



**Greenhithe School**  
**Mahere Rautaki 2019-2022**  
**Charter 2019 – 2022 (2022 Version)**

*“Our children grow to be capable, balanced, confident learners who embrace new experiences and opportunities”*

**Perseverance**  
Manawanui

**Respect**  
Manaakitanga

**Initiative**  
Whakaaratanga

**Diligence**  
Urupū

**Excellence**  
Kairangatira

**Vision**

Our vision is based around our Learn to Grow motto.

**“Our children grow to be capable, balanced, confident learners who embrace new experiences and opportunities.”**

**Kia tipu kaha ai a mātou tamariki i raro i ngā manaakitanga hōu o ngā wheako me ngā angitu hei ākonga tau hei ākonga maia**

**Mission Statement**

Learners at Greenhithe School grow to be confident, flexible and are open to new ideas. We live and breathe our PRIDE values in every aspect of school life. We embrace challenge, can use our initiative and develop the attitude to try new experiences. We learn to foster effective relationships with everyone around us, showing empathy, kindness and respect to all.

## Values

Greenhithe School will promote a learning community where we support the personal development, learning and welfare of every learner. Our values are Perseverance (Manawanui), Respect (Manaakitanga), Initiative (Whakaaratanga), Diligence (Urupū) and Excellence (Kairangatira) (PRIDE). These values will underpin our school curriculum, school vision and our interactions. In 2020 we developed the school's house system to move from just being utilized in sport, to a whole school values-based system, focusing on positive behaviour and citizenship. The award of 'house points' will reflect our school-wide values. The winning house each week then has their student designed house flag flown. In 2020 we enhanced the displaying of our values around the school. They are displayed in both Te Reo and English at the front and rear entrances. The flags for each house were designed by our students/ākonga.

**(NELP Objective 1 Priorities 1 and 2)**

## Wellness

Through the four dimensions of Te whare tapa whā we ensure that personal well-being is developed. The skills, knowledge, attitudes and values that are important in our local curriculum help to place value on developing the rich capacity of our learners. Our learning environments provide a place of personal belonging and connectedness, so that all learners feel safe and secure, and experience a sense of personal achievement and success. In 2021 we will be developing our tiered wellness system to identify where our students/ākonga need support. Wellness and wellbeing are integrated into the classroom programme to ensure we are teaching our students/ākonga the strategies and dispositions to be able to identify and action their own well-being needs in order to flourish as a learner and to meet their potential.

Our school community's well being is also very important to us. We have many things in place to help with feeling valued, appreciated and to create an environment where support, if required, is available. This includes having EAP services available, which has been a long term commitment of the school, work/life balance of the staff, with meeting times and frequency always considered, an appreciation wall and a social team empowered to create opportunities for celebration, togetherness and fun. In 2021 a leadership group undertook an inquiry into wellness programmes. A decision was made following an intensive inquiry by a leadership group, to use the Mitey programme across the school in 2022.

**(NELP Objective 1 Priorities 1 and 2)**

## Community Of Learning (COL)

Greenhithe is an enthusiastic member of Whānau ki te ako – Kāhui Ako. This Community of Learning is made up of five contributing schools: Albany Primary School, Coatesville School, Greenhithe School, Ridgeview School and Upper Harbour Primary School. These are feeder schools to Albany Junior High School, which in turn provides a pathway to Albany Senior High School.

As a COL, we have focused on key learning drivers: learner agency, effective transitions, culturally responsive pedagogies, collaborative learning, community involvement and teacher effectiveness. We believe that collaboration and co-operation with our Kāhui Ako enhances the opportunities for learning for the teachers/kaiako and students. We have a strong history of close cooperation with our Kāhui Ako and we are now in a position to deepen and grow a culture of inquiry through our learning drivers.

