

MAHERE TUATAHI 2021

VALUING EVERY INDIVIDUAL

Ko te ahurei o te tamaiti arahia ōtātao u mahi
Let the uniqueness of the child guide our work

1
LEARNERS AT THE CENTRE
Learners with their whānau at the centre of education

2
BARRIER FREE ACCESS
Great education opportunities and outcomes are within reach for every learner

3
QUALITY TEACHING AND LEADERSHIP
Quality teaching and leadership make the difference for learners and their whānau

Links to the National Education & Learning Priorities and Birchville Values



To ensure parents are well informed of and connected with their tamariki's learning, and can identify that the learning targets their tamariki's interests, strengths and dispositions	Two parents evenings held to explain how to use the Parent Portal effectively	Cherie	Hall or classroom Tea/ coffee Childcare classroom	Term 1	End of Term 3
	Report format is clear and graphing shows progress	Robyn and Cherie	N/A	End of T2 End of T4	Dec 2021
	Parents are consulted on the usefulness of kura reports and learning conversations	Robyn and Cherie	Hall or classroom Tea/ coffee Childcare classroom Questionnaire	Term 3	End Term 3
To monitor all achievement on a genuine level and to focus on the individual progress for every learner.	Assessments are used to guide the learning and next steps	Teresa / Cherie All staff	Cost of Assessments (STAR, PAT Maths)	All year	End of term 2
	Assessment information is used by kaiako to plan and shape progress	Cherie / Rachel All Staff	PACT tool	Termly review	Each term
The Birchville School Values (GEMS) are respected, highly valued and integrated in ways that benefit every learner and allows everyone to feel welcomed and valued.	There is a termly focus on each of the GEMS	Jarod	N/A	Termly review	Each term
	All tamariki can name and explain each of the GEMS	Jarod and All teachers	Questionnaire	Term 1	Term 4

VALUING LOCALISED CURRICULUM

Manaaki Whenua, Manaaki Tangata, Haere whakamua
Care for the land, care for the people, go forward

OBJECTIVE 1 LEARNERS AT THE CENTRE Learners with their whānau at the centre of education	OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	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
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sTo be able to use our Birchville GEMS to verbalise their learning, attitudes, actions and contributions to the wider community	Termly focus on a value and dispositions that are explicitly taught.	All	NPDL Professional development for all teachers	Continued	End of 2021
	Student reflections on reports are based on GEMS and disposition development	All	ETAP to develop a school based report	February 2021	March 2021
	Share with parents and community around GEMS and dispositions so that they know what they are and what they mean	All	Hall or classroom Tea/ coffee	Term 1 - meet the teacher evening	End Term 1
To have a strong sense of identity, care of and knowledge of their local environment	Each student develops and learns their own mihi	Class teachers	N/A	Whole year	End of T4
	Class/ group trips to visit local environments that relate to their inquiries	Syndicate leaders	Costs of outings and bus hire	Twice a year	End of year
	Teacher facilitated enviro groups	Rachel McLeary	Costs of plants, suitable resources	Whole year	End of year
To create a learning environment which encourages natural curiosity, deeper learning, making sense and forging connections.	Inquiry based learning around student interests	Teachers/All	Costs of outings, resources	Whole year	End of T4
	Parent information and sharing days are held to develop an community understanding of deeper learning and local curriculum	Robyn timetable / Teachers	N/A	Termly	End of year

VALUING TE REO ME ŌNĀ TIKANGA MĀORI

Ko tōku reo toku ohooho, ko tōku reo tōku māpihi maurea

My language is my awakening, my language is the window to my soul

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To ensure our children acquire an understanding of New Zealand as a bicultural society and that being Māori is highly valued at our kura.	PD for teachers around Te Tiriti o Waitangi and being taught explicitly in the classroom using some of the CRP PD by Ann Milne	Kim Nikora - Maori Achievement Collective	Free to schools	January 2021	January 2021
	Ensure that we connect with Māori whānau on a regular basis and they become involved in for kaupapa Māori	Cherie	Kai for whānau	Termly	Term 4
	Highly visible Te reo and tikanga Māori around the kura and classroom	Teacher and students	Kura Ahurea costs	Termly	Term 4
	Bilingual signage is established	Robyn Brown	DZine Signs	Term 1	End Term 1
To establish Te reo Māori Proficiency Guidelines to grow our children's language skills	Timetabling specific te reo Māori lessons to build vocab and sentence structure	All	Online resources - A Critical Guide to Maori & Pākehā histories	All year	End term 4
	Using te reo Māori throughout the school	All	N/A	All year	End term 4
	PD for teachers around the Te reo Māori Proficiency Guidelines	Cherie	N/A	All year	End term 4
To continue integrating local tikanga, kawa and te reo into our local curriculum.	NPDL with a Māori focus	Robyn/Cherie	NPDL resource	All year	End term 4
	Planning with a Māori lens across the curriculum, use Māori role models to inspire our tamariki	Cherie	N/A	All year	End term 4
	Making connections with Orongomai marae and with Te Atiawa	Cherie, Birchville Whānau hui	N/A	All year	End term 4