



Northcote College

CHARTER and ANNUAL PLAN 2023 as at 1 March 2023

kia manaaki te tangata

2023 will be a transitional year for our school board planning and reporting as we respond to the Ministry of Education's introduction of a new strategic reporting framework stemming from the Education & Training Act 2020.

From early 2024 our Charter and Annual Plan will be replaced with three-year strategic and annual implementation plans.

In the meantime, our 2022 Charter will remain in place.

Introduction

The school which is now Northcote College was founded in 1877.

Positive learning relationships are at the heart of Northcote College. We recognise that each ākongā/learner is important and unique. We work hard to create an environment where ākongā/learners are happy and well, thrive academically, enjoy the co-curricular opportunities available and share positive values.

The success of ākongā/learners at Northcote College is a reflection of the commitment of the ākongā/learners themselves and also a reflection of the commitment of parents, teachers and others who guide, support, inspire and encourage students to achieve their best. Successful learning for students at Northcote College does not occur in isolation; we are part of a local community, a city, a nation and a global community.

We have high expectations of ourselves and for ākongā/learners.

Northcote College values are:

Respect for self

Respect for others

Respect for the environment

Vision:

Successful learning for all ākongā/learners

The heart of our purpose is not just any learning, but learning that matters, spreads, and lasts a lifetime.

Source: Hargreaves and Fink 2006 Sustainable Leadership p27

Our vision is to maximize the potential of each ākongā/learner across the total learning experience in an environment where they are challenged, where there are high expectations and where opportunities for excellence* abound and their wellbeing is supported.

We aim for every student to have both educational success and skills and knowledge for work and life.

(Source: MoE 4 year plan 2015)

We aim for every student to be a confident, connected, actively involved lifelong learner.

(NZ Curriculum and Outcome Indicators pages 18 and 19 of ERO School Evaluation Indicators)

Continuous improvement will be achieved through a process of noticing, investigating, collaborative sense making, prioritising to take action and monitoring and evaluating impact (*ERO Effective School Evaluation, 2015, page 40*). The process will be evidence based including the voices of ākongā/learners, parents/whānau and teachers.

* **Excellence** is defined as in the NZC:

'Students will be encouraged to value excellence by aiming high and persevering in the face of difficulties.' Page 10 NZC

The Big Picture:

Our vision for all ākonga/learners in terms of wellbeing, development and success is described below.

We want students to be **comfortable** with who they are and to be **inclusive of others**. We want students to be **resilient** and **optimistic**, and to establish and maintain **positive relationships**. We want students to be **active** and to **take responsibility** and to **be responsible**. We want them to feel **included, cared for, safe and secure**. For students to be **life-long learners** they need **strong literacy** and **mathematical understanding** and to be **digitally literate**. They need to be **curious** and to **know how to learn** and where to go for information and they need to be able to **think critically and creatively** and to **respond to change**.

This vision of success is derived from the ERO learner-focused outcome indicators below:

Confident in their identity, language and culture as citizens of Aotearoa New Zealand

Students:

- are confident in their identity, language and culture
- value diversity and difference: cultural, linguistic, gender, special needs and abilities
- represent and advocate for self and others
- promote fairness and social justice and respect human rights
- use cultural knowledge and understandings to contribute to the creation of an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners
- show a clear sense of self in relation to cultural, local, national and global contexts.

Socially and emotionally competent, resilient and optimistic about the future

Students:

- enjoy a sense of belonging and connection to school, whānau, friends and the community
- feel included, cared for, safe and secure
- establish and maintain positive relationships, respect others' needs and show empathy
- are able to take a leadership role and make informed and responsible decisions
- are physically active and lead a healthy lifestyle
- self-manage and show self-efficacy
- are resilient and adaptable in new and changing contexts.

