



Analysis of Variance 2022

Lake Tekapo School

TANGATA WHENUATANGA

Goal/ Whainga:
Our Local Curriculum - (Sense of Place)
Design a Localised Curriculum that draws from and connects learning through its people, place and environment. **Language and Culture:**

Initiative - Whakaara

1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.

1.2 To build teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.

Success - Piki

- Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.
- Our collaborative relationships are nurtured between school and the wider community.

Goal/Whainga:
Our Relationships - (Sense of Self)
Nurture Hauora for staff, students and whanau to help build active learning relationships.

Initiative - Whakaara

2.1 Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.

2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.

2.3 Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whanau.




Success - Piki

- Learners will know themselves as learners through engagement and participation in their unique learning process.
- Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.

Sense of Self - Sense of Place
Building a sense of who we are and where we are from as we look to our future.

3 Year Strategy Plan

Lake Tekapo School Roadmap 2022-2024 - Plan on a Page Analysis of Variance 2022

Strategic Initiatives	Stage One:	Review:
<p>1.1 - Curriculum</p> <p>Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.</p> <p>2.1 People</p> <p>Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.</p>  	<p>All staff are actively engaged in professional development in building an authentic localised curriculum.</p> <p>Formalise and build strong relationships with local business providers and local experts.</p> <p>Build connections with local iwi and marae to help consolidate our Maori Achievement plan.</p> 	<p>Staff continue to engage in the MOE led Local Curriculum PLD focussed on developing and building a curriculum framework that reflects our local communities aspirations. With Lake Tekapo School a non-competing school we have the incredible privilege of engaging with local enterprises and businesses. This has been extended to working with local iwi through the ongoing relationship led through the Dark Sky Project and the newly appointed public holiday of Matariki. This is still in its infancy and irregular by nature, but an important relationship to foster with it being a priority for the school as we look towards 2023. The school has been working closely beside the local stakeholders and parent community to inform and engage the community in plans and opportunities that promote our own local context. Local Community Presentation: https://docs.google.com/presentation/d/1vbsNVuQmuSGAtlWO5irAHVsVZ5WRSwwnbnrVJhUCaQ7Y/edit#slide=id.g134b2541941_0_0. This initiative was support through out Winter Wonderland initiative with the Community involved in the planning and execution of the programme. This programme linked our local businesses to the school programme in response to the COVID effects in our small town.</p>
<p>1.2 Curriculum</p> <p>To build teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.</p> <p>2.2 People</p> <p>Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.</p>	<p>Build staff capability around digital assessment and formative practices to capture real time learning.</p> <p>Review current wellbeing practices through survey, student voice, staff feedback and the use of assessment data.</p>	<p>School wide criteria has been worked through and moderated with the assistance of the MOE led PLD facilitation. This was a focus at the beginning of 2022, with the progressions then being uploaded to the Educa platform to replace Seesaw. This work across Writing, Reading, Visual, Oral language and Mathematics was complimented with the Key Competency and Wellbeing indicators being worked through by staff. This work has initially been school</p>



wide with staff trialling and discussing the pros and cons as we work towards individual students real time reporting. Steady progress was made in Term 3, 2022 with the aim of revisiting this structure for 2023.





Next step: Align the work being undertaken through the PLD and Curriculum Framework structure and schedule assessment opportunities to match local curriculum initiatives.

To have autonomy to individualise annotated real time posts.

To revisit the Transition and Graduate Visual Posters in line with Educa Progressions.

2.3 - People

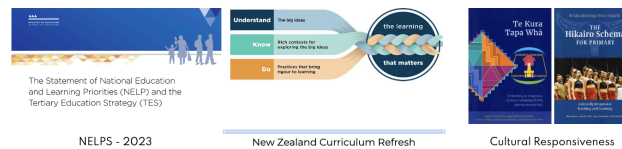
Prioritise a sense of identity, Manaakitanga, Whanaungatanga and sense of self for all students and whanau.

