

## Te Kopuru School Strategic Plan 2022 – 2024

### **KEY FOCUS:**

**Students will achieve success through culturally responsive practice encompassing the learning process of:  
ki Ako (to learn), ki te Waihanga (to create), ki Whakapiri (to share).**

**Rationale:** Identity, language and culture count. Productive partnerships fostered between students, whanau and educators. Knowing, respecting and working with learners and their whanau and iwi so their worldview, aspirations and knowledge are an integral part of teaching and learning. (Tataiako Cultural Competencies) What works for Maori works for everyone - but what works for everyone does not necessarily work best for Maori (Culture Counts - Relationships based learning)

### **Challenge 1: Facilitate student learning and development through provision of an environment that fosters cultural responsiveness**

| Teaching to the North East  | 2022<br>Foundation Year  | 2023<br>Implementation   | 2024<br>Consolidation Year   | What will this look like?   |
|---|--|--|--|---|
| <p><b><i>“Maori students make gains in achievement when Teachers are able to both create a family-like context for learning within their classrooms; and interact within this context with students in ways that we know promotes learning”</i></b></p> <p><b>Culture Counts</b><br/><b>Professor Russell Bishop</b></p> <p><b><i>“A growing evidence base confirms this: collaboration focused on improving teaching and learning has a strong effect on student, school and system performance”</i></b></p> <p><b>Fullan.M. 2015</b></p> <p><b><i>“Know me before you teach me”</i></b><br/><b>Bruce Jepsen</b></p> | <p><b><i>Teacher Professional Learning: Relationships First (Cognition)</i></b></p> <ul style="list-style-type: none"> <li>● obtain voice: student, teacher, support staff, leaders, parents and whanau. Set goals</li> <li>● identify, share and implement strategies that work to improve cultural responsiveness (Part one and Part two Relationships First)</li> <li>● train impact coaches across the school and across the Northern Wairoa Kahui Ako</li> <li>● identify expert teachers in relation to culturally responsive practice in school and across the Northern Wairoa Kahui Ako</li> </ul> | <p><b><i>Teacher Professional Learning: Relationships First (Cognition)</i></b></p> <ul style="list-style-type: none"> <li>● regather voices. Analyse shift. Set goals</li> <li>● further Identify, share and implement strategies that work to improve cultural responsiveness (Part one and Part two Relationships First)</li> <li>● further train impact coaches across the school with increased teacher observation and coaching conversations</li> </ul> | <p><b><i>Teacher Professional Learning: Relationships First (Cognition)</i></b></p> <ul style="list-style-type: none"> <li>● Relationship First practices are entrenched in the culture of the school</li> <li>● Most teachers are trained impact coaches; teacher observations and coaching conversations are normalised across the school</li> </ul> | <p>Leaders of learning will create a family-like context for learning.</p> <p>Leaders of learning will interact within this family-like context in ways that will promote learning.</p> <p>Our school is a supportive and professional community</p> <p>Robust observation and coaching conversations will supports staff growth and development</p> <p>Teachers will be data literate Accelerate progress and achievement for target students in literacy and numeracy</p> <p>Students will be engaged in a variety of learning experiences</p> <p>Students think critically and creatively in a variety of contexts</p> <p>Students are digitally fluent, using a range of e-learning tools to enhance learning</p> |

**Rationale:** Authentic and Meaningful Learning. Authentic and meaningful learning engages all their senses allowing students to create a meaningful, useful, shared outcome. They are approaches that provide the learner with opportunities to connect directly with the real world and local community. Learners are empowered and learning is meaningful when they have a say in their learning.

**Challenge 2:** Foster student learning in an environment that fosters authentic and meaningful learning through the learning process of ki ako, ki te waihanga, ki whakapiri