A successful lifelong learner

Students:

- demonstrate strong literacy and mathematics understanding and skills and achieve success across the learning areas of *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa*
- are curious and enjoy intellectual engagement
- draw on multiple perspectives and disciplinary knowledge to actively seek, use and create new knowledge and understandings
- are technologically fluent and take a discerning approach to the use of technology
- are digitally fluent, using a range of e-learning tools to enhance learning
- who are Māori enjoy education success as Māori
- confidently tackle challenging tasks and are resilient and persevering in the face of difficulties and failure
- use multiple strategies for learning and problem solving
- collaborate with, learn from, and facilitate the learning of others
- set personal goals and self-evaluate against required performance levels
- develop the ability to reflect on their own thinking and learning processes
- in primary education achieve success in relation to National Standards in mathematics, reading, and writing
- in post-primary education achieve success at levels 1, 2 and 3 of the National Certificate of Education Achievement (NCEA)
- determine and participate in coherent education pathways that connect to further education or employment.

Participates and contributes confidently in a range of contexts – cultural, local, national and global

Students:

- think critically and creatively, applying knowledge from different disciplines in complex and dynamic contexts
- are energetic and enterprising, effectively navigating challenges and opportunities
- work collaboratively to respond to problems not previously encountered, developing new solutions and approaches
- understand, participate in, and contribute to cultural, local, national and global communities
- are critical, informed, active and responsible citizens
- can evaluate the sustainability of a range of social, cultural, economic, political and environmental practices
- are ethical decision makers and guardians of the world of the future.

Source: *Source: School Evaluation Indicators, ERO, 2015*

<http://www.ero.govt.nz/publications/school-evaluation-indicators/outcome-indicators/>

Strategic Goals/Outcomes for Students

Success for all: In 2023 we will work collaboratively with our community to set key goals to improve outcomes for all ākongā.

Strategic Approaches 2023 to support the achievement of our Strategic Goals/Outcomes for Students

1. Professional Learning

All staff engaged in **professional learning** and **teaching as inquiry**

To strengthen students' agency and resilience

To understand and implement effective pedagogy

To build our capacity to personalise learning for, and with, Māori and Pasifika learners, to ensure they enjoy educational success (Tātaiako and Tapasā).

2. Educationally powerful connections

All staff developing **educationally powerful connections and relationships with parents, families, whānau**

3. Pathways

Build student capability to determine and participate in future-focussed education pathways that lead to further education and employment (p19 Education Outcome indicators)

Values, Key Competencies, Learning Areas and Principles

Directions for learning at Northcote College are driven by the Vision, Values, Key Competencies, Learning Areas and Principles of the New Zealand Curriculum.

See Appendix 1.

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>

Cultural Diversity

Northcote College policies and practices reflect New Zealand's cultural diversity and the unique position of the Māori culture. Education Act s61(3)(a)(i). The school is committed to offering Te Reo Māori and Tikanga Māori at all year levels. The school is committed to Te Whānau o te Kakano.

National Requirements

The Northcote College Board of Trustees is guided by and accepts the requirements and responsibilities set out in the Education and Training Act 2020

<https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/> and while they remain the National Educational Goals (NEGs)

<https://education.govt.nz/ministry-of-education/legislation/negs/> and National Administrative Guidelines (NAGs) <https://education.govt.nz/ministry-of-education/legislation/nags/>

Practices and Processes

Northcote College recognises the importance of the following indicators of school effectiveness and we evaluate policies and practices against these indicators in a continuous cycle of improvement.

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/>

Domain 1: Stewardship

The board actively represents and serves the school and education community in its stewardship role
The board scrutinises the effectiveness of the school in achieving valued student outcomes
The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted
The board effectively meets its statutory responsibilities

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-1-stewardship>

Domain 2: Leadership for equity and excellence

Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence
Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing
Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching
Leadership promotes and participates in teacher learning and development¹
Leadership builds collective capacity to do evaluation and inquiry for sustained improvement
Leadership builds relational trust and effective collaboration at every level of the school community

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-2-leadership-for-equity-and-excellence>

Domain 3: Educationally powerful connections and relationships

School and community are engaged in reciprocal, learning-centred relationships
Communication supports and strengthens reciprocal, learning-centred relationships
Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support
Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-3-educationally-powerful-connections-and-relationships>

Domain 4: Responsive curriculum, effective teaching and opportunity to learn

Students learn, achieve and progress in the breadth and depth of *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa*
Students participate and learn in caring, collaborative, inclusive learning communities
Students have effective, sufficient and equitable opportunities to learn
Effective, culturally responsive pedagogy supports and promotes student learning
Assessment for learning develops students' assessment and learning-to-learn capabilities