The successful application from the Ministry of Education centrally funded professional development (2018 / 2020) has ensured Whānau ki te ako has had access to high quality external professional support. A variety of providers and facilitators were selected to ensure the COL goals as well as each school's individual needs were met. Additional delivery and support through the whole COL conference day, nano conferences, as well as focussed training days for Within School Leads (WSL's), were organised by the Across School Leaders (ACL's). In 2022 we have an additional 75 hours of professional development which we will use to focus on internal leadership capability and culturally responsive pedagogies.

Our school is a member of a Kāhui Ako that is committed to the growth of leaders. Principals will continue their own leadership growth through the collaborative model of learning from and with each other (as well as external facilitators, expert partners and change managers). Through the development of middle leaders and designated Kāhui Ako roles, we can raise the capability of all teachers. Aspiring leaders will have opportunities to explore alternative career pathways where they remain in their context as expert practitioners while developing themselves further and leading innovative change. Our continued active role in our Kahui Ako having one of the five Across School Leaders being from Greenhithe, recognising our support, the internal leadership growth and developing expertise in the areas of the drivers within our school. Our Within School Leaders play a major part in the design and implementation of the annual plan. They also are responsible for leading the areas of learner agency and collaboration as teacher inquiries and the continued and consistent focus of professional learning, following the charter goals.

In 2020 the CoL developed our strategic plan and a related annual plan, to assist us in collaboratively working to common goals for all our learners. These key drivers remain embedded in both Greenhithe's School Charter and the annual plan. The strategic plan has been added to our charter, as it is a key document for our school. In 2022 we will utilise the Across School Lead (Sarah Fish-Greenhithe School assigned ASL) to enhance the links, both formal and informal, between the school, Col schools and wider COL community, which includes links to tertiary and local employers at the Albany Senior High end of our pathway. This will include utilising expertise in the wider COL in specific subject and pedagogical areas, to support our teachers.

**(NELP Objectives 2, 3 and 4-Priorities 4, 6 and 7)**

<p><b>Charter Undertaking:</b> This draft Charter was ratified by the Board will be submitted to the Ministry of Education.</p>	<p><b>Consultation Process:</b> We believe the charter is the guiding document for our school, and therefore was vital to involve many key groups of stakeholders in the process. Our starting point was the 2018 ERO report, giving us some clear direction to begin our consultation process. The parents were invited to a series of consultation hui, looking at aspirations for our school, how and what we report to parents and future property planning. The teachers were engaged in workshops about future planning and our aspirations for our school. The student/ākonga are regularly consulted with about their futures and what helps them to learn effectively, this included impacts of home learning (Covid-19) in 2020 and 2021. As part of the consultation phase, we engaged our Māori whānau group, as part of a regular series of hui. The 2022 charter has been updated following the examination of student/ākonga data, including formative data, and teacher/kaiako and student/ākonga voice. After the current charter process, when the goals are given time to be implemented, embedded and sustained, a full redesign and consultation will be undertaken in 2022, following the new guidelines for implementation in January 2023.</p>
<p><b>Chairperson, Board of Trustees:</b> <b>Kathy Frame</b></p>	
<p><b>Date: (Passed at BoT Meeting)</b></p>	

## Cultural Diversity

We recognise and embrace New Zealand's bi-cultural heritage and value the unique position of Māori in New Zealand society. As a Board and a school, we hold commitment that Te Tiriti o Waitangi is embedded in policy and practices including strategy, behaviours, actions, services, and resourcing. Our curriculum is delivered to ensure opportunities for Māori students/ākongā to experience success as Māori. We acknowledge the importance of Te Reo Māori and Tikanga Māori at Greenhithe School. We employ a specialist to provide instruction in Kapa Haka in which over 100 of our students/ākongā in years 4-6 take part. We will continue to undertake professional development and a programme of Te Reo Māori across our school, with a learning platform for Te Reo Māori in 2022, including professional development units for staff. In 2022 we will undertake a hikoi with staff and Board to local areas of cultural significance for our area and undertake professional learning in giving effect to Tiriti O Waitangi.

