

Stories of the Place

Strategic Goal:

Akongā will have indepth knowledge of local stories and history

Initiatives	Outcomes	Actions	Measures	NELPs
<p>Local Stories & Kaipaki History</p> <p>Partnerships of Place:</p> <p>Mana Whenua Kaahui Ako Councils Marae DOC</p>	<ul style="list-style-type: none">• Aakonga know stories of the area gifted by Mana Whenua• Aakonga recognise significant local historical sites and links with stories• History of School buildings and location known• Understanding of local road names and links with Kaipaki History	<ul style="list-style-type: none">• Participate in Kaahui Ako Local Stories PLD• Local Stories focus in Te Reo sessions• Staff PLD: He Ruataki Reo• Investigation of historic timelines, and associated school history through inquiry process• Understanding of local road names and links with Kaipaki History	<ul style="list-style-type: none">• Aakonga have an in depth knowledge of at least two local stories• Aakonga can locate at least two significant local sites and share information about local history• Aakonga pronounce local place names correctly• Aakonga can identify at least 3 significant milestones in Kaipaki School history.• Aakonga recognise at least 3 local road/place names and link with Kaipaki history	<p>Action 3.53 Talk with aakonga and kaiako about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p> <p>Action 3.6.3 Expect and support kaiako to guild their understanding of aakonga contexts, including languages spoken at home, histories, stories, and cultural values, to provide culturally responsive teaching</p>

Stories of the Place

Strategic Goal :

Akongga will have be actively involved in caring for our environment including our school and wider community

Initiatives	Outcomes	Actions	Measures	NELPs
<p style="text-align: center;">Kaitiaki Conservation</p> <ul style="list-style-type: none"> • Waste • Flora & Fauna • Biodiversity <p style="text-align: center;">Partnerships of Place: Mana Whenua Councils Nurseries Pare Kore DOC Sanctuary Mountain Maungataurtari Mystery Creek: Conservation</p>	<ul style="list-style-type: none"> • Aakonga understand how waste impacts our environment • Aakonga understand that they can impact the effect of waste in our environment through effective waste systems • Aakonga can identify pests in our environment and how they can reduce pests and nurture native animals • Aakonga can identify native plants and their impact on the living world 	<ul style="list-style-type: none"> • Develop Local Curriculum: Kaipaki School Exploring our Backyard. Local Curriculum • Explore ways to access funds and waste programmes • Continue involvement with Pare Kore • Connect with partners who can support with pest control • Native planting and sustainability 	<ul style="list-style-type: none"> • Aakonga have knowledge and responsibility for at least two waste initiatives • The Board of Trustees are presented with a planting plan with at least 2 different plans • Continue to monitor our waste content and compare ton previous years • Aakonga will be able to identify at last two ways we can impact on pest control • Aakonga can identify at least two ways we can encourage native species 	<p style="text-align: center;">Action 1.2</p> <p>Have high aspiritions for every aakonga and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities , languages and cultures</p>

Stories of the People

Strategic Goal :

- Akonga will take pride in their culture and identity
- Akonga will understand how they can take ownership of their wellbeing

Initiatives	Outcomes	Actions	Measures	NELPs
<p style="text-align: center;">Culture & Hauora</p> <p>Partnerships of People:</p> <p>Te Arahou Mana Whenua Kaahui Ako</p>	<ul style="list-style-type: none"> • Develop and implement mental health programmes based on the Mana Model • Strengthen understanding of Ko Aku Hoa - Relationships with Other People • Strengthen understanding - Healthy Communities and Environments • Develop an appreciation of differences and neurodiversity • Develop a programme that promotes the importance of physical activity and social interactions for hauora 	<ul style="list-style-type: none"> • Participate in PLD related to the Mana Model • Develop a school wide document about how we look after hauora at Kaipaki • Extend opportunities for akonga to participate in a range of physical activities • Improve tikanga maaori visibility in values, practices and school culture • Develop a school wide tikanga process for meetings, start and end of day, kai, assemblies and community events 	<ul style="list-style-type: none"> • Staff will have participated in at least one mental health focused PLD activity • Students will be able to share a mihi and pepeha at the EOY assembly • Wide range of sporting opportunities available • Pepeha and whakapapa display in school office • Tikanga expectations set around processes in meetings, start and end of day, kai, assemblies and community events • Co-created document on how we look after hauora at Kaipaki 	<p style="text-align: center;">Action 3.5</p> <p style="text-align: center;">Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning</p> <hr/> <p style="text-align: center;">Action 1.1</p> <p style="text-align: center;">Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>