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-4-responsive-curriculum-effective-teaching-and-opportunity-to-learn>

Domain 5: Professional capability and collective capacity

A strategic and coherent approach to human resource management builds professional capability and collective capacity
Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets
Organisational structures, processes and practices enable and sustain collaborative learning and decision making
Access to relevant expertise builds capability for ongoing improvement and innovation

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-5-professional-capability-and-collective-capacity>

Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

Coherent organisational conditions promote evaluation, inquiry and knowledge building
Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation
Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community

<http://www.ero.govt.nz/publications/school-evaluation-indicators/process-indicators/#domain-6-evaluation-inquiry-and-knowledge-building-for-improvement-and-innovation>



Northcote College Annual Plan for 2023

Success for all through knowing and supporting individuals.

Note: 2023 will be a transitional year for our school board planning and reporting as we respond to the Ministry of Education's introduction of a new strategic reporting framework stemming from the Education & Training Act 2020. The Ministry plans to release further information on the changes in mid-2023, which will also include expectations of greater transparency and accountability, along with new standards to replace National Education Goals (NEGs) and National Administrative Guidelines (NAGs).

From early 2024 our Charter and Annual Plan will be replaced with three-year strategic and annual implementation plans. In the meantime, our 2022 Charter will remain in place.

2023 Strategic Goal

Success for all: In 2023 we will work collaboratively with our community to set key goals for the future to improve outcomes for all ākongā.

2023 Strategic Approaches to support the achievement of our Strategic Goals/Outcomes for Students

1. Professional Learning

All staff engaged in **professional learning, teaching as inquiry and curriculum development**

- To strengthen students' agency and resilience.
- To understand and implement effective pedagogy.
- To build our capacity to personalise learning for, and with, Māori and Pasifika learners to ensure they enjoy educational success (Tātaiako and Tapasā)

2. Educationally powerful connections

All staff developing **educationally powerful connections and relationships with parents, families, whānau.**

3. Pathways

Build student capability to determine and participate in future-focused education pathways that lead to further education and employment (p19 Education Outcome Indicators).

2022-2025 Northcote Kāhui Ako | Community of Learners

Achievement Challenge Tahi: Reduce the variation in (holistic) student outcomes by knowing individuals and supporting their well-being and learning.

