



ANNUAL PLAN 2022

Kindergarten whakatauki

“Akiaki te ti o te tangata”

Nurture the indescribable light in a person

MICHAEL PARK STRATEGIC PRIORITIES

1. Plan for sustainable growth
2. Improve well-being across all aspects of the Michael Park community
3. Grow the understanding of what makes Michael Park special

This year's plan has been developed with reference to The National Education and Learning Priorities and Te Ara Poutama the Education Review Office framework for reviews in early childhood centres

<https://www.education.govt.nz/assets/Documents/NELP-tes-documents/NELP-2020-Early-Learning.pdf>

<https://www.ero.govt.nz/publications/te-ara-poutama-indicators-of-quality-for-early-childhood-education-what-matters-most/>

THE MISSION

Developing free human beings who are able of themselves to impart purpose and direction to their lives

Living Waldorf Pedagogy

- * Waldorf curriculum & pedagogy
- * Special character & the NZ Curriculum
- * Waldorf values, virtues and impulses
- * The whole child — thinking, feeling, willing
- * Planning & teaching via data & observation
- * Self-development & reflective practice
- * “Ako”—culturally responsive teaching
- * Positive relationships with parents / whānau
- * Meeting the needs of all students
- * Ongoing research & self-review

High School

- * Academic certainty
- * Nourished & challenged
- * Contemporary issues
- * Consolidating capacities
- * Self-actualised learners
- * Role models & tuakana-teina
- * Future pathways & careers
- * The Horizon

Vibrant Community

- * Living the dream—walking the talk
“Me hikoi te korero”
- * Welcoming & inclusive
- * Working in partnership
- * Communication—timely & effective
- * Parent education - responsive
- * Reflects the values of the school
- * Positive relationships between teachers and parents
- * Networks—vibrant & supportive

Lower School

- * A love of learning
- * Developing capacities
- * Creative thinking
- * Strengthening imagination
- * Practical curriculum
- * The Hub

Middle School

- * Independence in learning
- * Expanding capacities
- * Critical thinking
- * Wonder-filled inquiry
- * Practical intelligence
- * Increasing resilience

Kindergarten

- * Treasuring childhood
- * Self-directed play
- * Developing the whole child
- * Alignment of family values
- * Nurturing our unique philosophy

LIVING WALDORF PEDAGOGY

VIBRANT COMMUNITY

MPS Staff

Parents & whānau

RSST
Special Character, Property, Community, Alumni

Principal & College
Effective leadership & management
Visibility & communication

Board of Trustees
Effective governance
Best practice

FINANCIAL RESILIENCE

- Targeted spend
- Fundraising, fees & dues
- Full roll
- Cost analysis
- Step change in financial thinking

THE VISION

1. The Learner and their Learning

Process Indicators

- 1.1 Children’s learning and development in play-based contexts is supported through caring, learning-focused partnerships.
- 1.2 Children, parents and whānau contribute to a curriculum that recognises their identities, languages and cultures.
- 1.3 Children have equitable opportunities to learn through a responsive curriculum that is consistent with Te Whāriki.
- 1.4 Te reo Māori and tikanga Māori are valued and an integral part of teaching and learning.
- 1.5 Children’s learning and development is supported through intentional and culturally responsive pedagogy.
- 1.6 Assessment practices enhance children’s mana and their learner identities

| Focus Area | Strategies | Possible Outcomes |
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| <p>Developing Tiriti based practices</p> <p>Grow the understanding of what makes Michael Park special</p> <p>NELP 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>NELP 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> | <p>a. A focus on Pepeha</p> <p>b. Kaiako work with whanau to unpack He Reo Purawai</p> | <ul style="list-style-type: none"> • Kaiako explore their own pepeha - through biography work and Wananga • Kaiako can share their pepeha, spoken, written, artistic • Tamariki become familiar with the MPK pepeha • Tamariki experience learning contexts that value Te Ao Maori • Kaiako continue to grow their use of te reo Maori and tikanga • Learning stories affirm tamariki mana and identity as Maori • Kaiako are responsive to the whakapapa of tamariki and their whanau • Kaiako unpack He Reo Purawai in consultation with the whanau advisory group • There is a Michael Park Kindergarten version of He Reo Purawai that is consulted with and supported by whanau advisory group. |
| <p>Curriculum Design and Phislosophy</p> <p>Grow the understanding of what makes Michael Park special</p> <p>NELP 2 Have high aspirations for every akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> | <p>a) Go deeper into Priorities for Learning</p> | <ul style="list-style-type: none"> • Te Whariki is further unpacked and articulated for our place and people • Kaiako can articulate a refined understanding of what supports creativity in children’s self-directed play, including the role of adults in facilitating children creative self-directed play • Observations, reflection, and assessment practice shows refined understanding • Tamariki have plenty of opportunity to play with depth and purpose, able to pursue their own ideas • Michael Park kindergarten play progressions are reviewed • A shared understanding of philosophy continues to develop |

