



# TE AWA SCHOOL Charter 2018-2020

## The Motto:

*"Truth without Fear"*

## The Vision:

Happy, caring children with an enthusiasm for learning and a passion for life

## The Mission:

Te Awa School will provide learning experiences and opportunities in an enthusiastic and caring environment that will promote student success and independence.



## Vision & Values

### The Vision for ākonga of Te Awa School

- At Te Awa School we aim to develop ākonga to be **Knowledgeable/Ako, Enthusiastic/ Whakawhanaungata Empathetic/ Aroha, Nurturing/ Manaakitanga**. This is being KEEN @ Te Awa.

### Values and Learning at Te Awa School

We will be looking for all ākonga at Te Awa School to be aware of what a good learner does and to employ the skills and strategies of a good learner. The concept of KEEN will be a key tool for establishing this understanding and the expectation will be that all ākonga put this into practice. KEEN is also a value laden concept. Our ākonga will be encouraged to explore and model the values inherent in KEEN.

**K- Knowledgeable/Ako.** Ākonga will know what they are learning, why they are learning this and what their next step in learning will be. Our ākonga will be striving to achieve to their potential because they are fully involved and passionate about their learning. We will be looking for our Positive Ākonga to develop into Lifelong Learners. Happy, Confident and Connected Learners.

**E-Enthusiastic/ Whakawhanaungata.** Ākonga will feel a sense of belong at Te Awa School, strong relationship's built through shared experiences and working together. Our ākonga will show intense and eager enjoyment in academic, sporting and cultural learning experiences.

**Empathetic- Aroha.** Ākonga will be able to understand and share their feelings with others and learn in an environment of love and care.

**Nurturing/ Manaakitanga.** Ākonga will learn to respect 'Themselves', 'Others', and 'Property'. By showing nurturing, ākonga will respect differences in individuals and cherish *diversity* and *equity*. They will set and maintain *high standards* for themselves in everything they do.

## Priority Learners

### **Te Awa School as an Inclusive School**

Te Awa School welcomes all learners into the school, including learners with special needs and learners of all ethnic backgrounds. We will build partnerships with parents, families and whanau of our learners to ensure they receive the best possible learning opportunities. Our expectations will be that ākonga achieve the best they can and this will be the expectation we would share with caregivers in the partnership we establish with them. Our school has a well-established IEP & IBP programme for ākonga with special needs or backgrounds that require specific support to meet a range of learning or behavioural needs. This involves a regular planning and reporting programme in conjunction with caregivers and specialist support personnel.

Pastoral Care: Te Awa Primary school employs a Pastoral Care facilitator to run support programmes around Self Esteem, Social Skills and Anger Management. This position allows us to better meet the individual needs of all ākonga and support classroom teachers as well as whānau to support the holistic needs of our tamariki.

### **Māori Learners**

We will recognise the cultural diversity of Aotearoa by integrating Te Reo Māori and Tikanga Māori. The school curriculum will encourage ākonga to understand and respect differences and similarities between cultures. Regular, direct and indirect, Te Reo Māori lessons will ensure all ākonga are familiar with greetings, social phrases, instructions, waiata and mihi. Cultural activities such as kapahaka festivals and performances will also be a feature of our school programmes. A Whānau Group has been operating for a number of years aimed at building the cultural capital of our tamariki and enabling them to share in learning experiences which enhance their Te Ao Māori. Teachers are aware of Tātaiako competencies, and guides our staff's appraisal process.

All school wide data gathering enables us to identify the attainment levels of our Māori ākonga. Māori ākonga with specific learning, social or physical needs will be catered for with additional support as best can be within the resourcing limitations we have.

We will endeavour to enable all ākonga to understand and have knowledge of their heritage as well as strengthening their identity within our school.

## National Education Priorities

**“Schools put themselves in the drivers seat when they invest in professional development and collaborative cultures that focus on student learning and associated improvement in institutional practices.” Michael Fullen**

**Our Vision and Future Learning tools are in line with the National Education Priorities.**

**Success for All:** Our ākonga will be given opportunities to gain the knowledge, skills, attitudes and values identified in the NZ Curriculum Framework and curriculum statements.

**A Safe Learning Environment:** We will provide a safe physical and emotional environment for our ākonga.

**Improving Literacy and Numeracy:** We have placed a priority for improving the achievement of our ākonga in Literacy and Numeracy. Ākonga at risk through underachievement will be identified and monitored closely.