Achievement Challenge Rua: Improve akōnga skill and confidence in Mathematics

Achievement Challenge Toru: Developing Local Curriculum

Key Actions 2023

Strategic Planning	Knowing and supporting individuals	Curriculum Development	Cultural Responsiveness	Property Development
<p><i>Key Actions 2023</i></p> <p>In 2023 we will work collaboratively with our community to confirm strategic goals to improve outcomes for all ākonga.</p> <p>From early 2024 our Charter and Annual Plan will be replaced with three-year strategic and annual implementation plans.</p> <p>Use the Education Now tool to gather the voices of leaders, teachers, students, whānau and Board in advance of face to face meetings/focus groups. https://ero.govt.nz/how-ero-reviews/how-ero-reviews-schoolskura-english-medium/education-now</p> <p>Engage with Hautū to assess how culturally responsive Northcote College is for Māori and identify priorities for development. https://www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf</p> <p>Work with ERO.</p>	<p><i>Key Actions 2023</i></p> <p>Northcote Kāhui Ako Achievement Challenge Tahī</p> <ul style="list-style-type: none"> Continue 'He Puna Kōrero A spring of voices', the NCOL wide case study Continue work on transitions <ul style="list-style-type: none"> Flexible Learning Days: Fri 24 March Thur 31 August Friday 17 November NCOL Teacher Only Day Friday 2 June <p>Implement Teaching and Tutoring Initiative 2023: \$22,255.69</p> <p>Develop a school-wide wellbeing strategy</p> <ul style="list-style-type: none"> Strengthen co-ordination of the wellbeing 'system' at Northcote College Embed GoodSpace <p>Focus on attendance New key measure is regular attendance over a term. Regular attendance more than 90% of available half-days (an average of</p>	<p><i>Key Actions 2023</i></p> <p>Northcote Kāhui Ako Achievement Challenge Toru</p> <ul style="list-style-type: none"> Develop knowledge/understanding/teaching and learning of local history. Participate in NCOL TOD Fri 2 June <p>Northcote Kāhui Ako Achievement Challenge Rua:</p> <ul style="list-style-type: none"> Engage with NCOL work to investigate and respond to mathematics learning across the Kāhui Āko. <p>Manage Literacy and Numeracy Te Reo Matatini me te Pāngarau Transition Year 2023</p> <ul style="list-style-type: none"> Implement a school wide literacy plan to integrate explicit literacy teaching across subjects. <p>New Course</p> <ul style="list-style-type: none"> Introduce Dance <p>Review Health Education and Sexuality Education Policy</p> <p>Review Term 1 Pastoral Care Programme</p> <p>Engage with Mental Health Education Years 1-13: A guide for teachers, leaders, and</p>	<p><i>Key Actions 2023</i></p> <p>Strengthen our enacting of Ti Tiriti</p> <p>Continue to engage with Ngāti Whātua and take advice from kaumatua.</p> <p>Engage with: Te Kawerau ā Maki Ngāti Paoa Ngāi Tai Ki Tāmaki</p> <p>Follow the Awataha Marae settlement.</p> <p>Build meaningful relationships with mana whenua. Engage with: Te Kawerau ā Maki Ngāti Paoa Ngāi Tai Ki Tāmaki</p> <p>Board of Trustees to use Hautū Tool for review and planning.</p> <p>Develop 'Teaching to the North-East' - responsive pedagogies to</p>	<p><i>Key Actions 2023</i></p> <p>Redevelopment Work with Ministry of Education, designers and consultants and contractors to deliver entire Stage 1 of Redevelopment project. Key actions include:</p> <ul style="list-style-type: none"> Complete enabling works to ORO, A Block and F Block and managing the moves. Solve issues of current gymnasium Complete design of new gym and re-establish funding. Complete design of CDL and re-establish funding. Support contractor building new classroom block. <p>5YA 2023 projects</p> <ul style="list-style-type: none"> Drain replacements Heat pump replacements Blk F part refurbishment <p>Address impact of gum on paths and other school property.</p>

