



# Analysis of Variance 2023

Lake Tekapo School

## TANGATA WHENUATANGA

**Goal/ Whaingā:**  
**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/Whaingā:**  
**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.


*Building a sense of who we are and where we are from as we look to our future.*

*SENSE OF SELF - SENSE OF PLACE*




## 3 Year Strategy Plan

# Lake Tekapo School Roadmap 2022-2024 - Plan on a Page Analysis of Variance 2023.

- Please refer to the 3 Year Strategy Measurement Review: [2024 3 Year Plan](#)
- Please refer to the 3 Year Strategy Summary of Initiatives: [Summary 3 Year Plan 2023 -24](#)


Strategic Initiatives	Stage One / Stage Two	Review:
<p><b>1.1 - Curriculum</b></p> <p>Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.</p> <p><b>2.1 People</b></p> <p>Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.</p> 	<p><b>Stage One:</b> All staff are actively engaged in professional development in building an authentic localised curriculum.</p> <p><b>2023 Review:</b> Impacted PLD completed : Values consulted and Vision and Values work aligned to 3 Year Strategy. A curriculum “one pager’ pulled together with work completed on the Board of Trustees Metric Posters.</p> <p><b>Stage Two:</b> Embed, evaluate, and adapt our localised Curriculum (Beginning Teacher started 2024)</p> <p>-----</p> <p><b>Stage One:</b> Formalise and build strong relationships with local business providers and local experts.</p> <p><b>Stage Two:</b> Consolidate the relationships with local businesses and local experts.</p> <p><b>2023 Review:</b> Our local curriculum is shaped by the relationships with our Local providers. We continue to work alongside local providers.</p> <p>-----</p> <p><b>Stage One:</b> Build connections with local iwi and marae to help consolidate our Maori Achievement plan.</p> <p><b>Stage Two:</b> Broaden knowledge of cultures within our school community and continue to support children, staff and parents to ensure a culturally responsive environment.</p> <p><a href="#">Culturally Responsive Practice - Hikairo Schema</a></p> <p><a href="#">Ako Te Whare Tapa Article</a></p>	<p>Staff has completed the funding hours with the MOE led Local Curriculum PLD. This work focussed on the development of a ‘one page” curriculum framework that reflects our local communities aspirations. The school has the benefit of building relationships with local providers and supports and reciprocates opportunities as they arise. In 2022 we saw the naming and opening and of the Maukatua Reserve and the involvement of the Dark Sky Project with the public holiday of Matariki.</p> <p><a href="#">Integrated Curriculum 2023 - Reserve.</a></p> <p>The strong relationship with local providers has seen us continue to develop and broaden the concept of Sprout, and this has been extended to include community groups and the possibility of extending this to other Kura.</p> <p><a href="#">Master Sprout</a></p> <p><a href="#">Project Brief - Multisensory Garden</a></p> <p>Through the Local Curriculum Professional Development the school has reviewed and templated how it understands the LTS curriculum will be shaped when aligning to the new NZC. This will continue as we work through the current changes happening within the sector.</p> <p><a href="#">Lake Tekapo School Curriculum Mothership</a></p>
<p><b>1.2 Curriculum</b></p> <p>To build teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.</p> <p><b>2.2 People</b></p>	<p><b>Stage One:</b> Build staff capability around digital assessment and formative practices to capture real time learning.</p> <p><b>Stage Two:</b> Strengthen Teaching pedagogy to ensure high quality teaching and learning programmes align to student achievement in real time.</p>	<p>The staff are still growing their understanding with the use of Educa to capture real time assessment opportunities. In 2022 we have utilised this platform to inform parents and to showcase the learning that is happening in our classrooms. As we have worked through the PLD in 2023, the decision</p>

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

-  The DOT - Educa
-  Literacy Educa Integrated Curriculum 2023
-  Integrated Curriculum 2023 - Reserve.

**Stage One:** Review current wellbeing practices through survey, student voice, staff feedback and the use of assessment data.