We focus on improving learning outcomes for our Māori learners by integrating learner identity, language and culture through our local curriculum, recognising Te Reo Māori and tikanga are taonga. We value and foster our relationships with our parents and whānau. We hold regular hui with our whanau, listening and gathering input for our curriculum, recognising and supporting high expectations for the learners.

We acknowledge and value all of the cultures our children bring to Greenhithe School. We look to integrate opportunities for children to celebrate their culture and first languages through opportunities such as Chinese New Year, Chinese and Korean language week and opportunities to recognise and celebrate our Pacifica children's heritage.

**(NELP Objectives 1, 2 and 3- Priorities 2,3,5 and 6)**

### **Focus area for Māori students (NELP Objectives 2 and 3- Priorities 3, 4, 5 and 6)**

We will monitor Māori student groups as part of our ongoing tracking of student/ākongā achievement and progress. The data is analysed to identify ways to support Māori students at Greenhithe School. We track specific data for Māori students through our student management system and gather student voice in classrooms. We recognise and embrace the concept of ako, as a teaching and learning relationship in which learning is reciprocal between teachers and student/ākongā. We also acknowledge quality teaching and leadership make the difference for learners and their whanau and that this is the most important influence on education for Māori student/ākongā and that incorporating culture and productive partnerships into learning leads to successful learning outcomes for student/ākongā. We want our student/ākongā to know their potential and feel supported to set goals and take action to achieve success. We are committed to the refreshed Ka Hikitia.

### **What steps will the school take to incorporate tikanga Māori (Māori culture and protocols) into the school's curriculum? (NELP Objective 3- Priorities 5 and 6)**

Classrooms and school celebrations will reflect Māori culture through waiata, greetings, counting, basic phrases and correct pronunciation. Te Reo Māori is used as an integral part of classroom programmes. Our integrated curriculum will include components of tikanga Māori. Waiata are used in syndicate and school wide singing. From 2016 -2019 we had employed a Māori Language Tutor to work across the school, to enhance Te Reo and a Kapa Haka group was established in 2016. We have participated in a local cultural festival since 2017. This group regularly performs as part of school celebrations; they have participated in pōwhiri, members of our group have participated as a COL Kapa Haka group. Our group has also visited local ECE centres and local multicultural groups to perform for our community as part of the celebration of Māori Language Week. Since 2020 the group have also performed at local community events such as 'Christmas on the Green' and the Santa parade, as well as being invited to perform at another school cluster's event. We employed a new Kapa Haka tutor in 2019, who has taken our group to new heights. Within our school we have new protocols, including the welcoming of new staff with a powhiri and a gift, beginning all school assemblies with a teacher and some of the students/ākongā who are presenting giving their pepeha and all board meetings also start with a pepeha. With the support of some of our whanau group, we also instigated some welcoming protocols for our twice-yearly hui with our Maori parents. In 2020 we have created a school pepeha, using our whanau group and other expertise and knowledge to ensure it was culturally appropriate. Leaders, teachers/kaiako and staff are supported to develop their Te Reo Māori and tikanga Māori skills and competencies. The development of the school's local curriculum will further develop local histories into the learning, this will continue to develop Māori identity, language and culture being embedded into teaching and learning. In 2021 the Senior Leadership Team undertook professional learning in Te Reo and Te Ao Maori. In 2022 the staff will undertake professional learning as a teaching team in Te Reo, utilising the EP online modules. In 2022 we are beginning the year with a Hikoi around our local area to look at the cultural history of Greenhithe. We also have professional learning on Tiriti O Waitangi, looking to ensure we are giving the full effect of Titiri within our kura.

### **What will the school do to provide instruction in Te Reo Māori for full time students whose parents ask for it? (NELP Objectives 1, 2 and 3- Priorities 2, 3, 5 and 6)**

We will continue to meet the needs of the local Māori whānau. We provide Te Reo Māori in class programmes to enhance the teaching and place value on all children receiving instruction in Te Reo Māori. Teachers use Te Reo Māori within daily interactions with student/ākongā. In 2021 the school invested in a new platform for the learning of Te Reo and Te Ao Māori. This has been supported by professional learning in the effective implementation of the platform and the embedding of Te Reo Māori teaching into the classrooms. The use of the tool for both upskilling staff and students will be continued in 2022.