Stories of the People

Strategic Goal :

Akongga will take an active responsibility of their learning

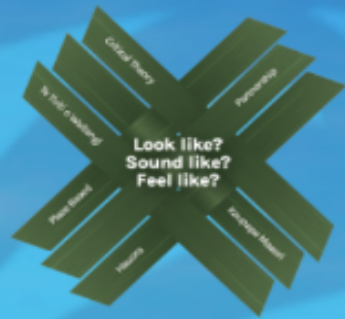
Initiatives	Outcomes	Actions	Measures	NELPs
<p>Learning Culture</p> <p>Partnerships of People:</p> <p>University of Canterbury Mana Whenua Literacy Support Teacher</p>	<ul style="list-style-type: none">• Learner centred programmes• Consistent literacy assessment, strategies, resources and implementation plans exist.• Teachers feel confident to plan, assess and teach using structured literacy approach.• Self-motivated akonga, who are engaged in targeted literacy activities which progresses/ advances their learning.	<ul style="list-style-type: none">• Participation in BSLA Professional Learning programme and support.• Literacy support teacher focus on literacy assessment schoolwide• Participation in Writers Toolbox Professional learning.(Te Oko Horoi KA)• Aakonga can recognise when they display the 5 C's and explain how these impact their learning	<ul style="list-style-type: none">• Two teachers have completed micro-credentials by end of 2024• Literacy indicators are used in planning assessment cycles• Writers toolbox professional learning series has been completed, including mentor webinars, workshops and coaching sessions.• Literacy indicators developed for formative assessment and future planning• Aakonga focus on one of the 5 C's per term and self-assess using supporting matrices	<p>Action 3.6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>Action 2.4</p> <p>Ensure every aakonga gains sound foundation skills, including language, literacy and numeracy</p>

Stories of the People

Strategic Goal :

Leadership understanding builds from Year 1 to Year 8

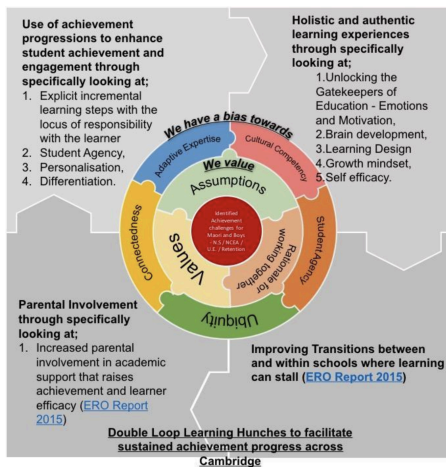
Initiatives	Outcomes	Actions	Measures	NELPs
<p data-bbox="112 646 403 702">Leadership</p> <p data-bbox="112 957 403 1053">Partnerships of People:</p> <p data-bbox="112 1117 403 1308">Mana Whenua Te Arahou Leading Learning S Blair Education</p>	<ul data-bbox="526 462 851 1460" style="list-style-type: none"> • Grow great leaders at Kaipaki • Developing ethos that everyone is a leader • Aakonga and whaanau understand the Kaipaki Leadership Capabilities • Leaders can identify their leadership strengths & areas of growth • Development of an Aakonga leadership rubric at Years 3, 5 & 7 • School Leadership team is competent, confident and cohesive 	<ul data-bbox="952 478 1276 1484" style="list-style-type: none"> • Cool schools mediator professional PD • Develop leadership rubric • Ensuring opportunities are provided for leadership leveraging off the strengths within the school • Presentation to our community around the Leadership Capabilities • Leadership specialist on staff • Leadership advisor support programme for senior leaders 	<ul data-bbox="1388 478 1713 1444" style="list-style-type: none"> • Student self assessment against the developed rubric • Students can identify examples of their leadership • Self Review of Leadership team related to desired outcome statement • Feedback sheet post community presentation • Everyone can identify at least one example of their leadership from during the year 	<p data-bbox="1814 486 2139 758">Action 3.6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p data-bbox="1814 989 2139 1460">Action 1.2 Have high aspirations for every aakonga and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities , languages and cultures</p>



