

NAG 1 Curriculum	To provide a curriculum which challenging, differentiated, future focused, supportive and engaging		
	New focus	Outcomes	Year 1 - 2019
<b>Personalised learning</b>	Investigate <b>digital platforms</b> for other curriculum areas than Maths and English.	Students gain greater control and ownership of their individual learning journey.	Embedding use of Education Perfect in Science and English - develop partnership.
	Teachers are <b>flexible</b> around curriculum delivery	Teachers have a good understanding of how every student learns and differentiates their teaching to meet the needs of each student;	Investigate a reliable diagnostic tool. Develop PD plan for staff - encourage inquiry projects into individual learning styles. Trial use of paper e-asTTle testing Balance use of devices in lessons.
	Teachers develop more of a <b>relational than instructional/functional value</b> to the learning experience;	1. Teachers see their role as guides, facilitators and motivators; 2. Students are more engaged in their learning;	1. Use PD to show how teachers can shift their practice. 2. Student learn how to articulate their progress and learning through new reporting system
	Further refinements to <b>GATE</b> (Gifted and Talented Education)	<b>All</b> students with special talents are identified, provided opportunities, tracked, accelerated and enriched.	GATE review will make proposals to SLT which will strengthen delivery of the programme to more students. Year 8 trial of identified students receiving 2 hours a week for two terms in STEAM and Humanities and Sport.
	Closer tracking of <b>priority learners</b>	Ensure every student's holistic needs are known and considered	Provide SLT with a tracking tool for continuity.
<b>Innovative delivery</b>	<b>Digital technology</b> Address the challenges and opportunities of <b>digital disruption</b> including AI and VR;	1. Students and staff are innovative, competent and responsible users of digital technology; 2. MHJC becomes known as a SMART school.	1. e-Pedagogy Coordinator will lead implementation of Digital Passport for students and PD sessions for staff  2. IT team to develop ways for staff to work smarter

			E.g. trips, money collection, attendance, reports, marking
	<p><b>Blended approach</b> Use an evidence based approach to promote a <b>blend of traditional and new pedagogy</b>;</p>	1. Teachers use a flexible blend of traditional and contemporary learning tools and approaches;	Link with PD on learning styles. Budget for work books/ textbooks in some learning areas.
	<p><b>Collaboration</b> Develop flexible timetable to facilitate greater collaboration and inquiry;</p>	1. Students show greater engagement and understanding of the learning process.	Allow whānau freedom to collapse timetable using evidence from 2018 trial to promote the inquiry approach to curriculum delivery..
	<p><b>5C's</b> Promote critical thinking, communication, curiosity, collaboration and creativity within contexts and specialist classroom teaching; Develop these future skills through project based/inquiry approaches.</p>	<p>1. Curiosity, critical thinking, communication, creativity and collaboration are visible in all learning areas and context planning;</p> <p>2. Student's skills enhanced in 5C's and other literacies e.g. financial</p>	<p>1. PD - Develop a shared understanding of what the 5C's look like.</p> <p>2. Encourage teachers to have creativity as their personal inquiry focus.</p> <p>3. Seek alignment of how to promote creativity and the 5C's within our Great Learner and Great Teaching document.</p>
	<p><b>STEAM</b> Seek ways to integrate science, technology, engineering, art and mathematics into the curriculum - but maintain balance.</p>	<p>1. Students see and are inspired by the connections between STEAM and other curriculum areas with authentic outcomes;</p> <p>2. The Great Ako model is reinforced within the STEAM curriculum.</p>	<p>1. Continue STEAM trial for Year 7&amp;8.</p> <p>2. Create innovative learning spaces within each whānau</p> <p>3. Prepare for introduction of new Digital Technologies curriculum for 2020</p>
	<p><b>Consistency</b> Seek ways to develop consistency across whānau and learning areas; Explore opportunities to integrate learning areas within broader contexts</p>	<p>1. Shared assessment rubrics that are NZC aligned</p> <p>2. Share successful context ideas and planning</p>	<p>1. Pilot new system - MHOL rubric library</p> <p>2. Through the new GREAT Ako MHOL planning tool.</p>

	<p>or competencies</p>	<p>3. Shared literacy models - reading and writing; 4. Shared best practice within learning areas</p>	<p>3. Team drive will have folders for teachers and leaders to access. 3. Literacy coordinator to share  4. Best practice to be encouraged and monitored</p>
	<p><b>Global citizenship</b> - Develop programmes which promote international connections; - Integrate UN Sustainable Development Goals into context planning; -Develop exchange programmes; - Harness potential of international students enriching the curriculum</p>	<p>1. Students feel closer connections with international communities, trends, events and movements. 2.The idea of think global, act local is embedded with respect to environmental sustainability etc</p>	<p>1.Develop international policy by creating a middle leader responsibility for global connections, including hosting sister school from China. 2. Link UN SDG's to contexts as far as possible.</p>
	<p><b>Metacognition</b> Focus on theories and best practice related to how to learn and how the brain learns best.</p>	<p>1. Best practice integrated into our teaching and learning for flexible teaching/learning approach (curriculum delivery).</p>	<p>1.Ready to learn activities developed including mindfulness practices. 2. Creating ideas for emotional engagement with learning.</p>
	<p>Embed the MHJC learning model of <b>Great Ako</b></p>	<p>1. Students can clearly articulate their learning journey; 2. A school and whānau narrative will be developed using the language of Great Ako; 3. Community understands and can articulate the model; 4. Evidence of use is visible in practice</p>	<p>1. See reporting template- holistic report Life-Long Learner Koru (Wanaga) - Use Student Led Conferences to explain Great Ako - Students can articulate their learning journey at any time  2. Communicate school narrative to community. Whānau to develop own narrative.  3. Align the other 'learning processes' with Great Ako ie writing process, technological, design process, the scientific method,</p>