### **What steps will be taken to discover the views and concerns of the school's Māori community? (NELP Objectives 1 and 3- Priorities 2 and 5)**

The school will consult with the Māori community through twice-yearly hui, with the school closures and Covid-19 restrictions, this was completed through online communication. In 2021 we will continue to seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture. Initiatives that have come from our whanau group include development of bi-lingual signage, which was completed in 2020. The Board of Trustees recognise effective engagement with Māori families and our wider local Māori community is critical to supporting the success of the Māori student/ākongā at our school. Our whanau group, in early 2019, asked for the hui to be opened to all cultures, which we have now done. The hui is always more than providing information to the families. We seek their perspectives and ideas around deepening our understanding as a school of their hopes and expectations for their children. 2022 will see us undertake consultation on the 2023 Strategic Plan.

**The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people.**

**Through our school's Charter goals of Learner Agency, Collaboration, Digital Fluency and Reaching Student Potential (NELP Objectives 1, 2 and 3- Priorities 2, 3, 4, 5 and 6), we aim to embed the NELP in our practices. In 2021 this will include the implementation of the local curriculum and the development of a wellbeing framework integrating Te Whare Tapa Wha (NELP Objective 1, Priorities 1 and 2), our use of targeted and effective professional learning in agentic and collaborative practices, effective maths teaching and implementation and supporting professional learning for a new platform to support the teaching of Te Ao Maori to further support the school's commitment to the priorities which are to be used alongside our own local priorities, and in conjunction with delivering a rich local curriculum, to help every student/ākongā to progress and achieve their aspirations.**



## Strategic Goals

Highlighted bullet points show when an action was completed. Further details are to be found within the annual plan review at the end of each year