PAST, PRESENT AND FUTURE

Te Kaahui Ako o Te Oko Horoi

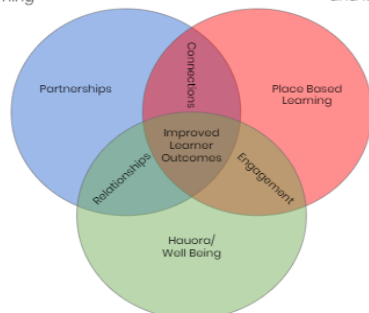
Strategic Plan 2024



Te Oko Horoi Achievement Challenge 2022-2024

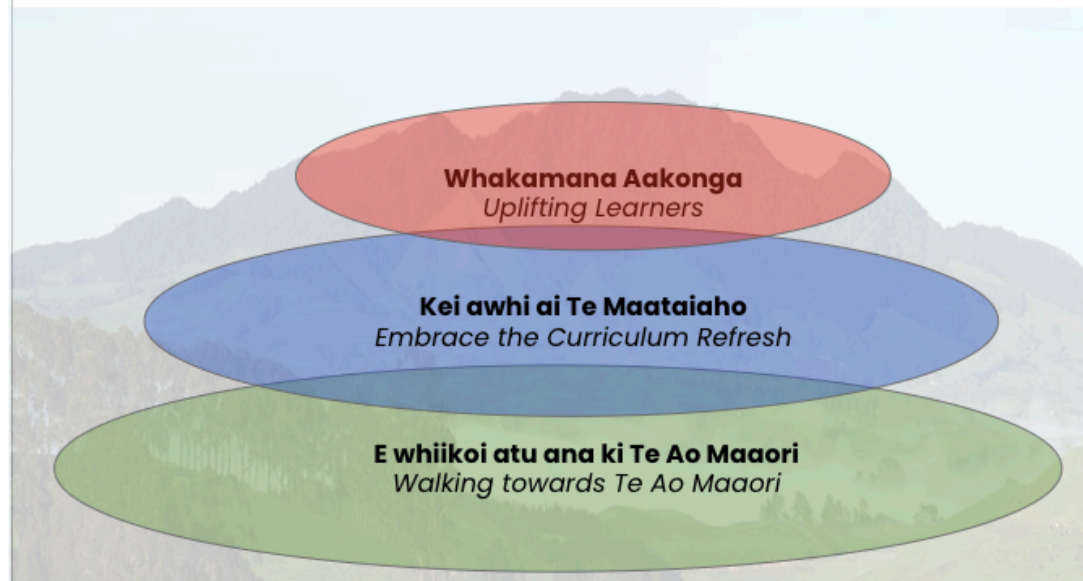
As we reflect on the years that have been, Te Kaahui Ako o Te Oko Horoi has much to celebrate. Moving forward on the cusp of many changes in education, we want to acknowledge Ngaati Korokii Kahukura and Ngaati Hauaa, our partners in co-governance.

"We are committed to developing partnerships that strengthen and support student learning"



"We are committed to the Hauora and Well-being of all members of our Kahui Ako"

"We are committed to delivering learning opportunities that are responsive to the needs of our local contexts and issues"