**Stage Two:** Continue to implement and consolidate the wellbeing practices of a schoolwide Hauora programme. (5 Ways to Wellbeing / Te Whare Tapa Wha)

-  Kahui Ako Wellbeing Presentation



to continue to use the progressions across Writing, Reading, Visual, Oral language and Mathematics has been made. This is to allow staff to consolidate on what we currently have in our small school, as we wait for the implementation and understanding of the new NZC and current shifts in thinking. This criteria is complimented with the Key Competency and 5 Ways to Wellbeing indicators which are being aligned to the newly consulted Values work undertaken in 2022/2022. Steady progress has been made throughout 2023, with the aim of revisiting this structure for 2024.

**Next step:**

- New Staff 2024.
- To set up greater classroom autonomy to assist with individualising annotated posts in real time. To set up expectations of these posts across the Term.
- To revisit the Transition Action Plan and Graduate Visual Posters in line with Educa Progressions.

**2.3 - People**

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

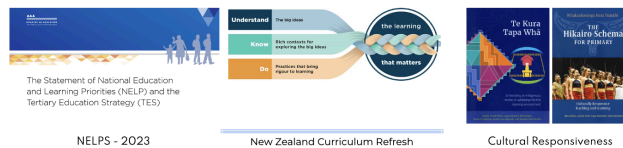


**Stage One:** All staff are contributing in building genuine connections through it's people, place and environment.

**Stage Two:** Maintain and build on our Community Connections through valuing strong, authentic relationships with our 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 staff, parents and Board of Trustees has continued to make sense of new legislation and changes to priorities during 2023.

-  Te Whare Tapa Wha / Hikairo Schema
-  Parent Information Night 2023
-  Kahui Ako Wellbeing Presentation
-  NELP Process
-  Background / NELP / Cultural 2023

## 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 2023.

- Please refer to the 3 Year Strategy Measurement Review: [2024 3 Year Plan](#)
- Please refer to the 3 Year Strategy Summary of Initiatives: [Summary 3 Year Plan 2023 -24](#)


**Goal / Whaingā:** 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 2024
1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.	Staff have completed the Professional Learning PLD allocation with Impacted Education and have pulled together their shared understandings of the beliefs and values we hold in relation to the Vision and Values at Lake Tekapo School. This work has seen the Values underpin the Visual Posters with the Key Competencies aligned to the Values that will become the focus for 2024. Sitting beside this has been the establishment and formatting of our Curriculum Framework, that is a visual representation of the important elements and concepts that drive our curriculum. It has been decided that use of the 3 Pou (Sustainability, Kaitiakitanga and Hauora) will help us to help frame up our planning underpin the revisited Values of Manaakitanga, Whanungatang, Ako and now Tuakiri (identity) that better aligns to our 3 Year Plan on a Page. This work is represented through the local collie and the plinth with the surrounding concepts that staff and the BOT believe represent our Kura. It is important to recognise that with the changes under the NZC refresh, staff and Board have been conscious to take into account the integration of the learning areas and the current NZ Refresh. This will continue for 2024 through more consultation with MOE, Parent and Kahui priorities.	Lake Tekapo School Mothership - Creation of the documentation and plan Ongoing for 2024.  Survey of students about the impact of the Local curriculum - Data Collected - Roving Reporter Initiative with student voice, - Collect data  Parent Information Night 2024	Staff has completed the funding hours with the MOE led Local Curriculum PLD. This work focussed on the development of a 'one page' curriculum framework that reflects our local communities aspirations. The school has the benefit of building relationships with local providers and supports and reciprocates opportunities as they arise. In 2022 we saw the naming and opening and of the Maukatua Reserve and the involvement of the Dark Sky Project with the public holiday of Matariki. <a href="#">Integrated Curriculum 2023 - Reserve.</a>  The strong relationship with local providers has seen us continue to develop and broaden the concept of Sprout, and this has been extended to include community groups and the possibility of extending this to other Kura. <a href="#">Master Sprout</a> <a href="#">Project Brief - Multisensory Garden</a>  Through the Local Curriculum Professional Development the school has reviewed and templated how it understands the LTS curriculum will be shaped when aligning to the new NZC. This will continue as we work through the current changes happening within the sector. <a href="#">Lake Tekapo School Curriculum Mothership</a>	Posters to be Printed and Values to be taught Term One, 2024 for consolidation - Set up school and align Values, K.C. Collie Approve, Flag, Certificates etc.  Advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work) - Facilitate the Project Brief and Lions corner regarding our Creation Story.  To work with Cannington School around the concepts of Sprout - Hauora, Sustainability and Kaitiakitanga.  Continue to use the LTS learning progressions/ Wellbeing indicators to report to individual Parents through Educa. - To set up greater classroom autonomy to assist with individualising annotated posts in real time. To set up expectations of these posts across the Term.  To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten.  To implement a student friendly platform for students to reflect and feedback their learning. Generate opportunities to allow student voice and survey the children and parents early in 2024.
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.			Progress will need to be made on our outdoor learning spaces and development of Sprout as a driver to this. There is still uncertainty around the relevance and work being undertaken with the number of new initiatives led through MOE and Governmental changes. The 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

