



ANNUAL PLAN 2022 – End of Year Variance Report

✓	Achieved
✓	Progress made – partially achieved
✗	Progress made – not achieved
✗	Little or no progress made

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		End of Year Variance Report
<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>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> • Andrea provided some staff PLD on the significance of whakapapa before she left but it was not as in-depth as planned. Kindergarten pepeha is now on Storypark. The welcome on Storypark includes kindergarten manager's Pepeha. • All kaiako have included the Pepeha as a puppet story in their curriculum. There is now a puzzle to match the book. • Kaiako have noticed their use to te reo is less confident without having Whaea Andrea to check and practice with • Mixed capacity to embed more te reo into practice but there is gradual improvements in every group. Kaiako learnt a new rakau morning circle this year and one of the teachers doing the Steiner diploma course developed a morning circle in te reo and using sign language. • Whaea Beverly the kindergarten kuia has visited a number of times this year but has been less present in the kindergarten than we had planned. • It would be good to have clarification about kaumatua going forward. • At the last whanau hui it became clear that whanau had heard about He reo Puawai but have not had an opportunity to unpack it as planned • Feedback on kindergarten practice was positive in terms of what they are seeing integrated day to day • They asked for a number of things of kinder and school: • Timeline for te reo teacher - this was top of their priorities • Concern expressed about embedding tikanga without te reo teacher

Commented [KA1]:

			<ul style="list-style-type: none"> • Extended whanau hui to develop a road map of where Maori is going in Michael Park. Requires time and support. • Coherence of te reo curriculum at every level. • How to mark Waitangi Day in a meaningful way • That the vision will come to whanau group for consultation and that its embedded into tiriti context. • Clarity around accountability to whanau group from kindergarten and school • See whanau hui minutes for further details
<p>Curriculum Design and Philosophy</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>NELP 4 Ensure every learner/ākongā 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/ākongā, disabled learners/ākongā and those with learning support needs</p>	<p>a) Go deeper into Priorities for Learning</p> <p>b) Continue to refine the notice, recognise, respond, revisit cycle</p>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> • Priorities for learning are being used as one of our filters for looking at whether we are on track with children’s learning trajectory. • As a team we have noticed generally declining movement skills in children, increased numbers of children with extra needs and record numbers of referrals to outside agencies, as well as children needing more help with social relationships and high levels of anxiety. We are wondering about the impact of Covid on children’s learning; extended absences away from kindergarten, illness, working from home family stress, increased worries for children. There’s been a strong focus on wellbeing and belonging in our assessment, planning and evaluation this year. • Teachers are continuing to embed the Notice, Recognise (analysis of learning), Respond (planning for learning) cycle. There is evidence of increased whanau response to ideas for setting individual learning goals for children on Storypark. Generally, whanau have been positive around this opportunity, however, this does not replace the richness of the face to face meetings. • More of the Storypark functions are being utilised and next year we are going to use it as our primary communication tool and use school links for short and time sensitive messages. • Our major concern for next year is the gazetting of the learning outcomes in Te Whariki, in particular the learning outcome relating to print symbols and numerical symbols. On behalf of Waekura, I have met with the MOE curriculum leads to discuss how to navigate this. What we have agreed to do is create exemplars of quality that unpack the learning outcomes. The Michael Park team are going to build the maths exemplar as a model. • New evaluation template implemented. • We have done no further work on the Creativity Project. • We did not review the play progressions