Strategic Goals	Strategic Initiative	Actions To
Goal 1 E whiikoi atu ana ki Te Ao Maaori Walking toward Te Ao Maaori	1.1 Give effect to Te Tiriti in and across all Strategic Initiatives	1.1.1 To work with external providers to develop understanding and capability within Kura/Center Leaders and Boards/Governance groups to be able to give effect to Te Tiriti o Waitangi – Titiro whakamuri, ka haere whakamua 1.1.2 To develop capability of kaiako by utilising a framework(s) from external providers.
	1.2 Establish inclusive and equitable pathways for aakonga and rangatahi.	1.2.1 Ensure that the educational aspirations of Ngaati Korokii Kahukura and Ngaati Hauaa are upheld. 1.2.2 To reduce the disparity of engagement and achievement between aakonga Maaori and aakonga tiriti. 1.2.3 Use external providers and resources to promote culturally responsive teaching practice for aakonga. 1.2.4 Collaboratively develop progressions (phases of learning) across Ngaa Pou o Te Oko Horoi.
	1.3 Promote identity and belonging	1.3.1 Take deliberate actions that support the aspirations of Ngaati Korokii Kahukura and Ngaati Hauaa. 1.3.2 Support Leaders and Kaiako to develop their knowledge and understanding of Maatauranga Maaori, to enhance mauri ora of aakonga. 1.3.3 Use of teaching and learning frameworks to develop culturally responsive practices.
Goal 2 Kei awahi ai Te Mātaiaho Embracing Curriculum refresh	2.1 Partner with Mana Whenua to co-design localised curriculum	2.1.1 Support kura to unpack Te Mātaiaho – specifically Mātaiahikā – our Ngaa Pou o Te Oko Horoi. 2.1.2 Support Mana Whenua to establish He Rautaki Reo
Goal 3 Whakamana Aakonga Uplifting Learners	3.1 Provide opportunities for aakonga to develop a strong sense of belonging by strengthening tuakana-teina connections including whaanau, iwi/ hapuu and kaiako across our kaahui.	3.1.1 Continue to develop and grow Te Ohu Kaiaraahi o te Kapua iti to include the sharing and telling of local stories, kapa haka, and build the capability of Te Ao Maaori across the Kaahui ako 3.1.2. Strengthen meaningful relationships with all Kura, ECE and kaimahi in their work towards Kaahui Ako goals 3.1.3. Plan for and implement cross sector mahi that facilitate whakawhanaungatanga, collaboration and learning
	3.2 Mobilise and amplify kaiako capability and capacity	3.2.1. Provide opportunity teacher capability and capacity in culturally responsive pedagogy and practice to raise the mauri of aakonga 3.2.2. Provide opportunities to grow leadership and teacher capability 3.2.3. Grow Whaangai ki te Kaihoe as individuals and as a team.

Goal 1: **E whiikoi atu ana ki Te Ao Maaori – Walking toward Te Ao Maaori**

Our Strategic Initiatives	Our Actions	Our Strategic Measures	Our Strategic Outcome/Annual Report
<p>1.1 Give effect to Te Tiriti in and across all Strategic Initiatives (Greg)</p>	<p>1.1.1 To work with external providers to develop understanding and capability within Kura/Center Leaders and Boards/Governance groups to be able to give effect to Te Tiriti o Waitangi – Titiro whakamuri, ka haere whakamua</p>	<ul style="list-style-type: none"> • Whaangai ki te Kaihoe will facilitate connections between Poutama Pounamu and Niho Taniwha, and kura/centres to personalise kura-based programmes using allocated PLD hours. (Carmel & Lee) • External providers Poutama Pounamu and Niho Taniwha will facilitate four introductory workshops between February and October 2024. (Carmel and Lee) • Poutama Pounamu will run two “Legislation through to Practice” waananga for Boards/Governance in March and May 2024. (Carmel) • Poutama Pounamu and Niho Taniwha will run three leadership waananga through the year for Whaangai ki te Kaihoe and other leaders (Carmel and Lee) 	
	<p>1.1.2 To develop capability of kaiako by utilising a framework(s) from external providers.</p>	<ul style="list-style-type: none"> • Provide PLD opportunities for kaiako to engage with external providers that promote cultural responsiveness/support the development of cultural competency at June’s PLD Day 2024. (Shirley) 	
<p>1.2 Design/develop inclusive and equitable pathways for aakonga and rangatahi, (Greg)</p>	<p>1.2.1 Ensure that the educational aspirations of Ngaati Korokii Kahukura and Ngaati Hauaa (Tainui Te Mana Maatauranga) are upheld.</p>	<ul style="list-style-type: none"> • Support the implementation of He Rautaki Reo (four waananga) (Katie) • Partner with Mana Whenua to plan and deliver annual PLD day on 14th June 2024 (Shirley) • As per 1.3.2 – Run workshops to unpack our Ngaa Pou o Te Oko Horoi with kaiako, once a term (Cassie). • As per 1.3.2 – Continue to develop a kete of resources, for our Ngaa Pou o Te Oko Horo that cater for different phases of learning. (Cassie) • As per 3.1.1 – Collect voice of tangata whenua and whaanau on which significant puuraakau will 	