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<b>Goal / Whaingā:</b> Our Local Curriculum (Sense of Place) <ul style="list-style-type: none"> <li>• Design a Localised Curriculum that draws from and connects learning through its people, place and environment. Language and Culture.</li> </ul>				
Initiative	Current State	Measure	Review	Action 2024
1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.	Staff are continuing to work toward reporting achievement through the platform of Educa. Staff are continuing 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 and/or term, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022-23. With the changes to both NZC Refresh and Kahui Ako alignment, these progressions will be replaced in future. Staff are moving closer to reporting individual student progress using Educa and this will be a focus for 2024. With changes in staff for 2024, work and consistency of school wide systems has also meant refining how we as a staff monitor and track achievement for reporting. This opens up an opportunity to refine and review school wide expectations.	Growth Cycle Reflections supported through Board of Trustees Reporting.  Beginning Teacher / Mentor observations - Observation of practice.  Staff Meeting Curriculum Reflections and Professional Reading Reflections.  Scheduled Educa "Real Time Reporting" - Survey results - Term 4, 2024	Vision and Values Review Completed and Parent and Student Feedback sought.   <p><b>Lake Tekapo School Curriculum Mothership</b></p> Action for End of Year <ul style="list-style-type: none"> <li>• Student Voice Survey 2024</li> <li>• Vision and Values Unit Planned</li> <li>• Reviewed documentation republished for Visual Representation</li> </ul>	To continue to develop our understanding of the LTS Growth Cycle and how this best fits Lake Tekapo School. To promote autonomy and engagement through personal and professional goals and liaise with the Board of Trustees.  To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten. To work with the Te Manahuna Kahui Ako on Cluster wide progressions and assessment tools. Ideal Professional Development.  Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus) and with the Te Manahuna Kahui Ako. Ideal - Professional Development  To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration).
Output (see)	Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning Visible Graduate Profiles - ECE established in line with the Transition Action Plan.			As per 2023: 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