		NZC	Tekapo		Where does this fit best?
Thinking	Ako to learn, study, instruct, teach, advice.	<ul style="list-style-type: none">• Creative• Critical• Curious• Problem Solver• Reflect• Question	<ul style="list-style-type: none">• Self regulated learner• Problem Solver• Information Technology		Self Regulated Learner Self-awareness - Values Statement Metacognitive Learning - Vision Statement Own Knowledge with them - Values Statement Creative and Critical Thinking - NZC Beliefs and Ask Questions - Curious NZC Problem Solver Problem Solving NZC Beliefs and Ask Questions - NZC Information Technology?
Relating to others	Identity (Tuakiri) person, personality, identity.	<ul style="list-style-type: none">• Active listener• Points of view• Negotiate & share ideas• Open to new learning• Words & actions affect others• Complete vs cooperate	<ul style="list-style-type: none">• Self awareness• Relationships• Working together		Self Awareness Active Listener - NZC Point of View - NZC Negotiate and Share - NZC Open to new learning - NZC Mind Over - The Inner Spirit - Vision Statement Identity, Language and Culture - Vision Relationships: Identity, Language and Culture - Vision Working Together Negotiate and Share Ideas (NZC) Complete vs cooperate - NZC Words and actions affect others - NZC Active Participation - Vision Statement Day to Day Practice - Vision Statement
Participating & contributing	Whanaungatanga relationship, kinship, sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging. It develops as a result of kinship rights and obligations, which also serve to strengthen each member of the kin group.	<ul style="list-style-type: none">• Actively involved in communities• Contribute appropriately• Make connections with others• Create opportunities for others• A sense of belonging	<ul style="list-style-type: none">• Involvement• Teamwork• Social Interactions		Involvement Actively involved in communities (NZC) Contribute appropriately - NZC Teamwork Family & Whānau Contribute appropriately - NZC Belonging - Vision Cultural and Responsibilities - Vision Social Interactions The glue that holds people together - Vision Make Connections with others - NZC Create Opportunities for others - NZC Responsible Delegation - Vision
Managing Self	Manaakitanga hospitality, kindness, generosity, support - the process of allowing respect, generosity and care for others.	<ul style="list-style-type: none">• Motivation• Can do attitude• See self as capable• Enterprising, resourceful, reliable & resilient• Goals, plans, manage, set high standards• Know when to lead, follow & act independently	<ul style="list-style-type: none">• Organisation• Goal setting• Actions & choices• Learning choices		Organisation Planning - Critical - Vision Plan & Strength - Self Assurance Ahi - Build Upon, ascend / Strengthen Strong - extend the concept - Vision Goal Setting Motivation - NZC Goals, plans, manage, set high standards NZC Act & Strength - Self Assurance - Vision Actions and Choices Can do attitude - NZC See self as capable - NZC Know when to lead, follow & act independently - NZC Mana - Vision

All staff are contributing in building genuine connections through it's people, place and environment.

New Zealand Curriculum Refresh / National Learning Priorities / Cultural Responsiveness

Background - New Direction



The current New Zealand Curriculum (2007) is under review. To date we have had no Professional Development with these new documents and staff are hoping that part of our PLD this year will cover and clarify the changes in greater details. At this point in time it appears the main aim is to redefined the current curriculum levels as phases of learning in a progression model. The progressions model 'chunks' the learning, so that the progress described in the curriculum is easily seen, and teachers have the clarity required to design integrated local-curriculum to support the progress of ākonga.

The progressions model covers five phases of learning throughout schooling - years 1-3, years 4-6, years 7-8, years 9-10 and years 11-13.

The draft curriculum content for Aotearoa New Zealand's histories shows what changes to 'The New Zealand Curriculum' might look like, including the Understand, Know, Do framing and progressions model. That is:

The Structure of: 'Understand, Know, Do'

- Understand: the big ideas
- Know: rich contexts for exploring the big ideas
- Do: practices that bring rigour to learning

The review of the Vision and Values statements and Visual Posters has formed the basis of our PLD facilitation. This has required staff and BOT to consider and reflect their understandings and beliefs as we begin to work towards the implementation of the New Zealand Curriculum Refresh.

With the on going progress being made with the focus on the key competencies across the school, the review and revitalisation of our school values has become a key piece of this work. This has required staff and Board to refocus it's attention on "meaning" and the very nature of the Vision statement of Tangata Whenuatanga - Identity, Culture and Language. This has also shown that as a school our next step is to continue to develop an understanding of our beliefs, our authentic response to culture and the cultural narrative that sits alongside our school.

PLD Work - Vision and Values:

<https://docs.google.com/document/d/1PcYT4RboX2IsWoxLEAKX8NJHF3600sZqNDEKUA-f988/edit>

Cultural Responsiveness:

<https://docs.google.com/document/d/1OgjDsUZiL9UfGalIKTYiFUooHtU8ZZjep9xw9eySIJs/edit>

Success

Initiative 1.1 - 1.2

- Our Learners are engaged in a curriculum where they feel valued for their contribution to the community.
- Our learners will see how community works and how they can contribute to it locally, nationally and globally. They will learn to act locally, but think globally.

