



## Strategic Goal 2 - Growing highly effective and innovative teachers

Inputs	2019-2020 Initiatives	What we will do?	What we'll see different?	Measures	Outcomes
Senior Leadership  Teachers  Focus Group Lead  Focus Group  Release Time	<b>2a.</b>  <b>Increase knowledge and understanding of and implement He Pou Tainui (key competencies) across the curriculum.</b>	<ul style="list-style-type: none"> <li>Teachers will know and understand what He Pou Tainui progressions will do for students and their learning.</li> <li>Teachers will develop their expertise by strengthening their Pou progressions knowledge and translate new actions into effective teaching.</li> <li>Teachers will provide opportunities for students to use He Pou Tainui.</li> <li>He Pou Tainui will be demonstrated in action by staff and by students.</li> </ul>	<ul style="list-style-type: none"> <li>Shared understanding and completion of each Pou progressions.</li> <li>Common language will be used across the school.</li> <li>Pou progressions will be implemented authentically.</li> <li>Teachers planning deliberately for He Pou Tainui.</li> <li>Confident students and staff actively displaying He Pou Tainui.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers will have clarity and understanding of the Pou progressions. <b>Measured by:</b> Self review surveys</li> <li>100% of teachers actively and consistently using at least 3 Pou progressions in different learning areas. <b>Measure by:</b> Observations of classroom practice</li> <li>100% of teachers can demonstrate He Pou Tainui being developed amongst students. <b>Measured by:</b> Narrative stories, capturing the learning</li> </ul>	<b>Teachers will be competently providing opportunities for students to learn and integrate He Pou Tainui in different learning areas.</b>
Supporting material  DP fully released  AP part time released  Timetabling for PLD  Timetabling for release of teachers	<b>2b.</b>  <b>Deepen teacher understanding and capability of inquiry based learning. (Te Rauawa &amp; Te Taurapa)</b>	<ul style="list-style-type: none"> <li>Agree on what inquiry based learning is.</li> <li>Participate in PLD on inquiry based learning.</li> <li>Implementing Tainui Inquiry model in the classroom.</li> <li>Unpack and teach what the inquiry skills for learning are.</li> </ul>	<ul style="list-style-type: none"> <li>Shared understanding of what inquiry based learning is.</li> <li>Teachers with increased knowledge and understanding of inquiry based learning along with using the progressions.</li> <li>Teachers have improved proficiency on the skills and implementation of inquiry based learning.</li> <li>Inquiry model being used.</li> <li>A student centred approach to learning.</li> <li>Students are making decisions about their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers using the Tainui inquiry model. <b>Measured by:</b> Observations, survey</li> <li>80% of teachers can teach the inquiry based learning skills. <b>Measured by:</b> Observations</li> <li>70% of students to be demonstrating their understanding of inquiry based learning through an inquiry project. <b>Measured by:</b> Student self-reviews, inquiry projects</li> </ul>	<b>Teachers have improved and consistent understanding and capability of inquiry based learning.</b>
Timetabling of staff meetings  Timetabling of observations/feedback & feedforward	<b>2c.</b>  <b>Develop and implement an effective transition to school from Early Childhood in to Primary</b>	<ul style="list-style-type: none"> <li>DP and TSL working together to raise the profile of Tainui with the Early Childhood centres through an effective transitions to school.</li> <li>Learn and implement Play based programme</li> <li>Understand, learn and unpack what collaborative practices is through research and finding out about best practices.</li> <li>Unpack, understand and utilise He Pou Tainui.</li> </ul>	<ul style="list-style-type: none"> <li>.A transition to school lead leading best transitional practice for students.</li> <li>Play based learning in place.</li> <li>Collaborative structures practices will be in place.</li> <li>Teachers using TAI to further grow their own expertise – could lead to a collaborative TAI.</li> <li>He Pou being part of all the learning.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers will have clarity around an effective transition to school. <b>Measured by:</b> Narrative, Classroom observations</li> <li>100% of teachers will engage in Teaching As Inquiry. A shift in practice will be evident. <b>Measured by:</b> Teaching As Inquiry, classroom practice</li> </ul>	<b>An effective transition to school in place.</b>
	<b>2d.</b>  <b>Increase knowledge and understanding of Leaner Agency</b>	<ul style="list-style-type: none"> <li>Participate in Mary-Anne Murphy's PLD on Learner Agency.</li> <li>Implement Learner agency learning which begins with the sound base that supports the structures of Learner agency.</li> <li>Work on a TAI as needed.</li> <li>Gather student voice and learning on learner agency success.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers with improved understanding of what learner agency is.</li> <li>Learner agency sound base elements.</li> <li>Teachers working collaboratively on a TAI.</li> <li>Students being a part of the process and what they see as successful.</li> </ul>	<ul style="list-style-type: none"> <li>80% of teachers will be able to articulate and put in place what learner agency is. <b>Measured by:</b> Survey</li> </ul>	<b>Learner agency practice will be embedded in our classroom.</b>