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

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

Initiative	Current State	Measure	Review	Action 2024
2.1 Establish and Foster collaboration with community, whānau and children as active partners in learning conversations.	The contributions of stakeholders (local community and businesses ) remains high and allows the school opportunities to work with local stakeholders. The staff and BOT continue to balance the interest of local initiatives and commit and plan for these under the 3 big ideas, Kaitaikitanga, Sustainability and Hauora. (Local Curriculum Goals). This has meant the focus for staff and the undertaking of Professional Learning has been crucial in the understanding of integration and planning. This will be ongoing as staff upskill with the NZC Refresh and Literacy/ Mathematics focus in mind. Staff has surveyed and held parent information to inform stakeholders with the feedback highlighting an appetite for greater involvement and participation. Work continues to be undertaken when considering how we plan, evaluate and reflect on these local opportunities and how we can best demonstrate the active learning conversations being held regularly. An awareness of 9 Cultures and meeting diversity needs.	Feedback and engagement from community members. - Community Data Base.  Curriculum Framework Review and Implementation - Student and Parent Voice.	<a href="#">Parent Information Night 2023</a> <a href="#">Parent Night 2023 - Sheets</a> <a href="#">Student- Kids - Collation</a> <a href="#">Integrated Curriculum 2023 - Reserve.</a> <a href="#">Literacy Educa Integrated Curriculum 2023</a> <a href="#">Educa Integrated Curriculum 2023 - Reserve.</a> <a href="#">The DOT - Educa</a> <a href="#">Lake Tekapo School Curriculum Mothership</a> <a href="#">Term 2, 2023</a> <a href="#">Term 3 Navigating the Page</a> <a href="#">Skiing Information Night 2023</a> <a href="#">Skiing 2023 Parent Information</a> <a href="#">Living Springs Camp 2023</a> <a href="#">Wisk 2023</a>	<p>To continue to develop our understanding of the LTS Growth Cycle and how this best fits Lake Tekapo School. To promote autonomy and engagement through personal and professional goals and liaise with the Board of Trustees.</p> <p>To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten. To work with the Te Manahuna Kahui Ako on Cluster wide progressions and assessment tools. Ideal Professional Development.</p> <p>Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus) and with the Te Manahuna Kahui Ako. Ideal - Professional Development</p> <p>To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration).</p>
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 - Ngai Tahu / Lions / 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.

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Goal / Whaingā: People Our Relationships - (Sense of Self)				
<ul style="list-style-type: none"> <li>• Nurture Hauora for staff, students and whānau to help build active learning relationships. (Identity).</li> </ul>				
Initiative	Current State	Measure	Review	Action 2024
2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.	As above, Staff are continuing to work toward reporting achievement through the platform of Educa. Staff are continuing 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 and/or term, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022-23. With the changes to both NZC Refresh and Kahui Ako alignment, these progressions will be replaced in future. Staff are moving closer to reporting individual student progress using Educa and this will be a focus for 2024. With changes in staff for 2024, work and consistency of school wide systems has also meant refining how we as a staff monitor and track achievement for reporting. This opens up an opportunity to refine and review school wide expectations.	<p>Lake Tekapo School Mothership - Creation of the documentation and plan Ongoing for 2024.</p> <p>Survey of students about the impact of the Local curriculum - Data Collected - Roving Reporter Initiative with student voice, - Collect data</p> <p>Parent Information Night 2024</p>	<p>The DOT - Educa</p> <p>Literacy Educa Integrated Curriculum 2023</p> <p>Educa Integrated Curriculum 2023 - Reser...</p> <p>Educa Post Traditional Games</p> <p>Term 2, 2023</p> <p>Newsletters</p> 	<p>Posters to be Printed and Values to be taught Term One, 2024 for consolidation - Set up school and align Values, K.C, Collie Approve, Flag, Certificates etc.</p> <p>Advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work) - Facilitate the Project Brief and Lions corner regarding our Creation Story.</p> <p>To work with Cannington School around the concepts of Sprout - Hauora, Sustainability and Kaitiakitanga.</p> <p>Continue to use the LTS learning progressions/ Wellbeing indicators to report to individual Parents through Educa. - To set up greater classroom autonomy to assist with individualising annotated posts in real time. To set up expectations of these posts across the Term.</p> <p>To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten.</p> <p>To implement a student friendly platform for students to reflect and feedback their learning. Generate opportunities to allow student voice and survey the children and parents early in 2024.</p>
Output (see)	Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning Graduate Profile			As per 2023: 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 Whānau have a strong sense of connection, participation and engagement in their child's learning.			



