

Ngaio School Charter



2017 – 2020

OUR PLACE TO LEARN

Ngaio School Charter 2017-2020

Vision Statement

Ngaio School provides children with a rich and stimulating curriculum and learning environment where teachers, parents and the community work in partnership to support children strive for personal excellence.

School values

Ngaio school students, teachers, parents and the wider school community aspire to the following values:

Excellence: aiming high, persevering.

Resilience: managing self, trying again, reflecting on what might need to be different, student self- efficacy.

Belonging: valuing all members of the school and community and recognising the importance of partnership between children, staff, parents and the wider community.

Respect: being considerate, valuing others and their opinions and ideas.

Diversity: respecting the bicultural heritage of Aotearoa/New Zealand, including Tikanga Maori, Te Reo Maori and the principles of the Treaty of Waitangi. Valuing the different cultures, languages and heritages that make up our school community.

Integrity: being honest, responsible, accountable, sticking to what we believe.

Ecological sustainability: care for the environment.

Ngaio School teaching and learning is supported by a school wide teaching model

Students learn best when they: feel accepted, enjoy positive relationships with fellow students and teachers, and when they are able to be active, visible members of their learning community.

A learning community consists of classroom teachers, students, teacher aides, parent helpers and other teacher professionals. All play an important role in building a supportive school and learning environment. Commitment, trust and empathy exist through all interactions with the learning community. These interactions are professional and supportive. The classroom and all other areas of the school are part of the learning environment.

In the supportive learning environment at Ngaio School you will see:

- Professional communities where teachers gather, discuss, share and evaluate evidence about teacher and student learning, eg syndicate meetings, theme teams, and staff meetings.
- Strong relationships where students and teachers feel safe to take risks with their learning and evaluate their learning effectively.
- Classroom and collaborative spaces that are well organised for learning, that have a strong feel of student ownership where all children will have examples of their learning displayed.
- Learning criteria and indicators that support students to succeed in their learning and feel supported in the learning process.
- Instructional groups based on the needs of students providing opportunities to share in a variety of formats eg group and class discussions, displays of work.



Providing sufficient opportunities to learn

Teachers provide students with sufficient opportunities to learn by developing a variety of learning experiences that actively involve them. These include:

- whole class teaching and learning
- collaborative teaching and learning
- guided group teaching and learning
- co-operative group work
- peer and independent learning.

Teachers make the purpose of learning explicit and scaffold the learning so that students make progress. Students learn at an appropriate pace for them. Teachers use assessment to determine how to sequence and pace students' learning experience.

What does the learning look like?

Teaching as inquiry – the teaching-learning relationship starts with the question “what do my students need to learn?” then identifying and applying the strategies that are most likely to support students to learn. Using the deliberate acts of teaching teachers personalize individual learning for target students across the curriculum.

Encouraging reflective thought and action – students are explicitly taught tools and strategies to reflect on their learning.

Students can identify the relevance and purpose of the learning and transfer their learning successfully to other scenarios.

Students make connections to prior learning and experiences - when students can develop links between their own world, which is foremost in their minds as important, they are more likely to be engaged in learning and take more from it.

Instructional Strategies

The importance of deliberate, strategic teaching cannot be over emphasised. However, much learning is incidental and improved student outcomes result from both planned, deliberate teaching experiences and incidental learning experiences (ELP, 2006, p.80)



Deliberate acts of teaching used at Ngaio School include:

Modeling - demonstrating through action, showing by example.

Prompting - encouraging the learner to use what they already know and can do. Teachers might frame their prompt as a question such as 'what do we write at the end of sentences?'

Questioning – teachers use questions and 'wait time' deliberately to help students think about their own learning, draw out and extend students' knowledge, and encourage students to recall, explain, and think critically and reflectively.

Giving Feedback – feedback has been identified as the most powerful single factor in achievement (Hattie, 1999). Teachers use descriptive feedback to guide and evaluate learning.

Telling – teachers supply the 'link' that a student needs (eg an unknown word) to maintain momentum and allow the student to move on with their learning focus.

Explaining – teachers use explaining as a more detailed and extended tool than telling.

Directing – effective teachers clearly state the learning intention and purpose (usually stated as WALT – We Are Learning To...).

Expectations

Having high expectations and showing genuine caring for all students is fundamental for both learning and development. At Ngaio School this will be accompanied by the use of quality teaching practices and an ability to work in partnership with the parent community.





High expectations for students are communicated across the school by staff, and learning is facilitated via purposeful assessment to support all students reach their potential.

The Key Competencies

The five Key Competencies the School is required to develop in students are:

- Thinking
- Relating to Others
- Managing Self
- Participating and Contributing
- Language, Symbols and Texts.

These are incorporated throughout classroom programmes and are widely acknowledged throughout the school.

Behaviour management

Teachers ensure that all students have a shared understanding of the school's Code of Conduct and refer to this throughout the year to reinforce high expectations for behaviour.

Each class also develops their own 'class agreement' or treaty with the support of their teacher, explicitly stating the collective values and expectations of the class. Students are encouraged to have ownership over their learning environment.

Partnerships

Partnerships are collaborative relationships that 'contribute to and support students' learning. Each learner lives in a network of significant people, including their teachers, peers, family and specialist teachers. Effective teachers recognise the need for partnerships within these networks and promote them actively. (Ministry of Health, 2006 page 13.)

Staff work in partnership with the parent community to establish and communicate high expectations and develop a positive school culture. This partnership is facilitated through a variety of avenues, for example: the Parent Teacher Association's involvement in the School's activities and consultation with the community around particular development projects.

Information is communicated to parents, students and staff through the newsletter, on the internet, on paper or through the school website, as well as notice boards throughout the school.

Ngaio School provides an open class environment where parents are free to talk with staff at the end of the school day, and where staff are in their classrooms prior to the start of school to meet and greet students as they arrive.

The Strive homework programme encourages partnership between whanau and school.