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		
Cultures, languages, and identities Improve well-being across all aspects of the Michael Park community NELP 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	a. Research cultural competencies for children in each kindergarten group.	✓	<ul style="list-style-type: none"> Completed some PLD in this area Continued to refine biography interviews so they are focused on getting to know families and their life context. Children’s culture and languages visible in some learning stories. Some good collaboration with families around festivals. We are moving back to having kindergarten wide festivals with input on smaller festivals and experiences that may be meaningful for particular families, eg. Chinese New year, Thai New year, Japanese boy and girl day, Ganesha and Matariki, to name few. Matariki evolving into a process over several weeks that connects with Maori language week Continuing to make small changes in environments that locate us here in the Pacific. Kaiako with Pacific tamariki have had a look at Tataiako, but not in depth. Kaiako would like to engage whanau in the centre as Covid risks lessen.
Growing Steiner Teachers Grow the understanding of what makes Michael Park special	a. Meaningful relevant and challenging professional development is offered to teachers	✓	<ul style="list-style-type: none"> Every centre has reported some attrition due to vaccination mandates. Centres around the country are expressing concern about staffing shortages and recruitment. Most Steiner vacancies have been filled by teachers without any Steiner background or expertise. Over 30 teachers (including Sharon and Linda) attended the 2-day Steiner induction course at the beginning of the year, but numbers are well down for the January mini conference on the 12 senses planned for January 2023.

			<ul style="list-style-type: none"> • Sarah Hattingh, Melanie McNichol and Kayoko Mayo have 1 more seminar to complete the core requirements of the Steiner diploma course. They have shared some of their learning with colleagues and are increasingly able to integrate it into practice. • The next Steiner diploma intake begins in September next year. • Sally Russel has completed one of the AUT graduate papers in Steiner education. • Chilali Laban has completed her B.Ed. and we are looking at next steps to think about how her expertise in Te reo and Tikanga can benefit tamariki, kaiako and whanau.
<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"> • The individual PGC goals for this year have included; orientation to philosophy for 2 new kaiako, completing Steiner diploma course for 2 kaiako, deepening Steiner understanding for 1 teacher, supporting tamariki with autism and other extra needs, embedding Maori into curriculum for 2 kaiako and personal wellbeing. As you can see from these choices, inclusion and strengthening an understanding of philosophy appear to be key themes. All of which have direct benefits for children. • The quality of The Professional Learning Journeys is a step up on last year, with every teacher engaged in the process, although, all teachers have commented on the impacts of Covid and illness. • In the reviews into curriculum design and internal evaluation kaiako said they wanted their professional learning goals to be more closely aligned with each other. This is quite a contrast to 3 years ago when we designed the initial PGC where teachers said they wanted to follow their own interests. • As a team Kaiako have expressed concern about me being less available for Steiner pedagogical leadership and all the resources for PLD going toward the Steiner diploma course. They have asked me to work on a way to address this. However, they also appear to be increasingly taking responsibility as a team for supporting and growing each other's skills and knowledge, and leading their own learning journey.
<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"> • Steiner Waldorf Essentials for Aotearoa New Zealand has been completed by Waekura, published by SEANZ and released to all centres. • Although we have informally looked at it, it has not been embedded into the quality practices template that elaborates the teachers council teaching standards, as planned. • Kaiako reflected that there is value in studying each section to build shared understanding of what quality practices look like across the teams, before changing the template. • The Essentials for Aotearoa may help with determining the signposts for upholding special character noted in new 2023 -2025 strategic plan. • Kindergarten teaching assistant appraisal process updated as planned

Focus Area	Strategies		
Internal Evaluation 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	a. Redesign centre wide internal evaluation systems to reflect Te Ara Poutama	✓	<ul style="list-style-type: none"> Internal evaluation completed. We used ERO Te Ara Poutama rubric as the measure. The outcome is that we think we need to become much clearer in the following areas: Self-review separated out from more in-depth internal evaluation Re-start surveys and other ways of gathering feedback from parents Improved monitoring following self-review to ensure good implementation Narrow the range of the annual plan. Too big to do well Teacher inquiry done as a team unless there is a reason not to PGC done as a team unless there is a reason not to Plan whole team PLD and research for section meeting Clarifying purpose of each meeting now teachers have section, duplex and team meetings Better framework for evaluation of learning The RSST terms of reference for a review of sustainability show a more data driven approach to review organisational conditions

3. 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		
Sustainability Plan for sustainable growth	a. Review of staffing and resourcing	✓	<ul style="list-style-type: none"> The process for the sustainability review has been challenging and had to be prioritised over other areas.