**Better Use of Student Achievement Information:** We will gather comprehensive assessment evidence to monitor progress and achievement of ākonga that will assist to inform future teaching and learning programmes.

**Improving Outcomes for Ākonga At Risk:** Using our assessment data we will identify ākonga who are not achieving, or at risk of not achieving or have special learning needs. Access to external support will be made available where possible.

**Improving Māori Outcomes:** We will continue to consult with our Māori Community. We will plan and set targets to improve the outcomes for our Māori ākonga.

**Reporting:** We will inform all ākonga and their parents of their individual achievements. We will also inform the community on student achievement as a whole

## Learning Today.....

“The nature of knowledge has changed so much that we need to approach it differently. Knowledge is now too big to know. It exists, is created in, and is the property of networks. What knowledge is has changed. Students need knowledge, but the reasons they need it are now very different. It isn’t enough to see knowledge as an end in itself, to “fill up” students with existing knowledge. It’s what’s students can do with knowledge that matters. They need knowledge to think with, to find more knowledge, and then to think in more complex ways. They need knowledge to work with others who have different knowledge, and they need knowledge to create new knowledge” – Jane Gilbert

“The world is rapidly changing; the rates of knowledge are doubling. To ensure that educators, and education remain relevant as a profession, we need to innovatively avoid obsolescence, or mutation. Transformative learning is;

- Dynamic – messy, noisy, chaotic; it is visible, tailored and risky.

- Adaptive – the world is not subject areas; learning is interdisciplinary, with teacher collaboration, and reflects the way the world really works.

- Permeable – not restricted to the 4 walls of a classroom. The curriculum is blended locally, regionally and globally. It is relevant.

- Creative – children need to build, create, make, fail and problem solve in hands on activities across the curriculum.

- Self-Correcting – learning demonstrates empathy, mindfulness and reflection.

Drawing on lessons from Dewey (1916) learning experiences are founded in engagement, passion something our traditional industrial model of education certainly does not provide. Change for teachers is not hard; change is uncomfortable” – Grant Lichtman

“Learning has moved increasingly centre stage and for a range of powerful reasons. A primary driver has been the scale of change in our world – the rapid advances in ICT, the shift to economies based on knowledge, and the emphasis on the skills required to thrive in them. The science of learning underscores the importance of rethinking what is taught, how it is taught, and how learning is assessed. The learning sciences are importantly enriching our understanding of how people learn best, and showing that many existing school learning environments are in direct contrast to this. The capacity to continuously learn and apply/integrate new knowledge and skills has never been more essential. Students should become more self directed, life long learners, especially as they are preparing for jobs that do not yet exist, to use technologies that have not yet been invented, and to solve problems that are not yet even recognised problems.”  
– OECD report on The Nature of Learning

“Research clearly shows that people do not learn as ‘spectators’, as passive recipients of pre-packaged, bite sized pieces of knowledge delivered to them by experts; good learning requires active engagement in the ‘whole game’. The more people learn, the more they are capable of learning. If we are serious about building an education system that is capable of preparing young people for the ‘knowledge societies’ of the future, we need to reconfigure it in new, more knowledge-centred ways” – NZCER report on Supporting Future-Oriented Learning and Teaching: A New Zealand Perspective



## Learning @ Te Awa.....

### DEVELOPING OUR LEARNING

#### GUIDED LEARNING

*Heavily teacher scaffolded. The teachers make the main relevant decisions about the goals of learning, learning strategies, and how to measure outcomes, while taking care of feedback, judgements and rewards.*

### CONTROLLING OUR LEARNING

#### ACTION LEARNING

*Learners starting to take charge. The learners play a much more active role in determining the objectives of the learning than in guided learning; there is a strong element of learner self-organisation and self planning.*

### LEADING OUR LEARNING

#### EXPERIENTIAL LEARNING

*Learners taking it further. This is not controlled by teachers and there are no predetermined objectives. What is learned is determined by context, learners' motivations, the others with whom they come in contact with, discoveries made, etc. It is a by-product of the activities in which people are involved.*

**YEARS 0-2**

**YEARS 3-4**

**YEARS 5-6**

The OECD report on The Nature of Learning discussed 7 Principles of Learning. At Te Awa we explore this in depth across the school and curriculum.