Initiative 2.1-2.2-2.3

- Learners will know themselves as learners through engagement and participation in their unique learning process.

Lake Tekapo School Roadmap - Measurement Analysis of Variance 2022

Goal / Whainga: Our Local Curriculum (Sense of Place)

- Design a Localised Curriculum that draws from and connects learning through its people, place and environment. Language and Culture.

Initiative	Current State	Measure	Review	Action 2023
1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.	Small Staff have started developing ideas around integration and how to link learning areas authentically and with purpose. A number of attempts have been made to plan through integration and to connect curriculum.	Creation of the documentation and plan. Survey of students and parents about the impact of the Local curriculum - Data Collected	Staff have worked through with Impacted Education what beliefs and understandings we hold in relation to the Vision and Values at Lake Tekapo School. This work has been pulled together with the revisiting of the Maori Values currently in our school and the inquiry and use of 3 Pou (Sustainability, Kaitiakitanga and Hauora) to help frame up our curriculum framework. This has been drafted and aligned to the Collie, with work and documentation now focused on the Integration of learning contexts, the NZC Refresh and what this looks like for daily planning. Through the work undertaken with Springboard Trust and feedback from parents taken at Parent Interviews, this scope will continue as a priority for LTS.	Continue to develop a curriculum "one pager" document that represents the Lake Tekapo Local Curriculum goals and school wide contexts. Advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work) Continue to use the LTS learning progressions/ Wellbeing indicators to report to Parents through Educa and through the Visual Transition / Graduate Posters. Coherent Pathways Posters) Continue to find ways for students to reflect and feedback their learning. Generate opportunities to allow student voice and survey the children and parents early in 2023.
Output (see)	A local curriculum that is well guided and thought out. The Learning reflects it's people, place and environment. A Localised Curriculum with scheduled initiatives.			Tracking slower than expected due to a missed term in 2022 with provider and clarification sort through provider as to the relevance and work being created in the new school environment (Number of new initiatives led through MOE). Staff and BOT engagement is high.
Success	Our Learners are engaged in a curriculum where they feel valued for their contribution to the community.			Tracking well

Lake Tekapo School Roadmap - Measurement Analysis of Variance 2022

Goal / Whainga: Our Local Curriculum (Sense of Place)

- Design a Localised Curriculum that draws from and connects learning through its people, place and environment. Language and Culture.

Initiative	Current State	Measure	Review	Action 2023
1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.	Good staff understanding of the necessary summative components of assessment and achievement. Reliance on formal testing and known assessment requirements. Variable collated evidence between the Junior and Senior areas of the school.	<p>Observation of Practice - Growth Cycle documentation / Focus Group documentation - Termly.</p> <p>Minuted and actioned sharings of new learning.</p>	Staff are working hard to find the balance between the status quo and changing how we collate and report data. LTS are continuing to use Summative (Comparative) assessments at the beginning and end of the year, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform now has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022, mainly through school wide initiatives, but moving closer to individual students. Work across staff around reporting expectations, scheduled posts and alignment to the 3 big ideas has been robust and time consuming. With changes in staff, work and consistency of school wide systems has also meant refining how we as a staff monitor and track achievement for reporting.	<p>To continue to trial the adapted Growth Cycle structure that best suits Lake Tekapo School. To promote autonomy and engagement through personal and professional goals.</p> <p>Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus)</p> <p>To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration).</p>
Output (see)	<p>Teacher Effectiveness that supports individual pathways</p> <p>Child at the Centre of their Learning</p> <p>Visible Graduate Profiles (Educa well/ Posters on hold)</p>			Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)
Success	Our learners will see how community works and how they can contribute to it locally, nationally and globally. They will learn to act locally, but think globally.			Working well through the support of Local experts and businesses

Lake Tekapo School Roadmap - Measurement Analysis of Variance 2022

Goal / Whainga: People Our Relationships - (Sense of Self)

- Nurture Hauora for staff, students and whanau to help build active learning relationships.(Identity).

