

Coastal Taranaki School Charter

2015

*This document is based on the School Vision
developed in consultation with the community 2005 – 2006.
The Charter gives effect to the New Zealand Curriculum 2007.*

Ma te whanau, te tamaiti e puawai
By the whole community, the child will blossom.

Our Vision for Coastal Taranaki School

*'By the whole community,
the child will blossom'*

- **At Coastal Taranaki School our students become lifelong learners.** They are mentored to have realistic goals with a personal vision for their future. They have developed a rich conscious repertoire of thinking skills which they use with increasing confidence to lead their own learning to achieve personal excellence.
- **We create inclusive environments where students and staff feel safe, listened to and respected.** *Hauora* is ensured through our management of relationships. Our students take responsibility for their own actions. Our school respect for students is demonstrated by honouring and listening to student voice.
- **At Coastal Taranaki School education is about partnerships.** We connect with our community, and use community expertise. Parents are actively involved in all aspects of school programmes and through our open door policy. We engage our Maori community and encourage their involvement in our curriculum and teaching. We embrace our bicultural foundations, local heritage and value cultural diversity.
- **Our learning environment utilises different teaching techniques** to personalize learning and cater for all learning styles. We believe in working collaboratively to provide classroom experiences which make links within and across learning areas and sectors of the school.
- **Learning and teaching is supported and facilitated by new approaches.** Students experience broad learning contexts, and integrated learning through the creative use of e-learning strategies. We encourage students to be future focused and to think and act sustainably. Action research into 'what works' contributes to student success.
- **Our communication systems are transparent, open and honest** between every member of our school community. We work collaboratively towards achieving our shared vision.

As the foundation of the CTS curriculum, the Principles of the NZC underpin our vision.

School Expectations & Values

(reviewed 2014)

Every decision we make reflects the values that underpin our vision and enable us to live together and thrive in a democratic, diverse society in a rapidly changing world.

We want to develop Coastal Taranaki School as a place where students and staff feel safe and listened to; a school where students learn to take responsibility for their own actions in an environment of mutual respect and partnership.

Our values will be evident in our school teaching beliefs, structures, curriculum, classrooms and relationships. The focus is on developing our students as positive life-long learners able to make a full contribution to society.

We want our students through their learning experiences to explore and act upon their own values, the values of others and values other cultures hold. Through such learning we want our students to develop empathy and tolerance of those who are different, to be able to discuss disagreements that arise, and to make ethical decisions.

At CTS we encourage, model and explore the Values important to our community:

C o-operation	as a community for the common good
O penness	to innovation, inquiry and curiosity; by thinking critically, creatively and reflectively
A roha	love; compassion; kindness and caring
S ustainable living	caring for our environment, now and in the future
T olerance	valuing diversity among ourselves and in others
A ccountability	being honest, fair and ethical; showing personal and collective responsibility
L eading our Learning	aiming for personal excellence, persevering; meeting challenges with a 'can do' attitude

Our values are expressed as our School Expectations *(the 'three b's')*:

- 1. To be Respectful** Our words and actions show *aroha* towards ourselves and others.
- 2. To be Responsible** We look after ourselves, others, property and the environment.
- 3. To be Ready to Learn** We look, listen and are organized. We take every opportunity to learn.

The Way We Want It To Be at CTS

For our school to be seen as:

A learning community where parents are welcomed, involved
and their concerns valued.

A 'future orientated school providing
cultural, emotional, intellectual and physical security,
and pastoral care for all our students.

A school valuing consultation with
and guidance from our local iwi.

A school valuing clear, open communication pathways
between all involved the school.

For our parents:

To be supportive participants
in the partnership between the school and the home
to achieve the school vision.

To be able to feel they can express their support and concerns
and be involved as they feel the need.

For our Students:

To be valued and celebrated for their unique qualities and talents

To be held to achieving high expectations.

To feel they are able to express their creativity
and able to take the necessary 'learning risks' to be life long learners.

To be responsible, focused and reflective learners
accountable for making the best choices they can
and to appreciate consequences of their choices.

For our teachers:

To commit to the school vision and beliefs so as to provide a safe, fun and challenging
environment for our students.

To work collaboratively with each other
to provide students with realistic learning experiences.

To be provided with professional development to do so
and to be recognized for their success.

To be role models to support the ideas,
and to nurture the creativity, of our students

Teaching Beliefs

The five **Coastal Taranaki School Teaching Beliefs** ensure that our school Vision is being implemented. They are the ‘stepping stones’ to student success. The attainment of these teaching beliefs will be a focus for the ongoing review of teaching effectiveness and the basis for determining future professional development.

1. Foundation Skills to be in place for all students

We believe that all students, at all levels, need to achieve high levels of competency in the areas of **oracy, literacy and numeracy** to enable them to access other areas of learning.

2. Students leading their own learning

We want our students develop ‘future thinking and learning competencies’ in order that they become innovative, creative and reflective learners who take a growing responsibility for their own learning.

3. Teachers as Learning Advisors who personalise learning

We believe the teacher’s role is to develop the foundation skills and future thinking competencies by engaging students in learning experiences which challenge them to achieve personal excellence.

4. Engaging Learning Challenges

We believe students are engaged and motivated when teachers design relevant and meaningful learning experiences. This helps ensure that the Key Competencies are being developed and that students will continue to value and participate in learning beyond school.

5. Focused and Celebratory Room Environments

We believe it paramount that teachers develop positive learning environments that are emotionally and physically safe. A secure learning environment based on predictable routines will allow students to work independently. Classrooms should both inform students of expectations and celebrate their thinking and creativity. Our classrooms, and our relationships with students, are to be living examples of our school values.