<b>Learner agency</b>	<b>Strategic Goal: To develop agentic environments and opportunities for students to take control of their learning journeys.</b>	<b>Expected Outcome: All learners have the opportunities to make informed decisions over their learning that help them to identify and reach their own potential.</b>		
<b>2019 Actions</b>	<b>2020 Actions</b>	<b>2021 Actions</b>	<b>2022 Actions</b>	
<ul style="list-style-type: none"> <li>Students in years 4, 5 and 6 to be given opportunities to decide the mediums to present their learning.</li> <li>Students understand why they are learning a particular skill.</li> <li>Inquiry learning considers student choice and passions for all students, including cultural perspectives.</li> <li>Student voice is used as part of assessment and for teachers to evaluate the effectiveness of learning programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Students in years 2 and 3 to be given opportunities to decide the mediums to present their learning.</li> <li>Students in years 2,3,4,5 and 6 to be given choice of content and skills to support their goals and learning needs, with reference to cultural perspectives.</li> <li>Student voice is used to help plan content and skills to be taught.</li> <li>Workshopping introduced as a way of allowing children to make informed choices within their learning, this process will include students knowing their learning strengths and areas for development.</li> <li>Cohesive use of progression frameworks to be instigated.</li> <li>Year group-based statements are instigated to allow consistency and scaffolding of agentic thinking and decision-making skills.</li> </ul>	<ul style="list-style-type: none"> <li>Student/ākonga input into planning and workshop options, e.g. what writing styles and genres they feel they would like to use for a particular purpose.</li> <li>To continue to develop flexibility within a classroom for Students/ākonga to design their own timetable, based around must-do and can-do activities, and opt in workshops. (years 4-6).</li> <li>Ensure the cultural perspectives of individual learners are central when the student/ākonga engages in inquiry learning.</li> <li>The year group-based statements will be embedded across the school, having been updated in 2020, following professional learning.- developing</li> <li>Cohesive use of progression frameworks to be embedded.</li> <li>Examine actions from Whanau ki te Ako action plan, ensuring our teachers/kaiako and leaders embrace opportunities to develop and share expertise within Greenhithe School and across our CoL</li> <li>Undertake Assessment For Learning professional learning as a support for agentic practices (update existing staff and build knowledge in new staff)</li> <li>Students in years 2,3,4,5 and 6 to be given a choice of content and skills to support their goals and learning needs, with reference to cultural perspectives (2020).</li> </ul>	<p>1.1 All students/ākonga to be given choices of content and skills to support their learning.</p> <p>1.2 The year group-based statement on learner agency will be used to support consistency in teaching and learning.</p> <p>1.3 Ensure students/ākonga are able to bring their cultural perspectives when engaging in learning within the local curriculum.</p>	
<b>Digital fluency and literacy</b>	<b>For all learners to become fluent, capable, discerning users and creators of digital learning to enhance educational outcomes across the curriculum.</b>	<b>Expected Outcome: All of our learners will be able to use digital technology effectively to support their learning goals, with the ability to both use and create digital outcomes.</b>		
<b>2019 Actions</b>	<b>2020 Actions</b>	<b>2021 Actions</b>	<b>2022 Actions</b>	
<ul style="list-style-type: none"> <li>Engaging in teacher professional development through Cyclone to upskill staff to enable delivery of new curriculum.</li> <li>Staff survey to highlight areas of need.</li> <li>Teacher led inquiry group to focus on digital fluency (opt in).</li> <li>Establish a digital team to support the leader to deliver PD and follow up to classes.</li> <li>Leader to provide BoT report to track progress in this area.</li> <li>Develop offline tools and experiences to focus on computational thinking aspect.</li> <li>Develop shared language for staff and students.</li> <li>Updated cyber safety agreements for all staff and students put in place.</li> </ul>	<ul style="list-style-type: none"> <li>Implement the new digital aspect of the technology curriculum, including the use of a shared digital language.</li> <li>Review the implementation and skills gaps in teachers and students to focus on in 2021.</li> <li>Implement regular professional development opportunities for teachers (breakfast meetings etc).</li> <li>Review cyber safety agreements to make more user friendly for teachers.</li> <li>Continuation of teacher led inquiry group, with individual teachers selecting the focus to best suit their class.</li> <li>Develop the use of BYOD in years 5 and 6.</li> <li>Digital Technology team to support digital fluency across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Deepen the application of the digital aspect of the curriculum into the integrated local curriculum.</li> <li>Review the implementation and skills gaps in teachers and students/ākonga to focus on in 2021, revisiting at the end of the year for next steps.</li> <li>Digital Technology team to support digital fluency and access to the way Greenhithe integrates the digital curriculum aspect across the school.</li> <li>Digital Technology team to support digital fluency, digital citizenship for students/ākonga and teachers' curriculum knowledge across the school.</li> <li>Begin to develop teachers'/kaiako knowledge and confidence with the Designing and Developing Digital Outcomes strand (PO1-2).</li> </ul>	<p>2.1 Digital Technology team to support:</p> <p>2.1.1-Digital fluency and citizenship for students/ākonga</p> <p>2.1.2 -Teachers' curriculum knowledge across the school, in order to enhance student achievement.</p> <p>2.2 Implement both online and offline tools and experiences to focus on <i>computational thinking</i> aspect of the curriculum.</p> <p>2.3 Build Integration of digital tools into other curriculum subjects.</p>	

