

### System Review - Inclusive Practices:

- **Purpose:** To ensure that there is a clear understanding among kaimahi - teachers and key support staff - of what 'best practice' in inclusion entails at our kura.
- **Outcome:** Our kaimahi - teachers and key support staff - have a shared understanding of 'best practice' in inclusion leading to equitable outcomes for all ākonga within a environment that is safe, inclusive and nurtures students, as unique learners, to reach their highest potential becoming ... **people who make a difference.**

#### Term 1:

**Reading:** All kaimahi to read and review the key documents - identified in 2024 - detailing effective inclusive practices. Provide PLD 'catchups' for new kaimahi as needed.

#### Term 2:

**Synthesis:** All kaimahi assist the LSC to synthesise the various concepts into a coherent 'action plan' with consistent language, clear expectations, and an agreed methodology.

#### Term 3:

**Evaluation Trial:** All kaimahi modify their current approaches to inclusive practices to align with the agreed 'action plan'. **Goal:** A visibly consistent approach across the kura.

#### Term 4:

**Confirmation & Publication:** SLT to review the evaluation trial and either initiate a second cycle of review in 2026 to refine the 'action plan' or publish the current 'action plan' as complete.

### System Review - Behaviour Management

- **Purpose:** To ensure that there is a clear understanding among kaimahi - teachers and key support staff - of what 'best practice' in behaviour management entails at our kura.
- **Outcome:** Our kaimahi - teachers and key support staff - have a shared understanding of 'best practice' in behaviour management creating a safe inclusive place that nurtures students, as unique learners, to reach their highest potential becoming ... **people who make a difference.**

#### Term 1:

**Evaluation Trial:** All kaimahi modify their current approaches to behaviour management to align with the proposed 'action plan'. **Goal:** A visibly consistent approach across the kura and reduced DP workload.

#### Term 2:

**Review & Refinement:** All kaimahi assist the SLT in reviewing the outcomes of the first evaluation trial. SLT to adjust the 'action plan' based on the feedback provided.

#### Term 3:

**Evaluation Trial:** All kaimahi modify their current approaches to behaviour management to align with the revised 'action plan'. **Goal:** A visibly consistent approach across the kura and reduced DP workload.

#### Term:

**Confirmation & Publication:** SLT to review the evaluation trial and either initiate a third cycle of review in 2026 to refine the 'action plan' further or publish the current 'action plan' as complete.

### Politically Mandated - Curriculum Changes (Core Curriculum - Literacy & Mathematics):

**Purpose:** To implement the politically mandated changes while remaining true to what we, as educators, know to be 'best practice', practices that nurture our ākonga as unique learners.

**Outcome:** That, despite significant political interference in professional practice, that our programmes remain true to our vision, core beliefs, values and Ngā Pou and that we continue to craft connected, confident, lifelong learners who are creative, curious, actively involved in sustainable communities and who achieve their highest potential in our core curriculum areas.

#### Term 1:

**'Getting Started':** All kaimahi to review the new curriculum documents to identify individual PLD requirements. **Goal:** Kaimahi receive appropriate training in the mandated 'science of learning' approaches to teaching and learning.

#### Term 2:

**'Getting Started':** Continuing identified PLD, including BSLA for kaimahi teaching in Y0-3 and MNP for Y1-2. **Goal:** Kaimahi receive appropriate training in the specific approaches applicable to their current teaching level.

#### Term 3:

**Assessment & Reporting:** All kaimahi assist SMT to identify how our current assessment and reporting processes can be adapted to align with the mandated approaches. **Goal:** To replace curriculum level based reporting with 'something'.

#### Term 4:

**Assessment & Reporting:** All kaimahi modify their current approaches to MY and EOY reporting to align with the assessment requirements. **Goal:** A 'fit for purpose' assessment and reporting process is in place by the end of 2025.

### System Change - Education and Training Act, Amendment Bill #2.

**Purpose:** To ensure that 'capacity' is left within current planning to accommodate the work associated with reviewing and implementing the changes within the Bill.

**Outcomes:** That any changes brought about by the Bill are professionally debated with feedback, as appropriate, provided by the kura and the wider education sector is to inform - and hopefully appropriately shape - the proposed legislative changes to ensure that they meet the needs of our ākonga, kaimahi and kura.

#### Term 1:

**Initial Feedback:** Participation in 'high level' working groups scoping specific aspects of the proposed changes such as the location of ITE accreditation processes and principal professional standards.

#### Term 2:

**Legislation Review:** Work with the Board, kaimahi and 'peak bodies' to review the proposed legislative changes. Provide feedback to 'peak bodies' such as NZSTA to inform their submissions.

#### Term 3:

**Select Committee:** Work with the Board, kaimahi and 'peak bodies' to draft formal submissions to the Education Select Committee. Speak to these, as required, at the oral submission stage.

#### Term 4:

**Implementation:** TBC