			research process
<b>Wellbeing/hauora</b>	Develop <b>reporting</b> practices which celebrate a holistic view of students; Greater student reflection and voice - self-efficacy	1. Student reflection on learning and self-efficacy evident on students' reports; 2. All students experience success and gain self-confidence;	1. Use of reporting template for SLC's.  2. Celebration of student participation, improvement and values at prize giving (Kia mana ake Award).
	Promote <b>mindfulness</b> practices and digital detox;	1. Students and staff are better able to regulate their behaviour/emotions/social skills; 2. Fewer students are referred for behaviour interventions; 3. Staff and students feel positive about being at school;	1. Embed mindfulness practice - ask 4 teachers to attend training  2. Explain how mindfulness can regulate emotions and practise in ready to learn activities and groups during DEEP.
	Establish methods and programmes for students to strengthen <b>connections</b> (with self, others, nature, intergenerational)	1. Students develop and feel stronger/richer connections; 2. Students are able to communicate effectively with others on a personal level;	1. Mindfulness practices are rolled out to staff and students 2. Use of Tāne bush, EOTC, OED to support natural connections - Enviro Co-ordinator to develop sustainable custodianship plan for Tāne forest.
	Promote <b>social equity</b>	1. Students feel safe expressing their cultural, gender and sexual identity;	1. Safe Schools Week - to align with school's values of compassion and integrity.
<b>Four cornerstones of extra curricular involvement</b>	Investigate and introduce activities which promote <b>gender and cultural inclusion</b>	1. More cultural and leadership opportunities; 2. Monitor the participation of both boys girls and close gaps when identified; 3. Provide greater clarity and transparency over recognition; 4. Integrate into holistic reporting structures;	1. Investigate and promote new activities - student voice; 2. See which areas require attention (see 1);  3. Create working group to amend criteria annually; 4. Streamline reporting process
<b>Literacy</b>	Align to <b>5C's and Great Ako</b>	1. Students are capable of using language of Great Ako to	1. Develop students' capacity to articulate their learning journey for SLC's

		express ideas, concepts and their learning; 2. Each learning area develops contextual literacy;	2. LA liaisons work on agreed language (lexicon)/vocabulary/phrases
<b>Transition</b>	Generate data to show <b>success of alumni</b>	1. Profile successful alumni to community; 2. Use NCEA and other achievement data to assess student achievement beyond MHJC	1. Develop data base and invite to 10th birthday, prize givings 2. Develop data sharing tool with OSC and other senior colleges.

<b>NAG 2 Planning and review</b>	<b>To ensure robust systems and processes provide for honest reflection and inquiry to guide continuous improvement.</b>		
	<b>New focus</b>	<b>Outcomes</b>	<b>Year 1 - 2019</b>
<b>Reporting to board</b>	Integrate holistic reporting framework	1. Board is well informed, actively participates in debate and discussion of initiatives and programmes that add value to student achievement.	1. Use data from new reporting system in Board report - March meeting
<b>Reporting to community</b>	Holistic reporting including progress, values, qualities, competencies	1. Greater student voice and reflection in Student Led Conferences 2. More opportunities for community to share and contribute to learning experiences.	1. Develop capacity of students to articulate their learning journey 2. Invite parents to displays of learning - one per Whānau per year
<b>Internal review</b>	<b>Blended learning methodology</b> using digital and traditional tools; Greater use of <b>artificial intelligence and digital platforms</b>	1. MHJC is at the forefront of innovative practice 2. Teachers are freed to guide as much as instruct	1. Present to visiting schools and host conferences/workshops 2. Teachers become innovative users of AI