We seek to apply the following principles of learning as our teaching pedagogy in all learning activities:

1. Learners are at the centre
2. Social nature of learning
3. Emotions are integral to learning
4. Individual differences
5. stretch all children
6. assessment for learning
7. horizontal connections

## Te Awa **7** Principles of learning

### 1. Learners at the centre

- Learn through exploration (experiential).
- Guided, co-operative, inquiry-based.
- Aims to develop 'self-regulated' learners.

*What this looks like at Te Awa:*

- *Children set goals that are SMART:  
Specific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound.*
- *There is both self and peer assessment.*
- *There is input from children as to what they learn.*
- *Children could work towards managing their own timetable.*
- *The "levels" system is clearly displayed and is monitored by both teachers and children.*

### 2. The Social Nature of Learning.

- Actively encourages well-organised co-operative learning.
- Clear goals for social interaction as well as the subject area.

- Highly social organisation for learning.
- All children should be challenged – regardless of their ability.

*What this looks like at Te Awa:*

- *There is a focus on discussions, for example, in maths provide opportunities for children to talk through their strategies and present in a variety of ways rather than “squared maths books” or work sheets.*
- *Children are shown how to be a team member. Roles are assigned in structured group work – the children need to learn skills e.g. reporter, spy, encourager, time-keeper.*
- *Social learning goals are included for units/lessons.*
- *Learning spaces are not always quiet – a quiet class is not necessarily one with a lot of learning. Expectations are set so that the children can manage their own noise level for different situations. Use noise-o-metres as visual cues.*
- *There are plenty of opportunities for the children to discuss and work co-operatively.*

### **3. Emotions are integral to learning.**

- Positive belief in oneself are key to deep understanding.

*What this looks like at Te Awa:*

- *Teachers speak in a positive and respectful way to students.*
- *Success is acknowledged – give children opportunities to share.*
- *Children are shown how to accept praise. Praise is given regularly and is specific.*
- *Confidence is valued.*
- *Opportunities for success are provided – challenging tasks are scaffolded and built up to.*



#### 4. Recognising Individual Differences.

- Students differ in many ways: prior knowledge, ability, learning styles, interests and motivation, social and cultural backgrounds.
- Learning environments need to be adaptable to cater to all of the children, but needs to be manageable.

*What this looks like at Te Awa:*

- *There is a variety of groupings based on ability, interests and goals.*
- *Relationships are built early.*
- *Teachers communicate in a variety of ways: visual, aural and they allow the children to present their learning in a variety of ways.*

#### 5. Stretching all Students.

- Being challenged enough to reach above their current level, but ensure the expectations are realistic and achievable.
- High achieving students can help lower-achieving students.

*What this looks like at Te Awa:*

- *Interchange is run between classes.*
- *There is targeted teaching within the collaborative teaching environment.*
- *Buddy classes - tuakana teina, peer tutoring, mixed ability groupings.*

#### 6. Assessment for learning.

- **“What”** and **“Why”** are important.
- Regular, meaningful feedback shapes further teaching.
- There should be a clear sense of purpose → motivation.

*What this looks like at Te Awa:*

- *There are “next steps” in feedback. This should include student input.*
- *Feedback is specific and is given in a variety of ways: orally, visually e.g. highlighter, written.*
- *WALTS and success criteria are clear, S.M.A.R.T and displayed. Success criteria is created with input from the children.*
- *Children know what they are doing and why they are doing it.*
- *There is flexibility within the program – if something isn’t working teachers will try something new.*

➤ *Learning is related to 'real world' situations.*

## 7. Building horizontal directions.

- Transferring knowledge from school to home, community, and society.
- “How”

➤ *Blogs are updated weekly.*

➤ *Teachers follow the place-based curriculum.*

➤ *Teachers try to relate to 'real-world' contexts where they can.*

## Community Connections

***"The vision and valued outcomes defined by the school for all children are that they experience and contribute to a caring and supportive school culture and have many opportunities to collaborate and learn together in a family-like environment. These desired outcomes are underpinned by the school's values of Knowledgeable/Ako, Enthusiastic/ Whakawhanaungata Empathetic/ Aroha, Nurturing/ Manaakitanga".***

We have developed strong connections with our Kahui Ako Schools and have regular sporting and cultural exchanges. Te Awa School has a long tradition of being part of the Coastal Cluster (Eskdale, Westshore, Port Ahuriri, Te Awa, Clive, Maraekakaho and Waimarama School). Strong relationships have been established and there are regular sporting events, literacy challenges and robotic challenges are held.