|   | 2022<br>Foundation  | 2023<br>Implementation  | 2024<br>Consolidadtion   |  |
|---|---|---|--|--|
| <b>Teaching to the North East</b><br><br><b>Teachers will utilise innovative learning practices with a strong emphasis on literacy and numeracy to accelerate and strengthen student achievement</b><br><br><i>"Teachers use differentiation and a variety of teaching strategies to engage students and ensure a balance of surface, deep and conceptual learning"</i><br><i>Hattie, J (2012)</i><br><br><i>"Maori students make gains in achievement when Teachers are able to both create a family-like context for learning within their classrooms; and interact within this context with students in ways that we know promotes learning"</i><br><i>Culture Counts</i><br><i>Professor Russell Bishop</i> | <b>Culturally Responsive practices are integrated into the learning programmes</b><br><br>To develop teaching pedagogy focused on priority learners to accelerating student achievement <ul style="list-style-type: none"> <li>● identify cohorts of students whose attainment us not at the expected level in the foundation learning areas by ethnicity, gender, year level</li> <li>● identify, share and implement strategies that improve student achievement in the foundation learning areas of literacy and numeracy through the provision of authentic and meaningful learning opportunities</li> <li>● acceleration plans are implemented and monitored to improve achievement for specific cohorts of students</li> <li>● investigate and source effective resources, programmes and personnel to provide authentic and relevant learning with proven improved educational outcomes</li> <li>● review assessment practices and tools used to measure progress and success across the school</li> </ul> | <b>Culturally Responsive practices are integrated into the learning programmes</b><br><br>To strengthen teaching pedagogy focused on priority learners to accelerate student achievement <ul style="list-style-type: none"> <li>● using assessment data to inform practice</li> <li>● implementation of accelerate learning programmes and monitor progress</li> <li>● to implementation/trial initiatives</li> <li>● to continue to provide opportunities for critical, creative and reflective thinking</li> <li>● implementation of review outcomes</li> </ul> | <b>Culturally Responsive practices are integrated into the learning programmes</b><br><br>To strengthen teaching pedagogy based on culturally responsive practice <ul style="list-style-type: none"> <li>● using assessment data to inform practice</li> <li>● implementation of accelerate learning programmes and monitor progress</li> <li>● to implementation/trial initiatives</li> <li>● to challenge students with experiences and tasks that will promote critical, creative, and reflective thinking</li> </ul> |  |

**Rationale:** The National Curriculum provides the framework and common directions for schools. It gives the school the scope, flexibility and authority they need to design and shape their curriculum so that teaching and learning is meaningful and beneficial to their students and community. In turn the design of each school's curriculum should allow teachers the scope to make interpretations in response to particular needs, interests and talent of individuals and groups of students in their school.

**Challenge 3: Facilitate student engagement, learning and achievement through culturally responsive practice through a localised curriculum**

|  | 2022<br>Foundation  | 2023<br>Implementation  | 2024<br>Consolidation  |  |
|--|---|---|--|--|
| <b>To grow student and staff knowledge and understanding in te reo mea ona tikanga Maori</b>   | <ul style="list-style-type: none"> <li>action te reo Maori overview through specific planning.</li> <li>continue feasibility inquiry into the establishment of a rumaki class. Gather voice of relevant stakeholders. Implementation of findings</li> <li>upskill stall on their knowledge of te reo mea ona tikanga maori</li> </ul>   | <ul style="list-style-type: none"> <li>action te reo Maori overview through specific planning</li> <li>continue to support and build rumaki and bilingual class. Promote in the wider NW community. Review</li> <li>upskill stall on their knowledge of te reo mea ona tikanga maori</li> </ul>   | <ul style="list-style-type: none"> <li>action te reo Maori overview through specific planning Review</li> <li>action findings of the review</li> <li>upskill stall on their knowledge of te reo mea ona tikanga maori</li> </ul>   |  |
| <b>To implement the new histories curriculum</b><br><br><i>Me tiro whakamuri, kia anga whakamua.</i><br><br><i>If we want to shape Aotearoa New Zealand's future, start with our past.</i> | <b><i>Local Histories PLD with Cognition</i></b> <ul style="list-style-type: none"> <li>identify what we already know</li> <li>improve knowledge of te reo mea ona tikanga Maori</li> <li>know and connect with local whanau, hapu, iwi and community networks</li> <li>grow awareness of national and local histories</li> <li>understand how to link New Zealand's histories to the social science curriculum</li> <li>make use of Northern Wairoa Kahui Ako networks to explore mutually beneficial opportunities</li> </ul> | <b><i>Local Histories OLD with Cognition</i></b> <ul style="list-style-type: none"> <li>recognise the links between current context /events and past</li> <li>take a closer look at the details of Aotearoa New Zealand's histories in the social sciences learning area</li> <li>grow productive and reciprocal partnerships for learning between our school and whanau, hapu and iwi</li> <li>design local histories component in the social science curriculum, including national and local content</li> <li>support ongoing professional growth of our people</li> </ul> | <ul style="list-style-type: none"> <li>review and refine our local histories document regularly to meet the needs and priorities of our community</li> <li>support ongoing professional growth of our people</li> <li>offer students rich learning experiences across a range of contexts</li> <li>grow enduring and reciprocal relationships with hapu and iwi</li> </ul> |  |
| <b>To develop a localised curriculum that provides authentic and meaningful learning</b>   |   | <b><i>Local curriculum PLD with Cognition</i></b>   | <b><i>Local curriculum PLD with Cognition</i></b>  |  |