		<ul style="list-style-type: none"> <li>Continue to develop and increase teachers' knowledge, and confidence to integrate offline tools and experiences that focus on computational thinking aspect (PO1-2).</li> <li>Begin to develop teachers' knowledge and confidence with the Designing and Developing Digital Outcomes strand (PO1-2).</li> <li>Leader to report to the BoT on the progress of the implementation of the digital curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Leader to report to the Board on the progress of the implementation of the digital curriculum.</li> <li>Continue to develop and increase teachers'/kaiako knowledge of offline tools and experiences to focus on computational thinking aspect.</li> <li>In year 5 and 6 begin to focus on Designing and Developing Digital outcomes within the integrated curriculum.</li> <li>Implement regular professional development opportunities for teachers/kaiako (breakfast meetings etc).</li> <li>Build year group statements and expectations for the implementation of the digital aspect of the Technology curriculum.</li> </ul>	
<b>Collaboration</b>	<b>Strategic Goal: For all learners to collaborate effectively together to improve educational outcomes for all learners.</b>		<b>Expected Outcome: Teachers and students collaborate effectively in order to maximise student potential.</b>	
<b>2019 Actions</b>	<b>2020 Actions</b>	<b>2021 Actions</b>	<b>2022 Actions</b>	
<ul style="list-style-type: none"> <li>Teachers work closely in teams, utilising passions and strengths, e.g. rotation of classes, cross grouping, to enhance motivation and engagement in learning.</li> <li>Years 1 and 2 use the flexible learning spaces for collaborative teaching and learning.</li> <li>Year 3 and 5 students and teachers work with external facilitator to examine opportunities for collaboration to enhance learning outcomes.</li> <li>Teachers plan inquiry collaboratively, utilising passions and talents.</li> <li>Growth coaching introduced to allow teachers to collaborate in order to develop effective evaluation of teaching practices that raise student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 and 6 students and teachers work with the external facilitator to examine opportunities for collaboration to enhance learning outcomes.</li> <li>Years 1, 2, 3 and 5 continue to develop effective ways of using collaborative teaching and learning practices to enhance student outcomes.</li> <li>Growth coaching embedded into school culture as a way of accelerating student progress, this includes new staff undertaking training through CoL.</li> <li>Teachers plan inquiry collaboratively, utilising passions and talents, utilising new planning formats to encourage cohesion across the school.</li> <li>Year group-based statements regarding collaborative opportunities that build across the school will be implemented to allow year group consistency and to build skills and dispositions as the child moves through the school.</li> <li>Complete infrastructure work on resource spaces to allow for easier spaces for teacher collaboration to occur.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to develop collaborative spaces within the school, following the 10YPP (<i>BOT Property goal</i>)</li> <li>Growth coaching embedded into school culture as a way of accelerating student/ākonga progress. It is used as a key part of the teacher's/kaiako inquiry into practice.</li> <li>Year group-based statements on collaboration are embedded across the school, giving a cohesive approach, having been updated in 2020.- developing</li> <li>Teachers/kaiako enhance the collaborative planning of inquiry utilising passions and talents, utilising new planning formats to encourage cohesion across the school, through continued development of the local curriculum.</li> <li>Examine actions from Whanau ki te Ako action plan, ensuring our teachers/kaiako and leaders embrace opportunities to expand collaboration within Greenhithe School and across our CoL, including to develop Kāhui Ako iwi/ Whānau partnership for collaboration.</li> </ul>	<p>3.1 To use the Whanau ki te Ako action plan to embrace opportunities to expand collaboration within Greenhithe School and across our CoL to improve educational progress.</p> <p>3.2 Use the year group-based statement on collaboration to support consistency in teaching and learning in all year groups.</p> <p>3.3 Construct the 10YPP to look for opportunities for collaborative space development (Property)</p>	
<b>Accelerate student progress</b>	<b>Strategic Goal: For all students/ākonga to reach their educational potential focusing on accelerated progress, with a specific focus of children at risk of underperforming.</b>		<b>Expected Outcome: The achievement of all students/ākonga is accelerated so they meet their potential</b>	
<b>2019 Actions</b>	<b>2020 Actions</b>	<b>2021 Actions</b>	<b>2022 Actions</b>	
<ul style="list-style-type: none"> <li>Accelerated Learning Groups (<i>Groups of children who may be just below expectation, just at expectation who require some learning acceleration</i>) used in all year groups to focus on</li> </ul>	<ul style="list-style-type: none"> <li>ALG groups to be based on student day ta and needs, identified at a class or year group level.</li> <li>2019 data to be closely analysed by SLT to provide annual targets and focus for professional development.</li> </ul>	<ul style="list-style-type: none"> <li>ALG groups to be based on student/ākonga data and needs, identified at a class or year group level.</li> <li>2020 data to be closely analysed by SLT, then team leaders and CoL leaders to provide annual targets and focus for professional development, alongside the SLT.</li> </ul>	<p>4.1 Implement the Mitey Well-being programme across the school to enable students to reach their potential.</p> <p>4.2 To ensure the learning progressions in literacy and maths are used across the school by teachers and students.</p>	