NAG 3 Human Resources	To provide an environment where high quality staff are attracted, grow and feel valued.		
	New focus	Outcomes	Year 1 - 2019
<b>Wellbeing/hauora - board as a good employer</b>	Develop a <b>wellbeing strategy</b> for all staff and investigate a “long-service reward” programme.	<ol style="list-style-type: none"> <li>1. An open and transparent culture;</li> <li>2. Staff feel valued and morale is high;</li> <li>3. High levels of retention;</li> <li>4. High quality applicants for vacancies;</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a portfolio for a Senior Leader to develop strategy.</li> <li>2. Senior Leaders given opportunities to develop mentoring capacity.</li> <li>3. Market the school through hosting PD, media and other forums so MHJC is a sought after place to teach.</li> </ol>
<b>Capacity building</b>	<b>Balance needs of school with individual;</b> by building <b>collective efficacy;</b>	<ol style="list-style-type: none"> <li>1. Staff feel their professional learning needs are met and they enjoy professional growth;</li> <li>2. The school experiences organisational growth and advancement;</li> <li>3. Data is collected and shared showing value added of school-wide initiatives;</li> </ol>	<ol style="list-style-type: none"> <li>1. PD plan embeds inquiry model and provides needs based support.</li> <li>2. Teachers become experts in their field - leaders in innovative pedagogy (SAMR model)</li> <li>3. Develop intranet for new initiatives using effect size and share in PLC.</li> </ol>
	Develop leadership programme which provides <b>opportunity, training and support;</b>	<ol style="list-style-type: none"> <li>1. Leaders become more effective mentors and coaches;</li> <li>2. Staff actively seek and achieve positions of responsibility - within and outside the school;</li> </ol>	<ol style="list-style-type: none"> <li>1. PD for mentoring and coaching for SLT</li> <li>2. Encourage and incentivise middle leader responsibilities.</li> </ol>
<b>Communication</b>	Explore new ways of <b>sharing ideas and best practice.</b>	<ol style="list-style-type: none"> <li>1. Staff are well informed, active participants in educational research and debate through a variety of communication forums;</li> <li>2. Mentoring and coaching is safe and</li> </ol>	<ol style="list-style-type: none"> <li>1. Embed use of forums like google chat by groups - SLT, PLC, Learning Areas.</li> <li>2. Provide PD for mentoring</li> </ol>

		provides meaningful professional growth as well as assurance;	
<b>Collaboration</b>	Explore ways to promote <b>collaborative curriculum delivery</b>	1. Utilise research and best practise into engaging, inquiry based learning which provides academic rigour;	1. Continue to trial inquiry based learning within whānau for one term next year.

<b>NAG 4 Finance and Property</b>	<b>To ensure the school is financially stable, well maintained and students benefit from competent operational and long term planning</b>		
	<b>New focus</b>	<b>Outcomes</b>	<b>Year 1 - 2019</b>
<b>Budgeting</b>	Adapt budget to consider an “ <b>ageing</b> ” site and consider changing needs	1. Grounds and buildings are safe and well maintained	1. Increase budget allocation.
<b>Property</b>	Develop <b>long term property and cyclical maintenance plan</b> in conjunction with MHP	1. The site provides for the current and future curriculum and wellbeing needs of our community	1. Include in 10Y Property Plan

<b>NAG 5 Health and Safety</b>	<b>To ensure students, staff and visitors to the school are safe</b>		
	<b>New focus</b>	<b>Outcomes</b>	<b>Year 1 - 2019</b>
<b>Physical</b>	Adaptations to consider <b>climate disruption</b> - extreme weather and temperature	1. Provision of adequate and safe shelter - sun and rain	1. Include in 10Y Property Plan
<b>Emotional</b>	<b>Wellbeing</b> is promoted for staff and students	1. Strategies are implemented including on-site wellbeing centre, mindfulness practice (see above)	1. Ready to learn activities become standard procedure. DEEP classes give greater insight to Mindfulness practice

			2. Centre becomes part of 10Y Property Plan
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<b>NAG 6 General and Legislative Compliance</b>	<b>To ensure the school meets all its legislative obligations</b>		
	<b>New focus</b>	<b>Outcomes</b>	<b>Year 1 - 2019</b>
<b>Existing requirement</b>	Flexibility with use of <b>timetable for inquiry</b>	1. Higher levels of engagement from staff and students	Continue to trial inquiry model of learning with collapsed timetable during one term.
<b>Emerging priorities</b>	PD and training for board members as <b>needs arise</b>	1. MHJC contributes positively to educational debate and participates in decision making affecting education.	Offer training opportunities to new Board members.
<b>Connections</b>	Host, present at and attend educational <b>forums and conferences</b> Broaden media exposure	1. MHJC will have a positive image in the community which reflects its vision;  2. The community can see strong ties with other schools in the Flat Bush community.	1. Present at SWIFT conference, U-Learn, Singularity U, local forums, host “Games for learning convention”; 2. Participate in music festival and other collaborative forums.
<b>Commitment to Treaty of Waitangi and bicultural partnership</b>	Further develop community familiarity and integration of <b>Tikanga Māori and essential Te Reo Māori</b> ; Strengthen connections with <b>Ngāi Tai Ki Tāmaki</b> ; Seek ways to enhance students’ sense of place - understanding of NZ History and that of Flat Bush Area.	1. Whānau names are referred to in English and in Te Reo; 2. Signs around school provide bi-cultural context; 3. All students and staff can participate in the school haka, powhiri and other cultural events;  4. Use Tāne forest as a resource for guardianship/ <i>kaitiakitanga</i>	1. Increase use of names in documents and announcements. 2. Add to property plan  3. Staff can articulate key Māori phrases in our vocabulary, feel comfortable participating in the school haka, powhiri and pepeha. 4. Enviro Coordinator to develop plan.