Rationale: Responding holistically to all aspects of student needs, including their physical, social, emotional, academic and spiritual (ERO Well-being for Success) so that children have a sense of wellness and resilience, understanding their own mana-atautanga - uniqueness and spiritual connectedness (Te Whaariki)

#### **Challenge 4: Facilitate student learning and development through a culture of care**

| <b>Manaaki te Tangata</b>   | <b>VALUES</b><br>Unpack and weave the school values of PONO, TIKA and AROHA across all layers of school life<br><br><b>CREATE A FAMILY-LIKE CONTEXT</b><br>Part one Relationships First PLD<br><br>Obtain voice - students, teachers, support staff, leaders, parents and whanau annually<br><br>Providing a culturally responsive curriculum based on equity and excellence, learning through a variety of experiences (local curriculum, histories curriculum, p.e./health curriculum)<br><br>Investigate and source effective resources, programmes and personnel to improve wellbeing - resilience, self-regulation, physical health, cultural identity, bullying prevention, friendships, empowerment<br><br>Create graduate student profile based on tapa wha model<br><br>Celebrate success<br><br>Transition programme linked to Northern Wairoa Kahui Ako | <b>VALUES</b><br>Unpack and weave the school values of PONO, TIKA and AROHA across all layers of school life<br><br><b>CREATE A FAMILY-LIKE CONTEXT</b><br>Part one Relationships First PLD<br><br>Obtain voice - students, teachers, support staff, leaders, parents and whanau annually<br><br>Providing a culturally responsive curriculum based on equity and excellence, learning through a variety of experiences (local curriculum, histories curriculum, p.e./health curriculum)<br><br>Investigate and source effective resources, programmes and personnel to improve wellbeing - resilience, self-regulation, physical health, cultural identity, bullying prevention, friendships, empowerment<br><br>Implement graduate student profile based on tapa wha model<br><br>Celebrate success<br><br>Transition programme linked to Northern Wairoa Kahui Ako | <b>VALUES</b><br>Unpack and weave the school values of PONO, TIKA and AROHA across all layers of school life<br><br><b>CREATE A FAMILY-LIKE CONTEXT</b><br>Part one Relationships First PLD<br><br>Obtain voice - students, teachers, support staff, leaders, parents and whanau annually<br><br>Providing a culturally responsive curriculum based on equity and excellence, learning through a variety of experiences (local curriculum, histories curriculum, p.e./health curriculum)<br><br>Investigate and source effective resources, programmes and personnel to improve wellbeing - resilience, self-regulation, physical health, cultural identity, bullying prevention, friendships, empowerment<br><br>Review graduate student profile based on tapa wha model<br><br>Celebrate success<br><br>Transition programme linked to Northern Wairoa Kahui Ako | Resources, programmes and personnel to improve wellbeing are identified, purchased/implemented as applicable<br><br>High expectations is consistent across all areas of school life<br><br>Voice obtained where appropriate and stakeholders involved and informed<br><br>Relationships established with external agencies that support learner wellbeing<br><br>Students have an increased range of prosocial strategies and behaviours e.g., helping, caring, empathic and social problem-solving behaviours<br><br>A sense of pride is instilled in students<br><br>A consistent measuring tool is used to demonstrate improvement in wellbeing<br><br>Students are better able to cope with change |
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| <b>'Nurturing children's emotional, social and behavioural development is as important for their school learning and academic achievement as cognitive and academic preparedness"</b><br><b>Raver &amp; Zigler, 1997; Reinke, Stormont, Herman, Puri &amp; Goel, 2012</b> |  |   |  |  |