	<p>nine days a fortnight).</p> <p>Eliminate harmful communication among students. Communications (speech and written communications) should reflect the 10 communication principles in the Harmful Digital Communications Act (HDCA). Communication should not denigrate a person’s colour, race, ethnic or national origins, religion, gender, sexual orientation or disability.</p> <p>Develop guidelines for teachers about addressing ‘slurs’ in learning contexts.</p> <p>Engage with ERO’s work on embracing diverse ethnicities. https://ero.govt.nz/our-research/education-for-all-our-children-embracing-diverse-ethnicities</p>	<p>school boards to strengthen teaching mental health education. https://hpe.tki.org.nz/assets/healthpe/pdfs/Mental-health-education-A-guide-for-teachers-leaders-and-school-boards.pdf</p> <p>Engage with Relationships and Sexuality Education: A Guide for Teachers, Leaders, and boards of trustees published by the Ministry of Education in 2020. https://hpe.tki.org.nz/assets/healthpe/pdfs/RSE+Guide+y9-13.pdf</p> <p>Engage with the NZC ‘Refresh’ and NCEA change programme. https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/</p> <ul style="list-style-type: none"> Engage with testing of the full refreshed curriculum framework, including Mātaioho and Mātaiahikā, in Term 1. Continue to integrate and embed matauranga Māori in course design across the curriculum Continue to develop and implement Aotearoa NZ Histories. Continue to implement the new NCEA Achievement Standards. Access professional learning on local curriculum development. Participate in MoE Teacher Only Day Wednesday 26 April One other date (TBA) 	<p>raise student engagement and achievement. https://theeducationhub.org.nz/teaching-to-the-north-east/</p> <p>Supported by PLGs, including:</p> <p>PLG inquiry: He whakamana i ngā tauira mā ngā tirohanga ao Māori (te reo, tikanga, tikanga ako) Empowering students through Māori frameworks (including te reo, tikanga, pedagogies)</p> <p>PLG focus: Ka whai tatou i te whakaako i te reo me te tikanga (ako) Māori ki te whakamana i ngā tauira... </p> <p>Integrate Māori language, tikanga and pedagogies into the learning programmes for akonga to enhance students’ mana, wellbeing and achievement.</p> <p>Continue ‘Ohu Māori’ lead advisory group.</p> <p>Support staff and students to develop their use of tikanga Māori me te Reo Māori.</p> <ul style="list-style-type: none"> Encourage participation in Te Ahu o te Reo Māori programme. Develop and strengthen knowledge of tikanga through collective voice: karakia and waiata (Te Waiata o te Kura o Onewa). 	
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		<ul style="list-style-type: none"> Continue to take part in NCEA Pilots 2023: History Spanish Mandarin <p>Promote inclusive and ‘mana enhancing’ courses that are strengths-based and so move further away from ‘streaming’.</p> <ul style="list-style-type: none"> All Year 11 English classes to be mixed ability, with flexibility and support for individual students provided within the one course. Year 9 Maths to be taught in form classes until mid-Term 1 with curriculum and pedagogical development for the Year 9 programme a key area of focus for the year in preparation for Year 9 Maths to be taught in form classes from 2024. 	<p>Join the Māori Achievement Collaborative -Te Arahou kaupapa.</p> <p>Encourage teachers to accept professional responsibility for, and make a commitment to, improving Māori students’ educational achievement.</p> <ul style="list-style-type: none"> Attend U- Learn https://core-ed.org/en_NZ/events-and-webinars/ulearn23/ Encourage teachers to undertake Te Whakamanawa https://core-ed.org/professional-learning/further-learning-opportunities/online-programmes/te-whakamanawa/ <u>Five things teachers can do to support taura Māori</u> <p>Teacher Only Day speakers Mere Berryman or Melanie Riwai Couch.</p> <p>Treaty speaker for the whole staff.</p> <p>Continue Māori student voice group interviews and Kāhui Ako</p>	
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			<p>‘He Puna Kōrero’ Case Studies with Māori whānau and students.</p> <p>Track the number of students studying Te Reo Maori. Ensure Deans know the importance of taking Te Reo Maori. Find a way to change the timetable structure from 2024 to allow students to study Te Reo Māori and other languages.</p> <p>Principal’s sabbatical project: local (pre-European) history</p>	
		Other actions / areas of work		
	<ol style="list-style-type: none"> 1. Continue focus on effective pedagogy and sharing of best practice. Offer Educative Adaptive Mentoring Professional Learning programme for PCT. 2. Re-establish the Northcote College Leadership Development Group. 3. Continue involvement in Waikato in-school teacher training. 4. Manage transition to new staff and structure in Schools Accounts. 5. Rebuild International Student Programme 6. Host a Mandarin Language Assistant. 7. ICT Management Committee and PN Jane Hall to consider our pathway towards Digital Exams. 8. Manage the change from Principal Appraisal to Professional Growth Cycle. 		<ol style="list-style-type: none"> 9. Update physical restraint policies and procedures to meet new guidelines by 7 May. From 7 February 2023, schools will need to report physical restraint incidents using the online form through the community portal. 10. Principal sabbatical Term 2. Research Project: Local History. 11. Improve comms to parents through website and apps. 12. Memorial for Karen Russell. 	

Resources / Sources of Information and Evidence

1. Literacy and Numeracy Transition Year <https://ncea.education.govt.nz/te-reo-matatini-me-te-pangarau-literacy-and-numeracy-transitional-year-2023>
2. [The Literacy Pedagogy Guides \(LPGs\) | NCEA \(education.govt.nz\)](#)
3. [Resources to Support Numeracy Across the Curriculum | NCEA \(education.govt.nz\)](#)
4. New Physical Restraint Guidelines <https://www.education.govt.nz/news/new-guidelines-to-minimise-the-use-of-physical-restraint-in-schools/>