Although it sometimes feels that we don't really have a school community based around Te Awa School we are starting to have a community under development. Recently the school has been working with the Napier City Council as they develop playgrounds at the new housing development. A strong relationship has also been established with our local corner dairy. The owners will often run a free school BBQ for the students and provide a lunch for the teachers.

## What is Habits of Mind

Habits of Mind is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties.

Our focus is on performance under challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship. The critical attribute of intelligent human beings is not only having information, but also knowing how to act on it. Employing Habits of Mind requires drawing forth certain patterns of intellectual behaviour that produce powerful results. They are a composite of many skills, attitudes and proclivities.

The 16 Habits of Mind identified by Costa and Kallick include:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humour
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

## Strategic Goals 2018-2020

### Strategic Goal #1

*To have a focus on improving student achievement and progress, in relation to the Learning Progressions Framework in Literacy and Numeracy. Te Awa School will be focussed on developing self-regulation and management in our learners and foster the development of lifelong values and key competencies. This will occur through our Poutama Ako programme and a more localised and student driven curriculum.*

#### Key Objectives:

- Improvements in student achievement and rates of progress for Māori and children with special needs will be measured, monitored and reported annually.
- Monitoring through regular team meetings along with strong Midpoint Monitoring throughout the year and Team leaders presenting progress reports to the Board on a termly basis.
- Conduct more effective self-review practices to refine assessment practices and effective assessment tools to effectively monitor rates of progress.
- Continue to improve anniversary reporting and align to our existing reporting systems.
- Continue to develop appropriate remedial and extension programmes based on assessment data and next step learning and careful use of school resource with a focus on accelerating learning
- Targeted students to have a relentless focus from all staff to meet their targets through careful targeted resourcing and a detailed action plans
- Foster greater student voice in a personalised Te Awa School curriculum together with the revised student leadership initiatives and opportunities.
- Development of our localised curriculum to be richer and more responsive to the needs of all students with clear links to personalised learning and accelerated progress.

## Strategic Goal #2

To be the school of first choice in our local community by improving our communication and culturally responsive practices. This includes continually improving and adapting community engagement, improving our transition programmes and the development of a localised, place-based curriculum. It also includes the ongoing involvement in the Matariki KA.

### Key Objectives:

- To involve the community in the development of the Te Awa Curriculum through hui, cluster meetings, community consultation. We will encourage our staff to fully embrace Cluster networking opportunities.
- Continue to develop more effective ways of communicating with our Māori community, ensuring relationships with whānau contribute to the well-being and on-going learning of all students.
- To implement the outcomes of the PB4L and KiVa Anti-Bullying initiatives to provide a physically, emotionally, culturally safe and calm school environment for all.
- Foster improved relationships with our preschools and kindergartens within the wider community.
- To develop a competency based curriculum and programme that allows Te Awa students to develop a greater sense of who they are, where they are and how they fit into our wider community.

## Strategic Goal # 3

To upgrade and redevelop the physical environment of Te Awa School by creating outdoor learning spaces that are appealing and useable by not only our students but the wider community.

### Key Objectives:

- Property developments to enable the teaching and learning foster collaborate practices.
- Ensure all technologies are equally available to all staff and students.
- All staff are able to fully utilise ICT to foster and support student agency.
- Investigate Safe practices and Cyber safety practice in the school and ensure our infrastructure and practice can support a device per student in years 4-6.



- Continue to develop sustainability practices via our edible garden and improve recycling practices.
- Introduce a greater range of lunchtime activities, challenges and equipment for students via student leadership programmes.

#### Strategic Goal # 4

To improve and grow collaborative teaching practices school-wide that will foster collaborative teaching and learning. This includes developing our Poutama Ako programme and foster collaborative systems and teacher inquiry practices across the school. Embedding our 7 Principles of Learning is vital to this.

