



Akiaki te ti o te tangata

Nurture the indescribable light in a person

Kindergarten whakatauki

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.

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.

Kindergarten Annual Plan 2024

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.

NELPS (National Education and Learning Priorities) in Michael Park Kindergarten

Objective 1 LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education		Objective 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner		Objective 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whanau		Objective 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives		Objective 5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8	
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	Reduce barriers to education for all, including Māori, and Pacific akonga, disabled akonga and those with learning support needs	Ensure every akonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure akonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and matauranga Māori in addressing local and global challenges (TES ONLY)	
<p>Children’s cultural identities are recognised, supported, and all children develop a sense of inclusivity regardless of culture, race, ethnicity, or religious beliefs, or any other indicator that speaks to cultural differences</p> <p>All children’s learning needs are met, and teaching practice is inclusive</p> <p>Centre staff practice inclusivity and any complaints regarding racism, discrimination and bullying will be dealt with promptly and in accordance with our conflict resolution procedure in our complaints policy</p>	<p>All parents are given the opportunity to share their aspirations for their child</p> <p>Whānau aspirations are integral to our curriculum design</p> <p>Kaiako reflect on own biography and biases to support their awareness of how these might influence their practice and how they can overcome any biases they hold</p> <p>Communication with Maori whanau is strong. Their input is sought formally and informally in regard to aspirations, philosophy, tikanga and te ao Māori</p>	<p>Management is committed to supporting all whanau who seek a Waldorf education for their child. Support to access funding to support with fee payments is given.</p> <p>Kaiako seek support from outside agencies for any child identified as needing or possibly needing extra support. Kaiako work with the whānau and support agency to ensure positive outcomes for tamariki</p> <p>Kaiako work with whanau of Māori and Pasifika tamariki to identify any barriers to accessing education and ensure support is in place</p>	<p>Languages, literacy and numeracy develop naturally in this environment, which emphasises narrative and play as a primary means of learning.</p> <p>Kaiako value and implement a from life for life, play based curriculum that supports children’s development of language, conversation, and social competency, among other skills.</p> <p>Our curriculum design includes rich oral language through story telling, morning circle, waiata and conversation.</p>	<p>Communication with Maori whanau is strong. Their input is sought formally and informally in regard to aspirations, philosophy, tikanga , te reo and te o Māori.</p> <p>Kaiako are encouraged and supported to develop their knowledge of te reo Māori, tikanga, and te o Māori and how this fits into our centre environment and Waldorf practices and knowledge of the child.</p> <p>Correct pronunciation of te reo Māori is considered respectful and therefore all kaiako are encouraged to seek advice on this so tamariki and whanau know their language is respected and living in our environment</p>	<p>Through conversations, mentoring, Professional Growth Cycle and other means, kaiako are able to identify areas to strengthen knowledge and capabilities.</p> <p>Management ensures PLD opportunities are budgeted for in each Annual Budget.</p> <p>Centre Leadership supports and encourages kaiako to continual grow and strengthen knowledge and capabilities.</p> <p>Mentoring support is in place for all Kaiako</p> <p>Team meetings and conversations are robust, supportive, and designed to grow our knowledge and capabilities.</p>	N/A	N/A	

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.

Focus Area	Actions	Expected Outcomes
Language, culture and identify. <i>Area identified for improvement in 2023 internal evaluation</i>	Increase focus on understanding language culture and identity in biography interviews.	<ul style="list-style-type: none"> Teachers are interested and engaged with the language, culture and identity of families. Families have different ways to contribute. Tamariki experiences a responsive curriculum Morning circle and story curriculum is further developed.
Learning Outcomes <i>Project agreed with Waekura to further unpack Te Whariki</i>	Internal evaluation on learning outcomes – focus on literacy and numeracy progression	<ul style="list-style-type: none"> Increased understanding of literacy and numeracy learning and teaching practices, consistent with philosophy Exploration io the progression model: deepening, widening, strengthening. Exemplar to support assessment, planning and evaluation. Kaiako learning is shared with whanau – term 3 parent evening. Tamariki learning progression is recognised and supported. Our learning is shared with colleagues in our learning communities
Te Tiriti <i>Restart on work that stopped when te reo Maori teacher left</i>	Collaborate with the school on He Reo Puawai Consult Maori whanau on progress	<ul style="list-style-type: none"> Coherent plan for Māori across school and kindergarten Teacher enrolled in te reo classes. Kindergarten section of He Reo Puawai developed. Maori knowledge and perspectives are respected, valued and reflected. Whanau advisory group voice heard Maori children thrive.

