the school wide programmes*
- *Ensuring children know their learning goals, and how they can achieve them, and are able to articulate what they are learning.*

#### We intend to provide this through:

##### Coaching:

Coaching to be implemented across the school. Each goal will be tied into the professional development (PLD) and overall direction of the school's strategic aims. Target students are selected from school achievement goals, and form part of the coaching goals and reflections.

Evidence will be collected and reflected on to form part of each staff member's teaching portfolio. Team goals are also created to support teachers in developing in the school wide areas of focus.

- **Improved pedagogy** - It aims to help an individual and or group (syndicate) develop more effective practice.
- **Empowering teachers** - It is an approach which allows the person being coached to gain awareness and insight rather than directly telling them what to do or what they should learn, so the coach does not usually give direct advice
- **Pushing Practice forward** - It is focused on helping the individual achieve specific goals and is directed towards actions which align with our strategic goals and vision of the school

#### Measures of Success

- *Clear rubrics of progression created to support teacher planning, and student recognition of next steps in learning*
- *Skills and Values integrated into everyday planning and goal setting*
- *Use of a variety of tools and approaches to develop student agency - including teacher PD around what student agency looks like for children at different levels*
- *Observations and student voice to gauge their ability to articulate their learning and next steps*
- *Coaching and mentoring in place for teacher growth*
- *Tuakana teina in place for students to grow, within a structured and facilitated approach.*

#### Strategic Aim 4 -

With wellbeing at the core, we grow interconnected relationships as we embody Te ara ō te Mākara.

#### Key Goals

- Actively support the wellbeing of staff
- Actively support the wellbeing of the students
- Utilise our environment to enhance learning opportunities.
- Continue to grow deeper connections with our community

We intend to provide this through:

#### Wellbeing:

Ensure the student wellbeing remains a focus with introducing initiatives and practices such as;

- Mindfulness focus sessions integrated into classroom programmes
- Values progressions developed with the children, so goals can be set and progress tracked
- Investigating the introduction of Yoga and Hauora based sessions

Ensure the staff wellbeing remains a focus with introducing initiatives and practices such as;

- Wellbeing survey to be conducted by the BOT
- Golden Ticket days (a day for wellbeing, to be used by the teacher at a time that suits them).
- Meetings when necessary, and to finish by 4.30pm where possible
- Looking into teaching practice and investigating ways to streamline workload and make everything where time is spent is purposeful.
- Sharing teaching goals, and coaching - to support each other.
- Using teacher's strengths to support others, or to drive different initiatives through the school.

#### A Field Based, Skills Driven Curriculum;

Engage with the community, demonstrating the Mākara Way Values in the community. The objective of a field based education at MMS is to provide opportunities to:

- **Connect students to the Land** - Develop learners who are informed decision makers, and connected to the land and the environment
- **Create meaningful learning** - Provide contexts that enables meaningful connections between learning areas, key competencies, and values (tied into school wide overviews)
- **Integrated learning through the curriculum** - Offer ways for students to contribute to the social, cultural, economic, and environmental well-being of New Zealand. (classroom programmes, and learning experiences)
- **Engage in sustainable practices** - preparing young people for a lifetime of sustainable living, through its teaching, its culture, and its day-to-day practices (termly context foci)
- **Learn in the Community** - Provides opportunities for students to engage in genuine learning in their communities and take action.

#### Measures of success:

- Wellbeing survey completed by staff at start and end of year
- Development of Values progressions, with clear indicators for goal setting
- Skills connected to Values, which drive the learning experiences
- Contexts of learning are incorporating the development of connections, integration, sustainability and kaitiakitanga.