##### Key Objectives:

- To continue to implement and apply Learning, Caring, Leading and our school values.
- Implement and embed our 7 Principles of Learning
- Continue to develop and embed Poutama Ako school-wide with consistent practice
- Localised and personalised curriculum and learning programmes designed for Te Awa students and implemented by the staff.
- Staff to further develop collaborative teaching practices, supported by best practice which is both researched via inquiry and through staff visiting other schools
- Planning and assessment will be collaborative across the school and based on our Te Awa curriculum which will be personalised to our school.
- Teachers to fully engage in the Inquiry and appraisal process to affect best possible shifts in student achievement and collaborative practice.

<i>Objective</i>	<i>Goals</i>	<i>Action</i>	<i>Outcomes</i>
<b>NAG 1 (i)</b> <b>Teaching and Learning</b>	<b>Knowledge/ Ako-</b> <ol style="list-style-type: none"> <li>Design and Implement a Problem Based Inquiry curriculum that focuses on raising student's engagement and learning participation.</li> <li>Continue to raise students achieving at or above the National Standards in reading, writing and mathematics through targeted interventions.</li> <li>Tui Room\Wheke Room-Innovative Learning Environment. (Yr. 2 and Yr. 3 classroom)</li> </ol> <b>Enthusiastic/ Whakawhanaungatanga</b> <ol style="list-style-type: none"> <li>Develop teachers understanding of how students learn and the next step to learning</li> <li>Develop students who want to come to Te Awa School and learn</li> <li>Ensure students have access to Digital Technology to enhance their understanding</li> </ol> <b>Empathetic/ Aroha</b> <ol style="list-style-type: none"> <li>Students engagement</li> <li>Confident and connected with the world around them</li> </ol>	<ol style="list-style-type: none"> <li>Te Awa School will be undertaking a review of the current learning inquiry model and through the year develop a problem based inquiry method that focuses on developing students key competencies.</li> <li>Closely monitor identified student who are at risk of falling below the National Standard using data boards to track student's achievements.</li> <li>Further develop teachers pedagogical understanding of innovated learning and working in an innovative learning environment. Teaching and learning is collaborative, reflective and inquiries are shared to improve teacher practice.</li> <li>Professional Development for teachers based on Developing Self Directed learners. Carry out a school review based around what are teacher's approaches to professional learning and the impact they have on students learning and engagement. (Teacher inquiry- 3 year plan)</li> </ol>	<ul style="list-style-type: none"> <li></li> </ul>

	<b>Nurturing/ Manaakitanga</b> 9. Responsive Transition to and leaving Te Awa School		
<b>NAG 2 (i/ii)</b> <b>Strategic Planning and Self Review</b>	<b>Knowledge/ Ako</b> 1. Continue school wide self-review with a focus on what makes a difference to students learning 2. To provide the Board of Trustees with information that enables them to be assured the appropriate teaching and learning standards and levels are being maintained	1. Continue to develop a sound Literacy and Maths implementation plan. 2. Monthly Board reports 3. Track students using data boards to ensure teachers track students leading to better informed OTJ	1.
<b>Nag 2 (i/ii)</b> <b>Reporting</b>	<b>Nurturing/ Manaakitanga</b> 1. Monitor target students to build a map of progression at Te Awa School 2. Maintain Reporting requirements to the Board of Trustees and parents 3. Develop online student portfolios for years 4-6 (ongoing)	1. Track individual target students and monitor progress. 2. Report against National Standards to BOT including a midyear projection. 3. Ongoing development-establish the best system to implement.	3.
<b>NAG 3</b> <b>Employment and Personnel</b>	<b>Nurturing/ Manaakitanga</b> 1. Maintain quality staffing <b>Knowledge/ Ako-</b> 2. Support Professional Development: ALL, ALiM. Teacher Inquiry	1. Develop a staff induction program that ensures staff fully understand the "Te Awa Way." 2. Support management team to develop the capabilities to lead staff	
<b>NAG 4</b> <b>Resourcing</b>	<b>Knowledge/ Ako</b> 1. New senior classroom opened in 2016- Purchase new computers <b>Nurturing/ Manaakitanga</b> 2. Seek funding for furniture for the junior school. 3. Implement Modern Learning	1. Purchase 25 new chrome books for Room 10 and supply PD for teacher to implement digital learning.	1.

	environments 4. Maintain a neat and inviting school		
<b>NAG 5 Health and Safety</b>	<b>Nurturing/ Manaakitanga</b> 1. Ensure school meets health and safety requirements. 2. Continue with safety audits to ensure the school is safe	1. Attend PD as needed. Develop all necessary Health and safety plans that align with Ministry of Education Guidelines. 2. Ensure Te Awa School continues to be a safe environment (Replace all bark in playgrounds in 2016)	
<b>NAG 6 Administration</b>	1. Maintain accurate and timely documentation requirements	1. Ensure all documentation is submitted to outside agencies on time and signed off by BOT if needed. 2. Ensure Te Awa School complies with all legislated requirements.	