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	<p>Focus conventional PLD on progressing understanding of Te Whariki and children with additional needs.</p> <p>Link Teachers with a range of PLD options consistent with philosophy.</p> <p>Attend the national Steiner ece conference organised by Waekura. Keynote speaker Phillip Ruebke from the pedagogical section. Theme: Play</p>	<ul style="list-style-type: none"> • PLD is purposeful. • Teachers have currency and can apply new learning to teaching. • Internal evaluation informed by professional learning and development. • Child protection courses available to staff who have not had significant PLD • Philosophy/special character is strengthened. • 2 teachers complete Steiner diploma course • All children experience a rich curriculum • Teacher understanding of children’s play deepens. • Children experience a vibrant play culture.
<p>Professional Growth Cycle</p> <p><i>Ece regs require appraisal, school is working on a professional growth cycle model.</i></p>	<p>Review professional growth cycle to accommodate new structure of combined faculty meetings.</p>	<ul style="list-style-type: none"> • Teachers are engaged with study, professional learning conversations and child study. • Study includes cultural self-review and Working Toward Change together • Relationships between teachers in school and kindergarten develop

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
Internal Evaluation <i>Pattern in ERO reports in Steiner ece centres</i>	Internal Evaluation PLD. <i>To be organised with Waekura.</i>	<ul style="list-style-type: none"> • Capacity for internal evaluation improves. • Internal evaluation is manageable and a part of everyday practice • Internal evaluation has tangible outcomes for children
Curriculum Meetings <i>Insufficient time in section meeting to meet requirements</i>	Introduce fortnightly whole team curriculum meetings	<ul style="list-style-type: none"> • Team meetings and conversations are robust, supportive, and designed to grow teachers and align and share teaching practice. • Children benefit from strengthened assessment, planning and evaluation • Increased contribution of parents to Tamariki individual learning goals • Use of Storypark is enhanced. • Communication with whanau is consistent and timely
Financial, pedagogical and operational sustainability <i>Actioning sustainability review 2023</i>	Further explore the growth model identified by the RSST as part of 2024 sustainability review.	<ul style="list-style-type: none"> • Monitor and report on impact of length of kindergarten hours and introduction of fees. • Clear strategy in place to improve family engagement earlier, enrolment numbers and income.

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
Engaging with philosophy	Support growth of a parenting workshops in Steiner House – to be held monthly from March. Parent Education Storytelling – Sally Russell 6-year-Old Child – Karen Affleck Enriching Play – Nadine Seidel Simplicity Parenting – Leah Corbet Devises and tech – Sam Marsh	<ul style="list-style-type: none"> • Increased opportunity for families whanau engagement with kindergarten philosophy prior to enrolling • Parent Education workshops responsive to parent interest, publicly advertised and accessible. • Parent education supports parenting. • Parents receive good information about transition to school and matters that will impact school culture
Communication <i>Identified in RSST run community consultation</i>	Move Communication onto Storypark Review Panui format and content, parent handbook, parent evenings, use of notices, noticeboards. Develop parent directory	<ul style="list-style-type: none"> • Streamlined communication. • Improved use of Storypark • Whanau can contribute to more meaningfully • Improved opportunity to contribute to review • Volunteer skills and availability identified earlier
Marketing	Marketing plan and signage Increase visibility on social media. Increased Open Days More outward facing communication	<ul style="list-style-type: none"> • Improved visibility of kindergarten in community • Kindergarten is noticeable on the website • Website makes the points of difference clear • Full roll – whanau with connection to special character • Wait list for future positions.

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
Community Consultation	Respond to areas identified in 2023 parent survey within the resources and budget provided.	<ul style="list-style-type: none"> • Areas for improvement are identified and actioned within the current resourcing and budget. • Longer term projects are scoped . • Feedback via survey monkey
Policy and Procedures	Continue to implement separate schools and kindergarten policies and procedures, where appropriate.	<ul style="list-style-type: none"> • Coherent self-review schedule for policies and procedures • Compliance with ECE regulations • Clarity of roles and responsibilities
Capacity building <i>All the trustees have changed</i>	Study for RSST – The Essentials for Aotearoa. Appoint a RSST kindergarten portfolio holder Share information on RSST role and responsibilities	<ul style="list-style-type: none"> • Trustees are knowledgeable about the special character dimensions for the kindergarten. • Licensee responsibilities are understood and upheld. • Increased visibility of RSST

Health and Safety

Focus Area	Actions	Expected Outcomes
Water	Remove Solar system and replace with conventional hot water system. Replace Jacaranda Dishwasher	<ul style="list-style-type: none"> • Reduced maintenance, increased safety. • Hygiene washing of dishes.
Risk Management	Review Risk management plan and mitigation strategies	<ul style="list-style-type: none"> • Managed risk • Compliance with ECE regulations and licensing requirements. • Continue to improve the monitoring and auditing systems.
Playground	Remove swinging equipment Soft fall top up Sand top up Bark under Oak tree – entry side. Replace climbing boxes.	<ul style="list-style-type: none"> • Provide an environment for tamariki that is physically safe and challenging.

	Oak trees on boundary – inspection and limb removal Scope and cost playground design	<ul style="list-style-type: none"> Developed playground plan that promotes active exploration, physical challenges and connection to nature that is compliant with playground safety standards and kindergarten philosophy.
Review of buildings not covered by Policy One funding	Support RSST with identifying future maintenance needs	<ul style="list-style-type: none"> Well-maintained and safe building and environment for tamariki. Ongoing compliance with building code, relevant standards and legislation

Meeting Dates	Kindergarten Item	Comments
23 Jan	Scoping Annual Plan	
27 Feb	Variance Report 2023, Annual Plan draft 2024, Budget draft 2024	
24 March		
28 May	HS Policy	
25 June	Mid-Year Variance report	
31 July		
27 August	Philosophy Review	
24 September	Child Protection Policy	
29 October		
26 November	Draft analysis of variance	
9 December		