Initiative	Current State	Measure	Review	Action 2023
2.1 Establish and Foster collaboration with community,whanau and children as active partners in learning conversations.	Strong involvement with stakeholders and high interest. Initial stakeholder investment held up with School build, COVID and new staff. Documentation exceeds the implementation of local initiatives. Parents involved but not engaged. An awareness of 9 Cultures and meeting diversity needs. .	Professional Learning goals - Reflect PLD Knowledge. Feedback and engagement from community members. - Community Data Base.	The contributions of stakeholders (local community and businesses) remains high. The staff and BOT still needs to find the balance of interest (initiatives) and committing to these under the 3 big ideas (Local Curriculum Goals). Sharing Initiatives through the community presentation in 2022 showed that the value of having these active learning conversations is hugely valuable to establishing future collaboration, however the school needs to be balanced in the way that it frames up these initiatives within the framework of the new NZC. This is in time, resources and coverage of curriculum areas.Work still needs to be undertaken when considering how these partnerships unfold with an emphasis on participation, partnership and engagement across our stakeholder group.	To continue to trial the adapted Growth Cycle structure that best suits Lake Tekapo School. To promote autonomy and engagement through personal and professional goals. Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus) To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration). Parent / Community Information Night - Community Data Base. Scheduled Initiatives.
Output (see)	Rich , Purposeful learning Local Environment employed Local Experts employed			Community School - Local Dark Sky Project / Regional Park/ Roundhill/ Lions/ Binns Property Works/ Matariki / Winter Wonderland / Good Shepherd Church.
Success	Learners will know themselves as learners through engagement and participation in their unique learning process.			Children's sense of Place and Sense of Self is tracking well.

Lake Tekapo School Roadmap - Measurement Analysis of Variance 2022

Goal / Whainga: People Our Relationships - (Sense of Self) <ul style="list-style-type: none"> Nurture Hauora for staff, students and whanau to help build active learning relationships. (Identity). 				
Initiative	Current State	Measure	Review	Action 2023
2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.	Good staff understanding of the necessary summative components of assessment and achievement. Reliance on formal testing and known assessment requirements. Variable collated evidence between the Junior and Senior areas of the school.	Creation and documentation of the plan (progressions and visual) Assessment Cycle Planning and implementation. Transition Programme milestones.	Staff are working hard to find the balance between the status quo and changing how we collate and report data. LTS are continuing to use Summative (Comparative) assessments at the beginning and end of the year, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform now has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022, mainly through school wide initiatives, but moving closer to individual students. Work across staff around reporting expectations, scheduled posts and alignment to the 3 big ideas has been robust and time consuming. With changes in staff, work and consistency of school wide systems has also meant refining how we as a staff monitor and track achievement for reporting.	Continue to develop a curriculum "one pager" document that represents the Lake Tekapo Local Curriculum goals and school wide contexts. Advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work) Continue to use the LTS learning progressions/ Wellbeing indicators to report to Parents through Educa and through the Visual Transition / Graduate Posters. Coherent Pathways Posters) Continue to find ways for students to reflect and feedback their learning. Generate opportunities to allow student voice and survey the children and parents early in 2023.
Output (see)	Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning Graduate Profile			Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)
Success	Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.			

Lake Tekapo School Roadmap - Measurement Analysis of Variance 2022

Goal / Whainga: People Our Relationships - (Sense of Self) <ul style="list-style-type: none"> Nurture Hauora for staff, students and whanau to help build active learning relationships. (Identity). 				
Initiative	Current State	Measure	Review	Action 2023
2.3 Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whanau.	Values established and aligned to Key Competencies. Strong staff and Board understanding with developing understanding with Parent stakeholders. Refinement of Vision and Values as part of the 3 Year Strategy to make clearer.	Student Voice - "On Air Booth" Whanau Feedback Wellbeing Survey Transition Programme Milestones	The student Voice initiative is still to happen, however self Reflection opportunities have been aligned to 5 Ways to Wellbeing and Te Whare tapa wha. The results from the CORE Wellbeing survey have supported actions within the school and the recommendations will be actioned in 2023 with the support of our BOT. A transition action plan has been reviewed and with new staffing at the Kindergarten, this will form the basis of transition for 2023.	Update BOT Purpose and Measurement Tracker along with Vision and Values School Posters. Align N.EL.P.S in consultation with the BOT. Student and Parent Survey to work alongside Wellbeing results from 2022.
Output (see)	Fostering Sense of Self - Transition Lifelong Learning Skills Child at the Centre			Refinement of school wide systems and ownership of Vision and Values Child at Centre and understanding their sense of place.
Success	Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.			