1. Foundation skills to be in place for all students

*We believe that all students, at all levels, need to achieve high levels of competency in the areas of **oracy**¹, **literacy and numeracy** to enable them to access other areas of learning.*

Therefore we will:

- Put into practice agreed oracy, literacy and numeracy programmes
- Work to achieve literacy and numeracy targets set for the school
- Develop shared understandings and agreed best practices through a collaborative approach to the implementation of the National Standards in Reading, Writing and Numeracy Y1 - 8
- Comply with agreed school assessment processes to include the provision of ‘feedback’ and ‘feed forward’ to students to help set learning goals
- Identify students in need, differentiate learning tasks, and provide appropriate help.
- Identify students who are Gifted and/or Talented and provide challenging programmes
- Integrate oracy, literacy and numeracy skills across the curriculum.
- Put into practice agreed design and presentation skills for book work and chart work for levels across the school.
- Keep parents informed of student progress and engage them in the learning process

¹ Explicit Oral Language programmes (Y1 – 8) will be developed 2013 – 14 based on ‘Learning through Talk’ MoE 2009

2. Students leading their own learning

We want our students develop 'future thinking and learning' competencies in order that they become innovative, creative and reflective learners who take a growing responsibility for their own learning.

Therefore we will:

- Value and build on the experiences, talents, interests and aspirations ('learning pathways') of every student
- Encourage students to take 'responsibility for their own actions' by involving them in decision making about 'managing themselves' – particularly in setting goals and making informed 'best' choices.
- Ensure students are aware of the relevant 'key competencies' involved in any task
- Teach students cooperative group learning skills so they can 'relate to others', 'participate and contribute', share ideas and learn off each other
- Teach a rich conscious repertoire of 'thinking skills' so students can make reflective decisions and choices to enable them to create their own knowledge.
- Teach students an agreed 'inquiry learning' model which they learn to apply independently
- Develop students' information literacy by integrating e-learning into tasks
- Encourage students to self and peer assess their work using negotiated success criteria.

3. Teachers as ‘Learning Advisors’ who personalise learning

We believe the teacher’s role is to develop the foundation skills and future thinking competencies by providing learning experiences which challenge students to achieve personal excellence.

Therefore we will:

- Recognise and honour student voice in our classrooms – value their questions, point of view, their insights and their ‘prior knowledge’ in any learning task
- Make use of a ‘co-constructivist’ model of teaching by negotiating learning tasks with students.
- Identify students’ needs in any learning task and then assist students appropriately. Make use of ‘scaffolding’ and ‘feedback’ to assist students move from ‘novice to expert’. Assist students to set personal learning goals.
- Provide sufficient opportunities for students to learn. Sometimes less is more.
- Ensure all students understand the purpose of all they do and can see progress in what they are doing.
- Introduce an agreed range of thinking skills and a research process across the school
- Assist students to see connections between Learning Areas
- Integrate relevant e-learning strategies into learning tasks.
- Implement the agreed school Relationship Management Programme.
- Collect evidence of student achievement relating to key competencies, values and achievement objectives to inform ‘next steps’ learning
- Create a supportive learning environment which values the parent partnership in children’s learning by informing them of process, progress or problems
- See ‘teaching as inquiry’ to become reflective teachers who seek to improve through the synthesis of best evidence on student achievement and ‘what works’ for students; conduct a TaI project

4. Engaging learning challenges

We believe students are engaged and motivated when teachers design relevant and meaningful learning experiences. This helps ensure that the Key Competencies are being developed and that students will continue to value and participate in learning beyond school.

Therefore we will:

- Connect learning to the real world, interests and cultures of our students. New learning will build on the experiences and prior knowledge our students bring with them to any learning task.
- Expose our students to the ‘big ideas’ contained in the Principles of the NZC, and particular ways of working of every Learning Area.
- We will make use of local environmental, cultural and historical resources – pakeha and Maori.
- Where possible we will plan collaboratively, and use our timetables flexibly, to provide integrated learning experiences which cross traditional curriculum boundaries.
- Ensure students are increasingly involved in the co-construction of tasks, and in setting the expected outcomes in any learning.
- Recognise student learning styles and make use of the multiple intelligences when planning units of work
- Integrate e-learning / m-learning opportunities into the student learning experience – teaching, inquiry and presentation processes
- Provide opportunities for students (as appropriate) to demonstrate their competencies (eg. inquiry skills) as independent learners

5. Focused and Celebratory Room Environments

We believe it paramount that teachers develop learning environments that are emotionally and physically safe. A secure learning environment based on predictable routines will allow students to work independently. Classrooms should both inform students of expectations and celebrate their thinking and creativity. Our classrooms, and our relationships with students, are to be living examples of our school values.

Therefore we will:

- Ensure our classrooms reflect the ‘messages’ of the school’s vision, values, the class agreement, and the key competencies being developed.
- Use our whiteboards /blackboards to ensure students know what is expected of them in any learning experience. Group work tasks, negotiated with students, should be available for them to refer to.
- Display student work which celebrates their collective and individual achievements according to agreed standards or expectations
- Reflect the key learning of the subject through current topic displays and organizers. This will include the heading of study topics, ‘key questions’, agreed success criteria, exemplars, and learning process information.
- Ensure students develop self management skills to work purposefully on tasks independently, allowing teachers to get alongside students to support and guide their learning
- Ensure there is regular time at the end of the learning set aside for student reflection on their session/day (*hui whakatika*)
- Begin and end each day with a *karakia*, (*and waiata*)