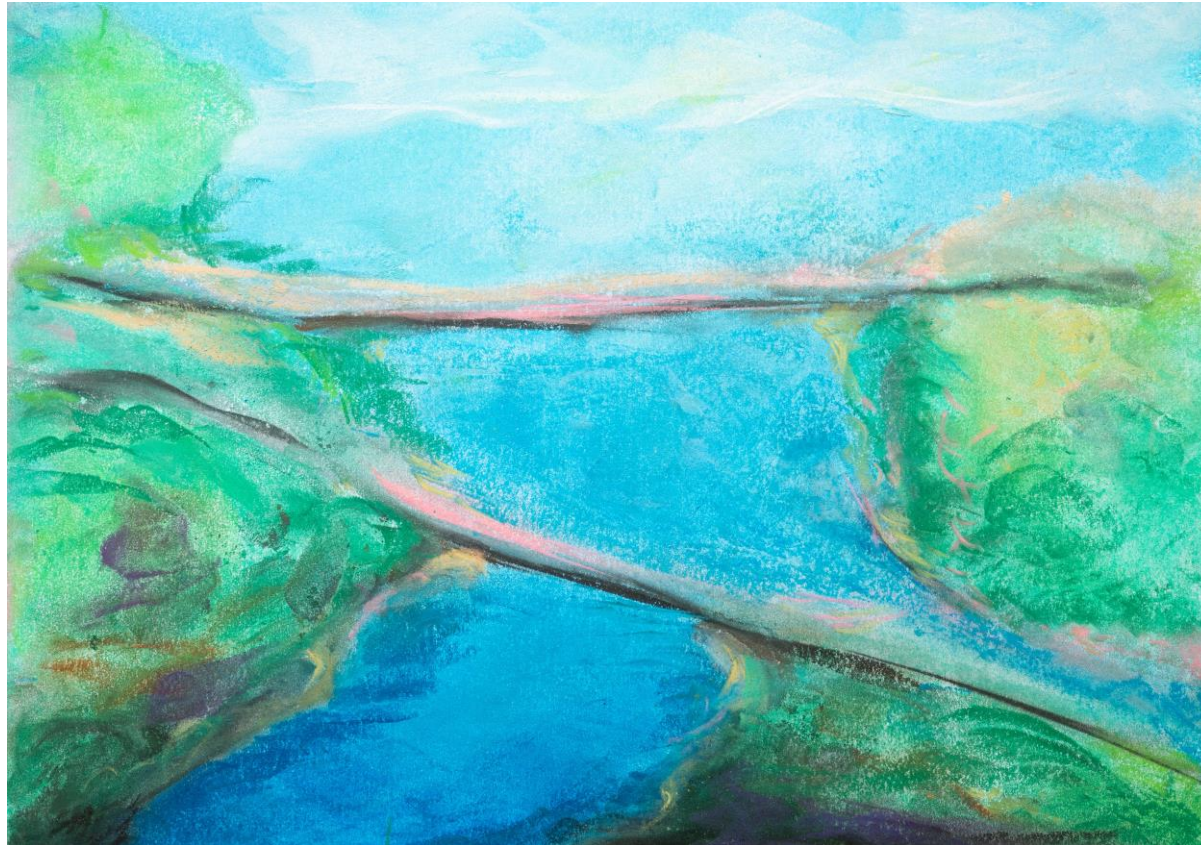




**Michael Park Kindergarten**  
Cherishing Childhood

**Annual Plan 2023**



**Whakanui marama e kore e taea te tautuhi i roto i te tangata**

**Nurture the indescribable light in a person**

Kindergarten whakatauki

## Kindergarten Annual Plan 2023

This annual plan has been informed by scoping conversations with the Rudolf Steiner Schools Trust, Kaiako self-assessment against ERO Te Ara Poutama indicators of quality for early childhood education, community feedback and our special character. Consideration has been given to the National Learning and Education Priorities (NELPS), Tataiako, Ka-Hikitia-Ka-Hapaitia, Tapasa, Ministry of Education Initiatives.

## RSST Strategic Priorities 2023-2025

1. Guardianship of Special Character and strengthening of the Rudolf Steiner pedagogy.
2. Sustainable Trust: to look at long term stable growth.
3. Marketing and Promotions of the Schools special character work, including communication to parent body and beyond.
4. Proprietor of School responsibilities - Review our assets to look at future costs for maintenance and repair.
5. Meet our obligations as the licence holder and governor of the kindergarten.
6. School Fair – build a sustainable fair committee and agree how Fair proceeds should be spent.

## Mission, Vision, and Values

At Michael Park School and Kindergarten, we value integrity, inclusivity and respect, and enable students to become creative, critical thinkers who positively contribute to the community .

## National Education and Learning Priorities (NELP)

### Objective One: Learners at the centre

1. Ensure all places of learning are safe, inclusive and free from racism, discrimination and bullying.
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.