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| <p>NELP 4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>NELP 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> | <p>b) Continue to refine the notice, recognise, respond, revisit cycle</p> | <ul style="list-style-type: none"> • Introduce focussed weekly assessment and planning meeting for each teaching team • The notice recognise, respond, revisit cycle is clearly visible in learning stories and other forms of assessment • Partnerships with whanau is evident in assessment and planning • There is clear evidence of inclusion, equity and cultural responsiveness • Early identification and referral of children with extra learning needs • Whanau engagement and understanding of children’s learning increases • Face to face opportunities with whanau are learner focussed and result in improved outcomes for children • The functionality of Storypark is explored and used more fully |
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2. Collaborative Professional Learning and Development

Process Indicators

2.1 Children’s learning and development is supported by leaders and kaiako, and others with culturally relevant knowledge and expertise.

2.2 Leaders and kaiako work collaboratively to develop the professional knowledge and expertise to design and implement a responsive and rich curriculum for all children.

2.3 Children’s learning is enhanced through leaders and kaiako engaging in professional learning and development opportunities that contribute to ongoing and sustained improvement.

2.4 Children’s learning is enhanced through leaders and kaiako working as a professional learning community.

| Focus Area | Strategies | Indicators |
|--|---|---|
| <p>Cultures, languages, and identities</p> <p>Improve well-being across all aspects of the Michael Park community</p> <p>NELP 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> | <p>a. Research cultural competencies for children in each kindergarten group.</p> | <ul style="list-style-type: none"> • PLD on inclusive practice -Julie O Brien • Whanau knowledge and strengths support kaiako building understanding, knowledge and skills • Tamariki experience culturally responsive teaching • Kaiako can share a snippet of their best practice with colleagues |
| <p>Growing Steiner Teachers</p> | <p>a. Meaningful relevant and challenging</p> | <ul style="list-style-type: none"> • Steiner teacher induction course – 2 participants • Support Steiner diploma course (2 teachers, 1 assistant) |

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| <p>Grow the understanding of what makes Michael Park special</p> | <p>professional development is offered to teachers</p> | <ul style="list-style-type: none"> • Support for teaching assistant to continue with B.Ed. • An understanding of philosophy in action continues to grow • Kaiako can share an aspect of their learning with colleagues • New learning is applied and shared including with whanau • Tamariki experience a rich learning environment consistent with our philosophy |
| <p>Collaborative Relationships</p> <p>Grow the understanding of what makes Michael Park special</p> <p>NELP 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> | <p>a. Professional growth cycle is embedded into everyday practice</p> | <ul style="list-style-type: none"> • Kaiako are leading their own learning journey • Professional learning is implemented into teaching practice • Kaiako can discuss and document the effect their professional learning journey has on tamariki learning • Tamariki directly benefit from kaiako professional learning journey • Kaiako learning journeys are shared with colleagues, and whanau and children (where appropriate) |
| <p>Code and Standards</p> <p>NELP 2 Have high aspirations for every akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures</p> | <p>a. Elaboration of teaching standards</p> | <ul style="list-style-type: none"> • Quality practices template reviewed • Shared understanding of what quality practices look like in our place continues to be developed • Kindergarten teaching assistant appraisal process updated. |
| <p>3. Evaluation for Improvement</p> <p>Process Indicators</p> <p>3.1 Coherent organisational conditions enable managers, leaders and kaiako to do and use evaluation for improvement and innovation.</p> <p>3.2 Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.</p> <p>3.3 Engagement in deliberate, systematic internal evaluation processes and reasoning promotes valued outcomes for all children.</p> | | |
| <p>Focus Area</p> | <p>Strategies</p> | <p>Possible Outcomes</p> |
| <p>Internal Evaluation</p> <p>NELP 2 Have high aspirations for every learner/ākonga, and support these by partnering with</p> | <p>a. Redesign centre wide internal evaluation</p> | <ul style="list-style-type: none"> • Quality Te Ara Poutama rubric is introduced into centre documentation |

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| <p>their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> | <p>systems to reflect Te Ara Poutama</p> | <ul style="list-style-type: none"> • Teachers are familiar with Te Ara Poutama process indicators and use them as part of everyday evaluation and internal evaluation Kaiako understand and agree what quality practice looks like in our centre • Kaiako are familiar with the process indicators for quality and use them in evaluative processes • Improved internal evaluation capability of Kaiako leads to positive outcomes for children • Improvement and innovation is sustainable and manageable • Questioning, problem solving, nquiry and evaluation are everyday features of curriculum |
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4. Leadership Fosters Collaboration and Improvement