2019 Annual Plan

2019-2020 Initiatives	What does success look like in 12 months?	Key Actions and Inputs	Led by	Accountable	Timeline
<p>2a.</p> <p>Increase knowledge and understanding of how to implement He Pou Tainui (key competencies) across the curriculum.</p>	<ul style="list-style-type: none"> <li>• He Pou Tainui (Key Competencies) progressions completed and implemented.</li> <li>• Highly effective planning and assessment of He Pou Tainui in place.</li> <li>• Confident and capable teachers deliberately and explicitly teaching He Pou Tainui across all learning areas.</li> <li>• Students using He Pou Tainui in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage all staff through an induction.</li> <li>• Professional reading around why the key competencies.</li> <li>• Conduct formal observations every term on implementation of He Pou Tainui.</li> <li>• Capture the learning of students using He Pou Tainui through video and narratives.</li> <li>• Designing snapshots of students and staff demonstrating He Pou Tainui.</li> <li>• Collate a collection of the learning and design a portal to have these resources in so can be accessed by staff and parents/whānau.</li> </ul>	<p>Dean</p> <p>Dean</p> <p>Leaders of Learning Senior Leadership and Teachers All Teachers</p> <p>Nat/Dean</p> <p>Nat</p>	Rosie	
<p>2b.</p> <p>Deepen teacher understanding and capability of inquiry based learning. (Te Rauawa &amp; Te Taurapa)</p>	<ul style="list-style-type: none"> <li>• Professional learning development providing effective professional learning.</li> <li>• Teachers participating in inquiry based learning PLD.</li> <li>• Teachers have clarity about inquiry based learning.</li> <li>• Teacher consistently implementing inquiry based learning.</li> <li>• Teachers will know how to encourage students to ask and support them through the investigation process understanding when to begin and how to structure an inquiry activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage everyone in the Tainui Inquiry Model.</li> <li>• Unpack the Tainui Inquiry model – what do we expect?</li> <li>• Professional learning of the inquiry process which could present a TAI.</li> <li>• Every classroom has a visual representation of inquiry based learning model.</li> <li>• Termly formal observations made on teachers implementing inquiry based learning.</li> <li>• Success stories captured of inquiry based teaching and learning being implemented.</li> <li>• Students delving in to an inquiry based learning project.</li> </ul>	<p>Leaders of Learning will be responsible for this initiative.</p> <p>Teachers</p> <p>Teachers</p> <p>Leaders of Learning, AP, DP</p> <p>Nat</p> <p>Teachers</p>	Nat	





Strategic Goal 2 - Growing highly effective and innovative teachers

<p>2c. Develop and implement an effective transition to school from Early Childhood in to Primary</p>	<ul style="list-style-type: none"> <li>TSL will be visiting ECEs in our community on a regular basis to form, build and maintain a relationship.</li> <li>Tainui transition to school will be established, written and in place.</li> <li>Teachers in Te Taihuhu will be fully involved in an effective transition programme.</li> <li>Play based learning in action.</li> <li>Collaborative practices in action</li> </ul>	<ul style="list-style-type: none"> <li>Transition to School Lead (TSL) will establish and maintain relationships an connections with ECEs.</li> <li>Understand and know the current status of Tainui’s transition and develop and grow and effective transition to school programme.</li> <li>Implement play based learning.</li> <li>Implement collaborative practices.</li> <li>Understand the links with He Pou Tainui and embed these in to the practice.</li> </ul>	<p>Taiora/Rosie  Taiora/Rosie  Rosie  Rosie/Te Taihuhu  Rosie/Te Taihuhu</p>	<p>Rosie/Tania</p>	
<p>2d Increase knowledge and understanding of Leaner Agency</p>	<ul style="list-style-type: none"> <li>Teachers with a clear understanding of what learner agency is and understand what implications it has in our way of working and in our way of being.</li> <li>Teachers putting in place a sound base that will support Learner Agency.</li> <li>Students being agents of their own learning and they are able to articulate responses to these key questions: “What are you learning”, “Why are you learning this?” and “What do you need to next with your learning?”</li> <li>Teachers working on a TAI to grow their own practice.</li> <li>Teacher empowering the process of learner agency.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate and understand what learner agency is.</li> <li>Unpack what this will look like in the classroom. A way of being and the ways of working.</li> <li>Attend all PLD sessions on Leaner Agency. The PLD will help us reflect on what this currently looks like at Tainui to the ideal state we want.</li> <li>Unpack, practice and put in place the learning form Mary-Anne Murphy.</li> <li>TAI in place as a result of the learning and practice.</li> <li>Capture the learning and action of learner agency, keep a learning journal of our process and work in action.</li> </ul>	<p>Leaders of Learning  Leaders of Learning  All Teachers  Leaders of Learning  All Teachers  Leaders of Learning</p>	<p>Tania</p>	