Lake Tekapo School Roadmap 2022

		Term 1			Term 2		Term Three			Term 4				
Curriculum	Initiative - Whakaara	Jan	Feb	Mar	Apr	May	Jun	Ju	Aug	Sept	Oct	Nov	Dec	Outputs
Goal/ Whainga: Our Local Curriculum (Sense of Place) Design a Localised Curriculum that draws from and connects learning through its people, place and environment. Language and Culture:	1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.		Communicate Plan on a Page, Purpose to Staff and Board. Reflect on and confirm Goals for 2022			Reflect on D.T and Te Reo. Integrate			Reflect on NZ History Integrate			Review Goals and NZC Alignment		A local curriculum that is well guided and thought out. The Learning reflects it's people, place and environment. A Localised Curriculum with scheduled initiatives.
	1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.	Continue to Build Staff competency in new SMS	Use Educa (SMS) for Student Voice and Annotation		PLD on Assessment tools				Bring together Assessment Tools			Survey, seek feedback from whanau		Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning. Visible Graduate Profiles
Success	<ul style="list-style-type: none">Our Learners are engaged in a curriculum where they feel valued for their contribution to the community.Our learners will see how community works and how they can contribute to it locally, nationally and globally. They will learn to act locally, but think globally.													

		Term 1		Term 2				Term Three			Term 4			
People	Initiative - Whakaara	Jan	Feb	Mar	Apr	May	Jun	Ju	Aug	Sept	Oct	Nov	Dec	Outputs
Goal/Whainga: Our Relationships - (Sense of Self) Nurture Hauora for staff, students and whanau to help build active learning relationships. Identity	2.1 Establish and Foster collaboration with community,whanau and children as active partners in learning conversations.	Continue Sprout Initiative Assessment - Educa				Petronella's initiative Assessment - Educa			Skiing Initiative Assessment - Educa			Regional Park Initiative Assessment - Educa		Rich , Purposeful learning Local Emvironment employed Local Experts employed
	2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.	Staff P.D using Educa			Timetable and Plan Assessment Schedule	Trial and seek feedback from pilot group					Survey, seek feedback from whanau		School Production Assessment Refection	Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning Visible Graduate Profile
	2.3 Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whanau.		Communicate Plan on a Page, Purpose to Board and Staff.	Reflect and Plan for Local Goals and dispositional Themes.			Make Planning links through a lens of Hauora			School Production linked to Vision, Values and Key Competencies		Review Goals and NZC Alignment		Fostering Sense of Self Lifelong Learning Skills Child at the Centre
Success	<ul style="list-style-type: none">Learners will know themselves as learners through engagement and participation in their unique learning process.Our Community and School Whanau have a strong sense of connection,participation and engagement in their child's learning.													

Leadership Development Plan

TANGATA WHENULATANGA

Cold Wash: **Cultivating Detachment:**

Stepping into my own Rangatira Space. To weave together our space, our environment and our people, so that I see and feel success. **Identity**

Rinse:

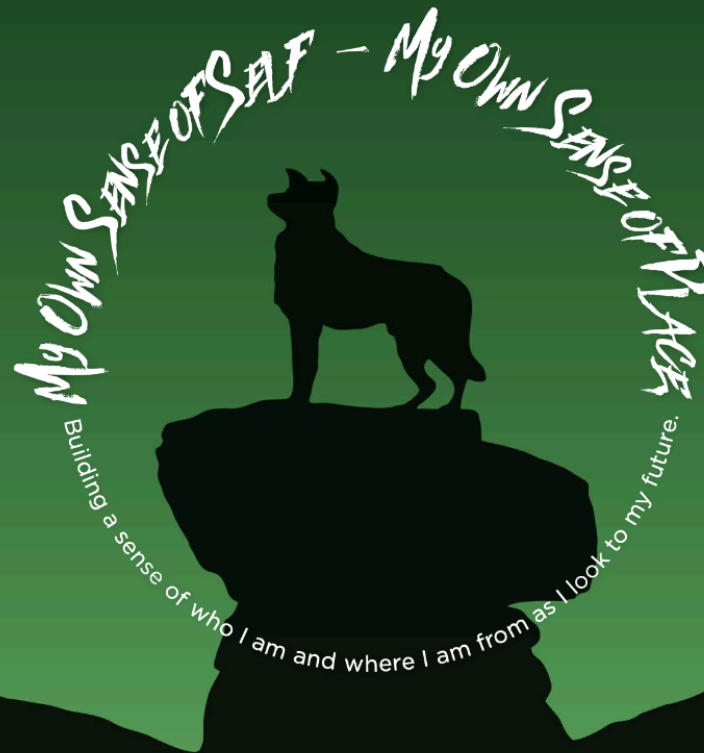
1.1. Reflect on strategies that allow me to step into my own Rangatira space by developing an awareness of others and the strengths that they bring.