		<p>support the values of this kaupapa (Lee)</p> <ul style="list-style-type: none"> As per 3.1.1 - Collaborate with tangata whenua and whaanau around authentic interpretation of haka, waiata and mootetea (Lee) 	
	<p>1.2.2 To reduce the disparity of engagement and achievement between aakonga Maaori and aakonga tiriti.</p>	<ul style="list-style-type: none"> As per 3.1.1 - Engage our aakonga from across the kaahui of Te Ohu Kaiaarahi o te Kapua Iti. (Lee) Establish a way of working with the Cambridge High School Attendance Officer that aims to have a positive impact on attendance. (Greg) 	
	<p>1.2.3 Use external providers and resources to promote culturally responsive teaching practice for aakonga.</p>	<ul style="list-style-type: none"> As per 1.1.1 - Providers (Poutama Pounamu and Niho Taniwha) will hold four introductory workshops for leaders and/or Kaiako between February and October 2024. As per 1.1.2 - Provide PLD opportunities for kaiako to engage with external providers that promote cultural responsiveness/support the development of cultural competency at June's PLD Day 2024. (Shirley) 	
	<p>1.2.4 Collaboratively develop progressions (phases of learning) across Ngaa Pou o Te Oko Horoi.</p>	<ul style="list-style-type: none"> As per 2.1.1 - Develop Maatairea (progressions of learning) for the three Ngaa Pou o Te Oko Horoi - Pukeroro, Parawhau and Te Koopu Maania - including progression of themes, and learning activities/resources to support teaching at each Phase, including ECE (Cassie) 	
<p>1.3 Promote belonging through culturally responsive practices that authentically integrate Maatauranga (David)</p>	<p>1.3.1 Take deliberate actions that support the aspirations of Ngaati Korokii Kahukura and Ngaati Hauaa.</p>	<ul style="list-style-type: none"> As per 2.1.1 - Facilitate termly Ngaa Pou o Te Oko Horoi workshops to support ngaa kaiako teaching and learning. (Cassie) As per 2.1.2 - Whaangai ki te Kaihoe will support the implementation of He Rautaki Reo (Katie) 	
	<p>1.3.2 Support Leaders and Kaiako to develop their knowledge and understanding of Maatauranga Maaori.</p>	<ul style="list-style-type: none"> As per 1.1.1 - Niho Taniwha waananga will engage kaiako and leaders with their framework. (Lee) As per 1.1.1 - Poutama Pounamu waananga will engage kaiako and leaders with key aspects of their Mauri Ora framework. (Carmel) As per 2.1.2 - Whaangai ki te Kaihoe will support the implementation of He Rautaki Reo. (katie) 	