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Goal / Whaingā: People Our Relationships - (Sense of Self)				
<ul style="list-style-type: none"> <li>• Nurture Hauora for staff, students and whānau to help build active learning relationships. (Identity).</li> </ul>				
Initiative	Current State	Measure	Review	Action 2024
2.3 Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whānau.	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.	<p>Real time Reporting. - Educa Feedback</p> <p>Lake Tekapo School Mothership - Creation of the documentation and plan Ongoing for 2024.</p> <p>Survey of students about the impact of the Local curriculum - Data Collected - Roving Reporter Initiative with student voice. - Collect data</p> <p>Parent Information Night 2024</p>	<p><a href="#">Te Whare Tapa Wha / Hikairo Schema</a></p> <p><a href="#">Educa Post Traditional Games</a></p> <p><a href="#">Culturally Responsive Practice - Hikairo Sc...</a></p> <p><a href="#">Project Brief - Multisensory Garden</a></p> <p><a href="#">Transition Action Plan 2023.docx</a></p> <p><a href="#">The DOT - Educa</a></p>	As per 2023: Update BOT Purpose and Measurement Tracker along with Vision and Values School Posters. Align N.E.L.P.S in consultation with the BOT. Student and Parent Survey to work to be revisited and informed to community. Continue to value the liaison with Local providers and experts.
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 Whānau have a strong sense of connection, participation and engagement in their child's learning.			

# Lake Tekapo School Roadmap 2024

		Term 1			Term 2			Term Three			Term 4			
<b>Curriculum</b>	Initiative - Whakaara	Jan	Feb	Mar	Apr	May	Jun	Ju	Aug	Sept	Oct	Nov	Dec	Outputs
<b>Goal/ Whaingā:</b> Our Local Curriculum (Sense of Place) Design a Localised Curriculum that draws from and connects learning through its people, place and environment. <b>Language and Culture:</b>	1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.	Real Time Assessment - Educa - Summary for Stakeholders Vision and and Values Update - Students Sprout Ambassador Initiative - Roving / Reviews / Biographies				Assessment - Educa Roving Feedback Metric and Purpose Posters - BOT Informing.			Review Goals and NZC Alignment	School Production linked to Vision, Values				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 Real Time Reporting Autonomy, Engagement and Expectations	Ideal			Transition Action Plan Kahui Ako Progression Update - PLD				Survey, seek feedback from whanau			Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning. Visible Graduate Profiles
<b>Success</b>	<ul style="list-style-type: none"> <li>Our Learners are engaged in a curriculum where they feel valued for their contribution to the community.</li> <li>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.</li> </ul>													

		Term 1			Term 2			Term Three			Term 4			
<b>People</b>	Initiative - Whakaara	Jan	Feb	Mar	Apr	May	Jun	Ju	Aug	Sept	Oct	Nov	Dec	Outputs
<b>Goal/Whaingā:</b> Our Relationships - (Sense of Self) Nurture Hauora for staff, students and whanau to help build active learning relationships. <b>Identity</b>	2.1 Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.	Real Time Assessment - Educa - Summary for Stakeholders Vision and and Values Update - Students Sprout Ambassador Initiative - Roving / Reviews / Biographies				Assessment - Educa Roving Feedback Metric and Purpose Posters - BOT Informing.			Skiing Initiative Assessment - Educa As per			Regional Park Initiative Assessment - Educa As Per		Rich , Purposeful learning Local Environment 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 in Ideal - Structured Literacy Share with Educa			Assessment Schedule Feedback	Transition Action Plan Kahui Ako Progression Update - PLD					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, Vision and and Values Update - Students						Sprout Ambassador Initiative - Roving / Reviews / Biographies			School Production linked to Vision, Values		Review Goals and NZC Alignment	
<b>Success</b>	<ul style="list-style-type: none"> <li>Learners will know themselves as learners through engagement and participation in their unique learning process.</li> <li>Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.</li> </ul>													