<p>NELP 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>			<ul style="list-style-type: none"> • Having the terms of reference drawn up for a sustainability review in 2023 and a renewed strategic plan are good steps forward. • Next step is to develop a plan for an advertising campaign to increase roll numbers. • We will have 60 children enrolled at the start year. This is well under the maximum enrolment target of 80. • There has been some reshuffling of staff, Nadine Seidel has been granted another year of maternity leave. Linda Lucas has accepted the fixed term maternity position. Sally Russell will go down to 0.6 FTE from next year. We are currently advertising for a 0.5 FTE teacher. • This means we remain opted in to extended pay parity and will stay in the top funding band for the first quarter.
<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 co-ordinator position</p> <p>b. Improve communication with new families</p>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> • The kindergarten administrator Sarah Overhill is doing an increasingly good job of managing enrolment and from an administration point of view new families transitioning into the kindergarten is much smoother. • Interview for 2023 started in Term 3 and new families all have start dates and an opportunity to enrol or visit on Fridays while 6 year olds are visiting the school this year. • Initial queries still go to the school for processing • The 6 year old talk for parents was done in Term 2 instead of Term 3, at parent request. The Class 1 teacher visited the kindergartens for several weeks and next year's Class 1 has had 4 visits to the school. They have reflected that this has prepared them better to receive the children instead of doing the Class 1 study.
<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>	<p>✓</p> <p>✗</p>	<ul style="list-style-type: none"> • Rose Cottage is established as a staffroom and resource area for kaiako. The Isolation Area, for sick children, has also been moved into this space. The space is now welcoming and well organised. • The kindergarten books have been moved from the school library to the kindergarten. By end of Term 1 next year we should have a lending library for parents. • Kaiako have reflected that the biggest improvement to wellbeing has come from having 2 teachers working together in each duplex and being able to discuss children in depth. • Covid has had a very significant impact on teachers. During 174 days of operation this year there were 125 staff absences. • They have reported the intensity of working with the fallout from Covid on children and families and the challenges this is creating in their teaching practice.

			<ul style="list-style-type: none"> Kindergarten did not do NZCER survey.
Health and Safety	<ul style="list-style-type: none"> a) Prepare for Covid in the centre b) Assure compliance with regulations c) Improve coherence of emergency procedures d) Maintain and develop premises and facilities 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> Covid response plan developed and implemented. Improvements in safety glass, earthquake proofing, blinds for lockdown, emergency provisions, child protection, hygiene, hazard management. Sun shades and soft fall have been ordered but not installed. Playground audit completed and mitigation strategies put in place to address areas of non-compliance. A redesign of the playground is required to make sure children have a wide range of movement opportunities, consistent with philosophy. The subscription to 4Es Consulting is providing a good guide for compliance and kindergarten is adopting their templates, procedures and systems. They provide regular updates each time the MOE produces or changes guidance. Regulatory compliance will need to continue to be highlighted in annual plans.

4. 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		
<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 culture</p>	<p>a. Kindergarten and School Wananga</p> <p>b. Consultation undertaken with governance groups, whanau hui. Community. Including tamariki</p>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> • The community mission, vision and values workshop has been completed with whanau. • Next steps is how to feed this back to community and how to make this meaningful and visible • Next step is to develop a communications plan for 2023. A parent has offered help with this.
<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>	<p>✓</p> <p>×</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> • Three new kindergarten parents have joined the RSST • Strengthened by having co-chairs • Increased focus on kindergarten in meetings and improved communication between RSST and kindergarten manager • The RSST has identified a need for governance training and better familiarity with the regulatory environment • Governance MOU needs further consideration to ensure alignment between managers job description and policy. • Decision to split school and kindergarten polices has been agreed unless there is a specific reason to have a shared policy eg. governance, enrolment, special character. Next step is to review the schedule in light of this decision.