<p>accelerating student progress in areas identified from specific year group and classroom data.</p> <ul style="list-style-type: none"> <li>● Explore culturally responsive pedagogies in order to realise student potential for all, with particular focus on priority learning groups including our Māori and Pasifika learners.</li> <li>● PAT testing online to give more responsive data, data shared with BoT at end of term 1 and 3. Analysis used to support specific learning goals and ALG focus in specific year groups.</li> <li>● Teams to use student voice to examine reasons and solutions for students not reaching potential.</li> <li>● Use collaborative practices such as rotations and cross groupings to meet the student needs in learning and motivation.</li> <li>● Continue to develop problem-solving approach to mathematics.</li> <li>● Further develop use of audience and purpose in writing.</li> <li>● Review outcomes from SEN and GATE programmes to ensure best practices and they are accelerating student progress.</li> <li>● Develop inquiry-learning practices, using the Greenhithe model, to incorporate different learning contexts and engage the passions of children.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to develop culturally responsive pedagogies in order to realise student potential for all, with a focus on priority learning groups including our Māori and Pasifika learners.</li> <li>● Apply the knowledge and understanding of culturally responsive pedagogies in order to realise the potential of Greenhithe's diverse learning community and priority learners.</li> <li>● Hone the use collaborative practices such as rotations and cross groupings to meet the student needs in learning and motivation.</li> <li>● Begin to develop workshopping as a method of teaching and learning (PD).</li> <li>● Further develop the use of problem-solving approaches for maths, including examining workshopping in maths through specific professional development.</li> <li>● Develop a new GATE model, based on linking the programme to the next curriculum level and the classroom contexts.</li> <li>● Teams to consistently use student voice to examine reasons and solutions for students not reaching potential. (Developing)</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to hone culturally responsive pedagogies in order to realise student/ākonga potential for all learners, with particular focus on priority learning groups including our Māori and Pasifika learners.</li> <li>● Apply the knowledge and understanding of culturally responsive pedagogies in order to realise the potential of Greenhithe's diverse learning community and priority learners, utilising the local curriculum.</li> <li>● To develop a wellbeing framework for Greenhithe School, underpinned by 'Te whare tapa wha', helping to enable both students/ākonga to reach their potential.</li> <li>● Identify practices, such as the use of the new learning progressions to enhance learner agency within goal setting, as a support for the continuing development of workshopping by specific need.</li> <li>● Further develop the use of problem-solving approaches for maths, including examining workshopping in maths through specific professional development (Continuation of professional learning scheduled originally for 2020).</li> <li>● To develop the Kairangatira programme (GATE).</li> <li>● Teams to consistently and effectively use student voice to examine reasons and solutions for students/ākonga not reaching potential and to develop engaging content within the local curriculum that will motivate and engage students.</li> </ul>	<p>4.3 To ensure the consistent use of problem solving strategies in mathematics, including workshopping/group teaching as appropriate. (Maths Leader)</p> <p>4.4 Research options for school wide Literacy PD for 2023 based on needs(Literacy Leader)</p> <p>4.5 Accelerated Learning Groups to be used across all year groups, based on student/ākonga data and needs to focus on accelerating the progress of those at risk of underachieving.</p>
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