Goal 2: **Kei te awahi e Te Mātaiaho – Embracing Curriculum refresh**

Our Strategic Initiatives	Our Strategic Actions	Our Strategic Measures	Our Strategic Outcome/Annual Report
<p>2.1 Partner with Mana Whenua to co-design localised curriculum (David)</p>	<p>2.1.1 Support kura/centres to unpack Te Mātaiaho – specifically Mātaiahikā – our Ngaa Pou o Te Oko Horoi.</p>	<ul style="list-style-type: none"> • Unpack our Ngaa Pou o Te Oko Horoi with kaiako – once a term. (Cassie) • Develop ECE phases of learning for 3 stories. (Cassie) • Whaangai ki te Kaihoe will provide support to individual Kura/Centres to help shape their work on Ngaa Pou o Te Oko Horoi in their setting. (Cassie) • Te roopu Ngaa Pou o Te Oko Horo will continue to develop a kete of resources for Ngaa Pou o Te Oko Horoi (Cassie) • Whaangai ki te Kaihoe will model and/or make explicit links to local resources including Te Oko Horoi histories website, te arawai Journey. (Cassie) 	
	<p>2.1.2 Support Mana Whenua to establish He Rautaki Reo</p>	<ul style="list-style-type: none"> • Whaangai ki te Kiahoe will ensure logistics are efficient and effective on He Rautaki Reo days, to allow Mana Whenua to focus on the content and teaching. (Lee) • Whaanagi ki Te Kaihoe will gather feedback and feedforward from leaders, facilitators and participants after workshops to determine next steps. (Carmel) • Whaangai ki te Kaihoe will attend Leaders' Hui to discuss best practice options for further development of He Rautaki learning in each setting. (Katie) • After each He Rautaki waananga Whaangai ki te Kaihoe will work with their liaison Kura/Centres to encourage/support them to apply their learning in their own setting (Assigned liaison Whaangai ki te Kaihoe) 	

Goal 3: **Whakamana Aakonga – Uplifting learners**

Our Strategic Initiatives	Our Strategic Actions	Our Strategic Measures	Our Strategic Outcome/Annual Report
<p>3.1 Provide opportunities for aakonga and Kaiako to develop a strong sense of belonging by strengthening tuakana-teina connections including whaanau and iwi/hapuu across our kaahui. (Carol)</p>	<p>3.1.1 Continue to develop and grow Te Ohu Kaiaarahi o te Kapua iti to include the sharing and telling of local stories, kapa haka, and build the capability of Te Ao Maaori across the Kaahui Ako.</p>	<ul style="list-style-type: none"> • The participation criteria of Te Ohu Kaiaarahi o te Kapua Iti are tabled for discussion at the Leaders’ Hui - Feb 2024. (Lee) • Include aspects of Ngaa Pou o Te Oko Horoi in Te Ohu Kaiaarahi o te Kapua Iti wānanga 2024. (Lee) • Collect voice of tangata whenua and whaanau on which significant puuraakau will support the values of this kaupapa. (Lee) • Collaborate with tangata whenua and whaanau around authentic interpretation of haka, waiata and mooteatea (Lee) • Identify and take deliberate steps to include whānau in Te Ohu Kaiaarahi o te Kapua Iti - drops-off/pick ups, sharing and engaging in kaupapa. (Lee) • Gather feedback/feedforward from whaanau and tamariki at each Te Ohu Kaiaarahi o te Kapua Iti waananga to inform forward planning. (Lee) • Te Ohu Kaiaarahi o te Kapua Iti facilitators will wānanga to plan each subsequent hui. (Lee) • By October 2024 WktK will facilitate a forward planning hui to review the 2024 Te Ohu Kaiaarahi o te Kapua Iti and determine next steps for 2025. (Lee) • Whaangai ki te Kaihoe will visit Wairarapa as a whakakwhanaungtanga kaupapa in 2024.(Lee) • Te Ohu Kaiaarahi o te Kapua Iti feedback will be shared with leaders. (Lee) 	
	<p>3.1.2. Plan for and implement cross sector mahi that facilitates whakawhanaungatanga, collaboration and learning.</p>	<ul style="list-style-type: none"> • Whaanagi ki te Kaihoe will review Kura Plan and the Liaison process to ensure this is effective. (Shirley) • Whaangai ki te Kaihoe will plan and run Start-of-Year and End-of Year hui .(Cassie) 	