1.2. Develop wellbeing strategies and practice stillness to allow me to respond and create the space needed to tune in to what is important.

Clean:

I will demonstrate the success of Cultivating Detachment through:

- Understanding and communicating my “why” for teaching and learning.
- Understanding that success is in succession.
- Working and thinking with clear intention and adapting to change.



Cold Wash: **Stretching Collaboration**

Stretching Collaboration - Building and developing my collaborative capabilities that contribute to a positive and supportive learning environment. **Language and Culture**

Spin:

2.1 By fostering a shared sense of purpose between team members by respecting and gaining strength from differences.

2.2 By demonstrating a more response-able mindset to change and subtle shifts and nuances for the purpose of understanding the bigger picture.

Dry:

I will demonstrate the success of Stretching Collaboration through:

- Accepting the strengths of others and harness the potential of others for the benefit of the group.
- Have my own thinking challenged to ensure new thinking.
- Understand that the values of humility, vulnerability, response-able (growth) mindset are crucial to my successful leadership.

Springboard Trust - Leadership Development Plan

My Own Sense of Self - My Own Sense of Place Building a sense of who I am and where I am from as I look to my future.

Goals	Initiatives	Ouputs	What actions will move me towards my goal?	How will I know I am making progress?
Goal/ Whaingā: Cultivating Detachment: Stepping into my Rangatira Space. To weave together our space, our environment and our people, so that I see and feel success. Identity	Initiative - Whakaara 1.1. Reflect on strategies that allow me to step into my own Rangatira space by developing an awareness of others and the strengths that they bring. 1.2. Develop wellbeing strategies and practice stillness to allow me to respond and create the space needed to tune in to what is important.	Others will have their say and feel valued Listening will take priority. We will remain calm and still People will be given space.	- Not personalising or catastrophising. - Being more succinct and clearer. - Delegating and Sharing Leadership - Understanding empathy and their characteristics. - Trusting the job will get done by others - Actively Listening to other points of view - Not having a predetermined outcome. - Not overplanning and leaving room for ideas.	- Celebrating Success when it happens - Being Self aware and recognising the triggers when feeling overwhelmed. - Get back to seeing and using humour- see the funny side. - Plan, Calendarise and Timeframe ideas and Initiatives - Make myself less accessible - Say NO! - Value close Colleagues and seek advice
Goal/Whaingā: Stretching Collaboration - Building and developing my collaborative capabilities that contribute to a positive and supportive learning environment. - Language and Culture	Initiative - Whakaara 2.1 By fostering a shared sense of purpose between team members by respecting and gaining strength from differences. 2.2 By demonstrating a more response-able mindset to change and subtle shifts and nuances for the purpose of understanding the bigger picture.	A shared understanding with purpose Relational Trust - Growing Mana in other people. The focus will be outcome driven on the bigger picture Greater Ownership	- Trusting other people will do a good job - Not forcing issues to get my point across. - Not having a predetermined outcome. - Adapting ideas to suit those involved. - Change my approach to responsibility, ownership and delegation - Leave ideas for others to percolate rather than over planning - Show greater self awareness and rather than over planning	- Contributions from all staff in staff meetings - Contributions from stakeholders - Discussions will be focused on Student Achievement and strategy to shift achievement - intentional discussions. - Plan, Calendarise and Timeframe ideas and Initiatives - Slow down and celebrate the successes - amplify the work being achieved. - Allow time to percolate

Success

1.1 /1.2 - I will demonstrate the success of Cultivating Detachment through:

- Understanding and communicating my "why" for teaching and learning.
- Understanding that success is in succession.
- Working and thinking with clear intention and adapting to change.

2.1 /2.2 - I will demonstrate the success of Stretching Collaboration through:

- Accepting the strengths of others and harness the potential of others for the benefit of the group.
- Have my own thinking challenged to ensure new thinking.
- Understand that the values of humility, vulnerability, response-able (growth) mindset are crucial to my successful leadership.