### Objective Two: Barrier Free Access

3. Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

### Objective Three: Quality Teaching and Leadership

5. Meaningfully incorporate te reo Māori into the everyday life of the place of learning.
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

### Tātaiako:

Ako: Practice in the classroom and beyond

Ako – reciprocal teaching/learning; parent, whānau, hapū, learner, teacher (Ka Hikitia) , Effective learning by Māori learners ,Effective pedagogy , Effective curriculum for Māori learners

Whanaungatanga: Relationships (students, school-wide, community) with high expectations  
effective relationships with Māori learners, parent, whānau and iwi , Keeping connected

Wānanga: Communication, problem solving, innovation

Students, whānau and iwi engaging in discussions and robust debate, Effective learning and teaching interactions with students, whānau and iwi, Reporting and co-constructing learning goals

Manaakitanga: Values – integrity, trust, sincerity, equity

Effective Teaching Profile (Te Kotahitanga), Caring for Māori learners as culturally located beings  
Treating Māori students, whānau and iwi equitably with sincerity and integrity

Tangata Whenuatanga: Place-based, socio-cultural awareness and knowledge

Effective language and cultural practices for Māori learners, Te reo Māori/reo ā-iwi Tikanga Māori/tikanga-ā-iwi. Place-based education , All learning and interaction occurs within a cultural context , Knowledge of whakapapa – knowing who children are, where they are from and who they belong to Identity, language, culture

### Ka-Hikitia-Ka-Hapaitia:

Te Whānau

Māori learners have high levels of attendance and participation in our education services.

Māori whānau have regular and positive engagements with our education services.

Te Tangata

Māori learners and whānau feel a strong sense of belonging in our education system and are free from racism.

Te Tuakiritanga

Māori learners and whānau tell us they see and feel their identity, language and culture on a daily basis in our education services.

Te Rangiteratanga

Whānau, hapū, iwi and Māori ae participating in and making decisions about the education of Māori learners

### Tapasā:

Turu 1: Identities, languages and cultures

Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners

Turu 2: Collaborative and respectful relationships and professional behaviours

Establishes and maintains collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners.

Turu 3: Effective pedagogies for Pacific learners

Implements pedagogical approaches that are effective for Pacific learners

## **Te Ara Poutama - Indicator One: He Whāriki Motuhake – The Learner and their Learning**

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.

<b>Focus Area</b>	<b>Actions</b>	<b>Expected Outcomes</b>
Local Curriculum	Review priorities for learning - focus on affirming language, culture and identity.	<ul style="list-style-type: none"> <li>• Shared rather than assumed understanding of priorities for learning.</li> <li>• 12 Essentials are visible in practice and reflective of Michael Park priorities of learning.</li> <li>• Planning, assessment and evaluation is increasingly collaborative.</li> <li>• Tamariki experiences an attuned curriculum</li> </ul>
Learning Outcomes <i>Project agreed by Waekura</i>	Internal evaluation learning outcomes – focus on literacy and numeracy.	<ul style="list-style-type: none"> <li>• Exemplar of Numeracy and literacy learning outcomes</li> </ul>
Mission, Vision, Values  <i>New version developed in consultation with community 2022</i>	Unpack Mission, Vision and Values for kindergarten - Term 1 Parent Evening	<ul style="list-style-type: none"> <li>• Whanau aspirations are heard and understood.</li> <li>• Philosophy reviewed</li> </ul>

**Te Ara Poutama - Indicator Two: Whakangungu Ngaio – Collaborative Professional Learning and Development Builds Knowledge and Capability**

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	Actions	Expected Outcomes
Professional Development <i>Professional development resources have been focussed primarily on Steiner diploma course.</i>	Engage Inspired ECE /Enspirement as PLD provider  Graduation of 3 Kaiako from Steiner ece diploma course Identification of next cohort for Steiner diploma course 12 Senses mini conference open to Kaiako and whanau	<ul style="list-style-type: none"> <li>• Sustained access to PLD</li> <li>• Currency with Te Whariki.</li> <li>• Internal evaluation informed by professional learning and development.</li> <li>• Teachers develop and apply professional knowledge consistent with philosophy.</li> <li>• Tamariki experiences a learning environment consistent with philosophy.</li> <li>• Potential talk on 12 Senses (Term 2)</li> <li>• Scope parenting talks</li> </ul>
Professional Collaboration <i>Arising from internal evaluation in 2022</i>	Review Professional learning journey, meetings structure and purpose of meetings	<ul style="list-style-type: none"> <li>• Improved opportunities for collaborative planning, assessment and evaluation.</li> </ul>
Tiriti <i>Arising from internal evaluation in 2022</i>	Ongoing focus on te reo and tikanga in section meetings	<ul style="list-style-type: none"> <li>• Wider repertoire of waiata, karakia and te reo shared with tamariki.</li> <li>• Deeper understanding of tikanga visible in practice.</li> </ul>
Extra needs <i>Requested PLD from kaiako</i>	Access relevant PLD – possible autism focus	<ul style="list-style-type: none"> <li>• Tamariki learning needs are understood and met.</li> <li>• Learning from 12 Senses conference shared and applied.</li> <li>• Potential therapy groups (Term 3).</li> </ul>

**Te Ara Poutama - Indicator Three: Ngā Aronga Whai Hua – Evaluation for Improvement**

3.1 Coherent organisational conditions enable managers, leaders and kaiako to do and use evaluation for improvement and innovation.