		<ul style="list-style-type: none"> • As per 2.1.2 - Whaangai ki te Kaihoe will provide logistical support to Mana Whenua on He Rautaki Reo. • At Leaders' Hui, Whaangai ki te Kaihoe will engage in discussions around ways to develop and sustain the kaupapa He Rautaki Reo in their own Kura/Centre.(Katie) • In co-governance with Mana Whenua, Whaangai ki te Kaihoe will plan and run PLD day on June 14th 2024 (Shirley) • As per 1.1.1 - In partnership with external providers Whaangai ki te Kaihoe will plan and run wānanga for both Poutama Pounamu and Niho Taniwha. (Carmel and Lee) 	
<p>3.2 Mobilise and amplify kaiako capability and capacity (Carol)</p>	<p>3.2.1. Provide opportunity for teacher capability and capacity in culturally responsive pedagogy and practice to raise the mauri of aakonga</p>	<ul style="list-style-type: none"> • As per 1.1.1 - Connect Kura to engage in Niho Taniwha workshops (Lee) • As per 1.1.1. - Connect Kura to engage in Poutama Pounamu workshops (Carmel) • Utilise/model educational frameworks in planning/facilitation of workshops facilitated by Whaangai ki te Kaihoe eg(Ngaa Pou o Te Oko Horoi. (Whaangai ki te Kaihoe facilitators) • Encourage kaiako to attend Te Ohu Kaiarahi o te Kapua Iti to experience culturally responsive teaching methods by advertising at Leaders hui, other Kaahui Ako waananga and liaison visits (Lee) 	
	<p>3.2.2. Provide opportunities to grow leadership and teacher capability</p>	<ul style="list-style-type: none"> • The Potential for Performance coaching programme will be advertised/offered to all kaiako in Term 1 (Shirley) • Whaangai ki te Kaihoe will promote Potential to Performance "Conscious Inclusion Bundle" at Leaders hui, other Kaahui Ako waananga and liaison visits to support professional growth of kaiako. (Shirley) • In partnership with "Writers Tool Box" Whaangai ki te Kaihoe will co-ordinate "Writers Tool Box" sessions for both those kaiako in Year 1 and Year 2 of the Writers Tool Box programme. (Carmel) 	

	<p>3.2.3. Grow Whaangai ki te Kaihoe as individuals and as a team.</p>	<ul style="list-style-type: none"> • Whaangai ki te Kaihoe will attend a relevant conference as a team to support their professional growth (up to \$10,000 to be set aside in the budget to support this development) • Whaangai ki te Kaihoe professional growth will be supported with leadership PLD with Poutama Pounamu and/or Niho Taniwha to develop cultural capabilities (including Te Tiriti o Waitangi). (Carmel and Lee) • Two Whaangai ki te Kaihoe will enrol in the Poutama Pounamu “Blended learning” course in 2024 (and work with the Whaangai ki te Kaihoe team as their assigned aakonga for this learning journey) (Carmel and Cassie) • Refer 3.1.1 Whaangai ki te Kaihoe will visit Wairarapa as a whakakwhanaungtanga kaupapa in 2024. (Lee) 	
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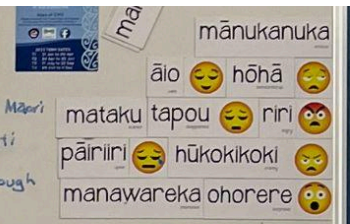
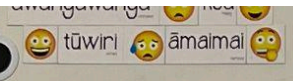
WktK Leader	Lee Bird (0.4) Greg	Carmel Stock (0.4) Carol	Shirley Dudli (0.4) Greg	Katie Wynyard (0.4) Greg	Cassie Barr (0.4) Carol	David (0.1) Carol (0.1) Greg (0.2)
Portfolio responsibility	Te Ohu Kaiarahi o te Kapua iti (1) Niho Taniwha (1)	PLD Journal (1) Writers Tool Box (1) Poutama Pounamu(1) Communications (1) <small>Facebook/website/ newsletter</small>	WktK Lead PLD Day (1) Coaching/Conscious Inclusion bundle	He Rautaki Reo (1) Celebration Day/Te Wiki o Te Reo Maaori (1)	Ngaa Pou o Te Oko Horoi (previously Te Mātaiaho) (1) Start of Year/End of Year hui (1)	Leaders’ hui Memorandum of Agreement update Achievement Challenge to MOE
	He Rautaki Reo (2) Haerenga (2)	PLD Day (2)	Poutama Pounamu (2) Haerenga (2) Communications (2) <small>Facebook/website/ newsletter</small>	PLD Journal (2) Niho Taniwha (2) Ngaa Pou o Te Oko Horoi. (2)	Te Ohu Kaiarahi o te Kapua iti (2) Celebration Day/Te Wiki o Te Reo Maaori (2) Writers’ Tool Box (2)	