5. Northcote Kāhui Ako Annual Plan 2023 [Northcote Kāhui Ako Annual Plan 2023](#)
6. [Theeducationhub.org.nz/seven-principles-to-effectively-support-maori-students-as-maori](https://theeducationhub.org.nz/seven-principles-to-effectively-support-maori-students-as-maori)
7. Attendance and Engagement Strategy <https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/>
8. <https://ero.govt.nz/our-research/missing-out-why-arent-our-children-going-to-school>
9. Literacy and Communication and Mathematics Strategy 2022 <https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/strategies-for-literacy-and-mathematics/literacy-and-communication-and-maths-strategy/>
10. NELP <https://www.education.govt.nz/assets/Documents/NELP-DES-documents/FULL-NELP-2020.pdf>
11. NZC Refresh and NCEA change programme <https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/>
12. Aotearoa NZ Histories <https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum/>
13. Learning Support Action Plan 2019-2025 <https://conversation.education.govt.nz/assets/DLSAP/Learning-Support-Action-Plan-2019-to-2025-English-V2.pdf>
14. Wellbeing at School <https://www.wellbeingatschool.org.nz/>
15. NZCER Teaching and School Practices Survey <https://tspsurveys.org.nz/>
16. Hautū <https://www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf>
17. Ka Hikitia <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/>
18. Pacific Parents Families and Communities as Equitable Partners With Schools
19. <https://gazette.education.govt.nz/articles/pacific-parents-families-and-communities-as-equitable-partners-with-schools/>
20. Te Pakiaka Tangata: Strengthening Student Wellbeing for Success
<http://www.education.govt.nz/school/student-support/student-wellbeing/guidelines-for-the-provision-of-pastoral-care-guidance-and-counselling-in-secondary-schools/>
21. A framework for transforming learning in schools: Innovation and the spiral of inquiry (Timperley, Kaser, Halbert)
22. Tātaiako: Cultural Competencies for Teachers of Maori Learners <https://educationcouncil.org.nz/sites/default/files/Tataiako.pdf>
23. <https://poutamapounamu.org.nz/>
24. Teaching for Positive Behaviour: Supporting engagement, participation and learning <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>
25. Building Genuine Learning Partnerships with Parents 2018 <https://www.ero.govt.nz/assets/Uploads/Teaching-strategies-that-work-Parent-partnerships2.pdf>
26. Educationally powerful connections with parents and whanau, ERO Report, November 2015
<http://www.ero.govt.nz/assets/Uploads/ERO-Educationally-Powerful-Connections-FINAL.pdf>
27. Education matters to me: Key insights <https://www.occ.org.nz/publications/reports/education-matters-to-me-key-insights/>
28. Raising student achievement through targeted actions, ERO Report, December 2015
29. ERO School Evaluation Indicators, 2016 <http://www.ero.govt.nz/assets/Uploads/ERO-15968-School-Evaluation-Indicators-2016-v10lowres.pdf>
30. ERO Effective Internal Evaluation for Improvement 2016 <http://www.ero.govt.nz/assets/Uploads/Effective-internal-evaluation-for-improvement.pdf>
31. Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession
<https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf>

Appendix One
NZ Curriculum in Summary

<p>VISION P8 What we want for our young people Young people who are:</p> <ul style="list-style-type: none"> • Confident • Connected • Actively involved • Lifelong learners 	<p>KEY COMPETENCIES P12 Capabilities for living and lifelong learning</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols, and texts • Managing self • Relating to others • Participating and contributing
<p>VALUES P9 To be encouraged, valued and explored</p> <ul style="list-style-type: none"> • Excellence • Innovation, inquiry, and curiosity • Diversity • Equity • Community and participation • Ecological sustainability • Integrity • Respect 	<p>LEARNING AREAS P16 Important for a broad general education</p> <ul style="list-style-type: none"> • English • The arts • Health and physical education • Learning languages • Mathematics and statistics • Science • Social sciences • Technology • DCT
<p>CURRICULUM PRINCIPLES P9 Foundations of curriculum decision making</p> <ul style="list-style-type: none"> • High expectations • Treaty of Waitangi • Cultural diversity • Inclusion • Learning to learn • Community engagement • Coherence • Future focus 	<p>EFFECTIVE PEDAGOGY Pages 34-36 Teacher actions promoting student learning Students learn best when teachers:</p> <ul style="list-style-type: none"> • Create a supportive learning environment • Encourage reflective thought and action • Enhance the relevance of new learning • Facilitate shared learning • Make connections to prior learning and experience • Provide sufficient opportunities to learn • Inquire into the teaching learning relationship

Adapted from "From the New Zealand Curriculum"