3.2 Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.

3.3 Engagement in deliberate, systematic internal evaluation processes and reasoning promotes valued outcomes for all children.

Focus Area	Actions	Expected Outcomes
Financial, pedagogical and operational sustainability	Kindergarten Sustainability Review as per terms of reference (Term 1)	<ul style="list-style-type: none"><li>• Future-focused planning to meet needs of kindergarten, community, tamariki.</li></ul>
Tiriti Partnership <i>Requested consultation from Whanau group.</i>	Hui with Maori whanau (Term 3)	<ul style="list-style-type: none"><li>• Road map for Maori in the kindergarten.</li></ul>

**Te Ara Poutama - Indicator Four: Kaihautū – Leadership Fosters Collaboration and Improvement**

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, coordination 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	Possible Actions	Expected Outcomes
<p>Community Wellbeing</p> <p><i>Rebuilding community following challenges of Covid and extended absence of whanau from day-to-day involvement with kindergarten</i></p>	<p>Community education events Develop a whanau library. Build a community kai garden</p>	<ul style="list-style-type: none"> <li>• Increased whanau engagement with kindergarten philosophy.</li> <li>• Books about philosophy and other resources are accessible for whanau.</li> <li>• Whanau engaged with community building activity.</li> </ul>
<p>Induction</p>	<p>Review and improve induction process. Review Beginner teachers’ requirement, assign mentors and design programme</p>	<ul style="list-style-type: none"> <li>• Kaiako are supported in new positions, have an enhanced sense of belonging and confident with roles and responsibilities.</li> <li>• Centre procedures are well understood and consistently implemented.</li> <li>• Safety checking and documentation management is robust.</li> <li>• Beginner teacher programme suits the needs of beginner teachers.</li> </ul>



Marketing  <i>2018 enrolment not at optimum numbers.</i>	Marketing plan Increase visibility on social media Open Days Implement communication plan developed in 2022	<ul style="list-style-type: none"> <li>• Improved visibility of kindergarten in community.</li> <li>• Full roll.</li> <li>• Wait list for future positions.</li> <li>• Communication pathways are easily understood and consistent.</li> </ul>
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### **Te Ara Poutama - Indicator Five: Te Whakaruruhau – Stewardship through Effective Governance and Management**

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	Action	Expected Outcome
Strategic Plan <i>New RSST strategic plan 2023 – 2025</i>	RSST strategic plan consultation and implementation into annual plan	<ul style="list-style-type: none"> <li>• Renewed strategic plan 2023-2025</li> </ul>
Internal Evaluation	Implement changes from 20222 review	<ul style="list-style-type: none"> <li>• Internal evaluation is sustained and promotes continuous improvement</li> </ul>
Policy and Procedures	Continue to implement separate schools and kindergarten policies and procedures, where appropriate.	<ul style="list-style-type: none"> <li>• Coherent self-review schedule for policies and procedures</li> <li>• Compliance with ECE regulations</li> <li>• Clarity of roles and responsibilities</li> </ul>
Capacity building	Professional development for RSST trustees Promote work and profile of RSST	<ul style="list-style-type: none"> <li>• Trustees are knowledgeable about the education act and regulations.</li> <li>• Succession planning for RSST membership</li> </ul>



Philosophy	Consider use of Essentials for Aotearoa as a measure for special character dimensions	<ul style="list-style-type: none"> <li>Trustees are familiar with the 12 Essential Elements expected in Steiner Aotearoa ECE settings</li> </ul>
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## Health and Safety

Focus Area	Actions	Expected Outcomes
Shade	Remove Magnolia fale and replace with shade sail.	<ul style="list-style-type: none"> <li>Improved opportunities for tamariki to play outside in Summer.</li> <li>Enhanced sun safety for tamariki and staff</li> </ul>
Playground Safety	Put in place mitigation strategies to address areas identified in playground safety audit.  Scope and cost playground safety design	<ul style="list-style-type: none"> <li>Provide an environment for tamariki that is physically safe.</li> <li>Developed playground plan that promotes active exploration, physical challenges and connection to nature that is compliant with playground safety standards and kindergarten philosophy.</li> </ul>
Monitoring Health and Safety	Review systems for effective monitoring of HS procedures	<ul style="list-style-type: none"> <li>Compliance with ECE regulations and licensing requirements.</li> </ul>
Review of buildings not covered by Policy One funding	Support RSST with identifying future maintenance needs	<ul style="list-style-type: none"> <li>Well-maintained and safe building and environment for tamariki.</li> <li>Ongoing compliance with building code.</li> </ul>

Meeting Dates	Kindergarten Item	Comments
28 Feb	Variance Report 2022, Annual Plan draft 2023, Budget 2023	
28 March	Self-review schedule	
30 May		
27 June	Mid-Year Variance report	
1 August	Philosophy Review	Must be reviewed annually
29 August	Child Protection Review	Must be reviewed annually
11 October		
14 November	Draft analysis of variance, Scoping 2023 Annual Plan	