Links to Annual Plan						
	Lee	Carmel	Shirley	Katie	Cassie	David/Greg/Carol
Liaison Kura/Centre <i>Review Purpose and function of kura visits in 2024</i>	Cambridge East Cambridge Middle Kaipaki St Peter's Catholic Tree Town (ECE)	Cambridge Primary Te Miro Grow (ECE) Little Sparrows (ECE) Bunnies (ECE)	Cambridge High Horahora Karapiro St Peters Private Elim (ECE)	Cambridge High Roto-o-Rangi Matariki Kohanga Reo Te Koo Utu Kohanga Reo	Leamington Hautapu Goodwood House of Wonder Cambridge- by Busy Bees (ECE) Busy Bees (ECE)	Greg/Carol and David to support kura visits by arrangement

Leaders Strategic plan links

<p>Greg</p> <p>1.1 Give effect to Te Tiriti in and across all Strategic Initiatives</p> <p>1.2 Establish inclusive and equitable pathways for aakonga and rangatahi</p>	<p>Carol</p> <p>3.1 Provide opportunities for aakonga to develop a strong sense of belonging by strengthening tuakana-teina connections including whaanau, iwi/ hapuu and kaiako across our kaahui.</p> <p>3.2 Mobilise and amplify kaiako capability and capacity</p>	<p>David</p> <p>1.3 Promote identity and belonging</p> <p>2.3 Partner with Mana Whenua to co-design localised curriculum</p>
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Let the uniqueness of the child guide what we do



Area	Item	Status	Notes
Te Kōwhiri

Te Kōwhiri

TO DO
 Link for brochure
 Lec 0.4
 Staffing Doc
 MAC

Strengths

- staff meeting focus
- suitable for school/ECE to talk-train
- Kids/whānau come first
- enduring relationship with mana whenua
- Te Ohu across schools (Yr 5 ↑)

- Consistent inclusion bundle available.
- Website
- consistent wktk

MEP - improves attendance

*lost other Kaohi ako

- rōpu capability
- indir schools/ECE
- across school/teacher
- Leaders
- BOT

Opportunities/Actions:

- Te Mātāiāho - local stories - time?
- after school (critical theory)
- PP for wktk
- ECE - 3-5 more likely to attend
- across school/centre collab?
- Rawhiti 4 sessions
- Te Ohu - teacher PLD opp!
- All schools participate in P.P (bespoke)

PQC - prof growth...

- cohesion PP/NT facilitator connect
- EOY hui - 2024 opp's
- Share Te Ohu data - see transition across years of schooling.

Local stories connection?
 - Use Te Ohu learning back to kura

Challenges

- staff meetings curric refresh
- time
- get schools into the PLD opportunity
- Your kura/centre - its time to re-engage
- Info sharing - of opportunities
- Comms - How we hear-engage with oppo
- promote - connect/commitment - ongoing
- leadership support structure
- maintain journal
- could pause
- Unknown context of Rawhiti.
- wktk - passion, area to lead
- many this to another area? Te Ohu?

Threats

- vulnerability?
- time
- kids book in to ECE...
- Govt
- adding more - not taking away
- Transition
- Watch it unfold - Yr 2 support?

1. Walking towards Te Ao Māori

- give effect to Te Tiriti
- design/develop
- promote belonging through CRP

2. Embracing curric refresh

- partnership with mana whenua
- localised curric - tangata whenua aspirations
- support kura → understand/know/Do support

3. Uplifting ākonga

- connect with peers, iwi, whānau, kaiako to develop a strong sense of belonging and improve attendance
- mobilise and amplify wāhako capability and capacity. prof growth...

rerun beginners - after school? next steps school integration?



Decision making meeting

Meeting Goal	Meeting Outcome	Action To
Meeting Goal 1	Meeting Outcome 1	Action To 1
Meeting Goal 2	Meeting Outcome 2	Action To 2
Meeting Goal 3	Meeting Outcome 3	Action To 3

mamae