## Leadership Development Plan

# TANGATA WHENUATANGA

### **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:**

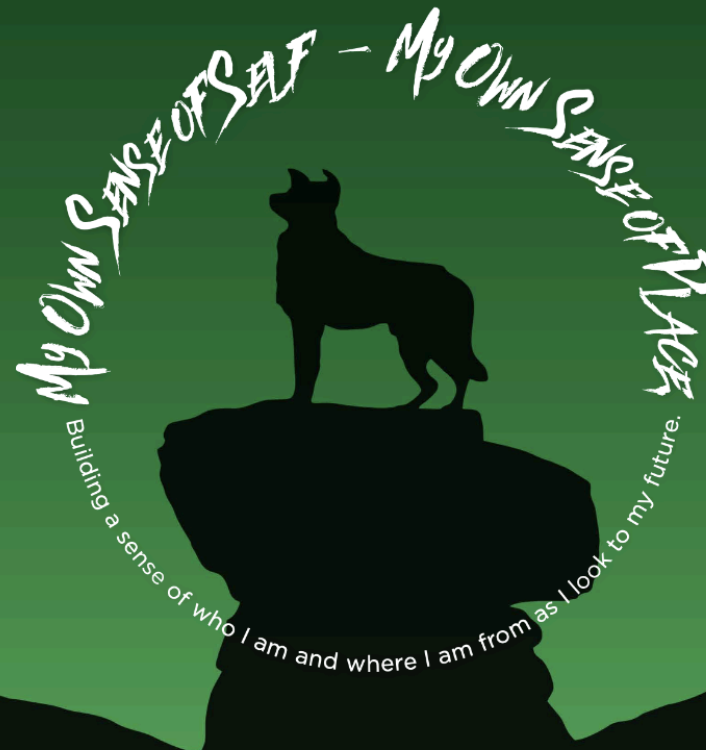
**1.1.** Reflect on strategies that allow me to step into my own Rangatira space by developing an awareness of others and the strengths that they bring.

**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?
<p><b>Goal/ Whaingā:</b></p> <p>Cultivating Detachment: Stepping into my Rangatira Space. To weave together our space, our environment and our people, so that I see and feel success.</p> <p><b>Identity</b></p>	<p><b>Initiative - Whakaara</b></p> <p>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.</p> <p>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.</p>	<p>Others will have their say and feel valued</p> <p>Listening will take priority.</p> <p>We will remain calm and still</p> <p>People will be given space.</p>	<ul style="list-style-type: none"> <li>- Not personalising or catastrophising.</li> <li>- Being more succinct and clearer.</li> <li>- Delegating and Sharing Leadership</li> <li>- Understanding empathy and their characteristics.</li> <li>- Trusting the job will get done by others</li> <li>- Actively Listening to other points of view</li> <li>- Not having a predetermined outcome.</li> <li>- Not overplanning and leaving room for ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Celebrating Success when it happens</li> <li>- Being Self aware and recognising the triggers when feeling overwhelmed.</li> <li>- Get back to seeing and using humour- see the funny side.</li> <li>- Plan, Calendarise and Timrframe ideas and Initiatives</li> <li>- Make myself less accessible - Say NO!</li> <li>- Value close Colleagues and seek advice</li> </ul>
<p><b>Goal/Whaingā:</b></p> <p>Stretching Collaboration - Building and developing my collaborative capabilities that contribute to a positive and supportive learning environment. - <b>Language and Culture</b></p>	<p><b>Initiative - Whakaara</b></p> <p>2.1 By fostering a shared sense of purpose between team members by respecting and gaining strength from differences.</p> <p>2.2 By demonstratng a more response -able mindset to change and subtle shifts and nuances for the purpose of understanding the bigger picture.</p>	<p>A shared understanding with purpose</p> <p>Relational Trust - Growing Mana in other people.</p> <p>The focus will be outcome driven on the bigger picture</p> <p>Greater Ownership</p>	<ul style="list-style-type: none"> <li>- Trusting other people will do a good job</li> <li>- Not forcing issues to get my point across.</li> <li>- Not having a predetermined outcome.</li> <li>- Adapting ideas to suit those involved.</li> <li>- Change my approach to responsibility, ownership and delegation</li> <li>- Leave ideas for others to percolate rather than over planning</li> <li>- Show greater self awareness and rather than over planning</li> </ul>	<ul style="list-style-type: none"> <li>- Contributions from all staff in staff meetings</li> <li>- Contributions from stakeholders</li> <li>- Discussions will be focused on Student Achievement and strategy to shift achievement - intentional discussions.</li> <li>- Plan, Calendarise and Timeframe ideas and Initiatives</li> <li>- Slow down and celebrate the successes - amplify the work being achieved.</li> <li>- Allow time to percolate</li> </ul>

### 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, vulnerableness, response-able (growth) mindset are crucial to my successful leadership.