#### POLICY REVIEW TIMETABLE

YEAR	CURRICULUM	GOVERNANCE
<b>2018</b>	LITERACY	NAG 4 (FINANCE)
	MATHEMATICS	NAG 5
	SCIENCE	NAG 1
		NAG 2
<b>2019</b>	SOCIAL SCIENCES	NAG 3
	TE REO	NAG 4 (PROPERTY)
	TECHNOLOGY	NAG 4 (FINANCE)
	CURRICULUM PLAN	NAG 5

2020	LITERACY	NAG 1
	MATHEMATICS	NAG 2
	SCIENCE	NAG 3
		NAG 4 (PROPERTY)
Annually	<b>References:</b> 1. Property 10 Year Plan 2. Policies 3. Budget & Financial Plan 4. Community Share agreements 5. Roll predictions 6. Community Consultation documents	
Treaty of Waitangi		
Complaints		
Staffing		
Student Management		
Safe Environment		



# TE AWA SCHOOL TARGETS 2019

## Raising Students achievement in PB4L and Wellbeing

Theory for Improvement

Using the Wellbeing@School survey it was identified that 23% of Year 5 students believed that not every student knew and followed our Te Awa School KEEN Expectations.

### What is our Aspiration?

Our ultimate goal is to have 100% of students at Te Awa School understanding and following the Te Awa School KEEN Expectations

### What is our target?

To ensure that our KEEN Expectations are understood, focussed on and taught explicitly in every classroom.

PLANNED ACTION	TIMING	RESPONSIBILITY	RESOURCES	MONITORING/REVIEW/EVALUATION
Teacher only day before the start of the 2019 school year to ensure that all staff know the school target and the school expectation.	Term 1	All Teachers	None	
Complete the Wellbeing@school survey throughout the school year to monitor progress	Term 2,3,4	All teachers	Wellbeing@school survey	
Student progress to be monitored through SMS with a focus on reducing schoolwide behaviour incidents.	Terms 1,2,3,4	All Teachers	None	
Regular meetings to be held in POD's (Professional Organised Discussions)	weekly			

enabling staff to share good practice				
Data shared to the staff at the beginning and end of each term.	On going	SMT	None	

# Raising Students Engagement

Theory for Improvement

Focus-In class engagement

Term 4 2018 Te Awa School Trialled Problem Based Learning in all classrooms. Problem based teaching focuses on student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem. Using the NZCER “Me and My School” survey we will establish a benchmark of how our students behave as learners, whether they like learning and feel that they are learning.

## What is our aspiration?

Our ultimate goal is to have 100% of students engaged in their learning.

## What is our target?

To reduce the number of repeated minor classroom incidents in our SMS pastoral data.

## Baseline Data

<i>Term</i>	Repeated Classroom Incidents
<i>Term 1</i>	25
Term 2	22
Term 3	8
Term 4	12

PLANNED ACTION	TIMING	RESPONSIBILITY	RESOURCES	MONITORING/REVIEW/EVALUATION
Teacher Only day Defining expectations around Problem Based Learning	January 2019 TOD	Tim/Chanel	None	
Co-Planning each term to be reviewed by within school KA leader	Term1, 2, 3, 4	Chanel, Paddy (literacy), Maths leader (tbc)	None	
Student progress to be monitored through Te Awa school progressions (IEP's)	Terms 1 & 3	All Teachers	None	
Staff PLD throughout the year with Chanel, (expert teacher)	ongoing	Teacher Choice	none	
Regular meetings to be held in POD's (Professional Organised Discussions) and whole school, enabling staff to share good practice	4 staff meetings and 4 POD's per term	Senior Management Team	none	
Classroom resource budget allocated to every classroom.	Term 1	BOT	\$500 per class for PBL	