Process Indicators

- 4.1 Leaders collaboratively develop and enact the service’s philosophy, vision, goals and priorities, recognising te Tiriti o Waitangi/ the Treaty of Waitangi as foundational.
- 4.2 Relational trust enables collaboration and sustained improvement.
- 4.3 Leaders ensure access to professional learning and development that builds capability.
- 4.4 Effective planning, co-ordination and evaluation of curriculum, teaching and learning promote equitable outcomes for all children.
- 4.5 Leaders develop, implement and evaluate systems, processes and practices that promote ongoing improvement.

| Focus Area | Strategies | Possible Outcomes |
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| <p>Sustainability Plan for sustainable growth</p> <p>NELP 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> | <p>a. Review of staffing and resourcing</p> | <ul style="list-style-type: none"> • Number of registered ece teachers continues to increase • Opt into the pay parity scheme • Roster redesigned to maximise % of registered teachers • Aim for 100 % regstiered teachers in first funding cycle • Donation vs fees continues to be reviewed |

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| <p>Transition and communication</p> <p>Plan for sustainable growth</p> <p>NELP 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> | <p>a. Review of enrolment coordinator position</p> <p>b. Improve communication with new families</p> | <ul style="list-style-type: none"> • Systems and processes support whanau • Increased enrolments in 2018 birth year • Policies are current and well communicated • Website rolled out with useful kindergarten content • Welcome package from RSST approved • Improved enrolment explanation/procedures available to families • Increased whanau engagement with Storypark at point of transition |
| <p>Teacher Wellbeing</p> <p>Improve well-being across all aspects of the Michael Park community</p> | <p>a. Develop Rose Cottage into a staff space</p> <p>b. NZCER</p> | <ul style="list-style-type: none"> • Teachers have a place to take breaks, plan and meet with parents, work together and store resources |
| <p>Health and Safety</p> <p>Maintain and upgrade premise and facilities Review and implement resources and systems that improve health and safety</p> | <p>c. Prepare for Covid in the centre</p> <p>c. Assure compliance with regulations</p> <p>d. Improve coherence of emergency procedures</p> <p>e. Maintain and develop premises and facilities</p> | <ul style="list-style-type: none"> • Improved isolation facilities • Covid 19 Emergency Response plan developed T1 • Review of relevant HS procedures • Close Rose Cottage to consolidate staffing • Increase pool of relievers to cover staff absences • Advice from MOE re licensing criteria check T1 • Hazard management system reviewed and strengthened T1 • Combined kindergarten/school emergency procedures where appropriate • Earthquake proof and stain sheds • Purchase Additional shade sail • Upgrade fire system • Replace rotting wood in garden • Improved sirens for lockdowns and evacuations |

5. Stewardship Through Effective Governance and Management

Process Indicators

5.1 The learning and wellbeing of children are the primary considerations in decision making.

5.2 Children’s learning and development is supported through responsive partnerships, including networked relationships between services, agencies and the wider community.

5.3 Outcomes for children and their whānau are promoted by effective systems, processes and internal evaluation.

| Focus Area | Strategies | Possible Outcomes |
|---|--|--|
| <p>Mission, Vision and Values renew/refresh</p> <p>Grow the understanding of what makes Michael Park special</p> <p>NELP 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> | <p>a. Kindergarten and School Wananga</p> <p>b. Consultation undertaken with governance groups, whanau hui. Community. including tamariki</p> | <ul style="list-style-type: none"> • Whanau are consulted about Mission. Vision and Values • Kaiako have a clearer understanding of community aspirations and expectations • Updated Vision, Mission and Values developed and disseminated • Mission, Vision and Values make an impact at every level – strategic direction, annual plan, philosophy, policy, curriculum design • Children experience an environment that is focussed on positive outcome for them and their whanau |
| <p>Growing RSST governance capacity</p> <p>Grow the understanding of what makes Michael Park special</p> | <p>a. Succession planning</p> <p>b. RSST pld from centre manager</p> <p>c. RSST are current with changes in early childhood education</p> <p>d. Review of policy review schedule</p> | <ul style="list-style-type: none"> • New RSST members are aware of their roles and responsibilities • Governance decisions and actions focus on the best possible outcomes for children • Pay parity decision made and systems and processes implemented • Improved ratios • RSST current with regulation review roll out • Robust policy guides centre |