

Beckenham Te Kura o Pūroto: Strategic Plan 2021-2023



**Beckenham
Te Kura o Pūroto**

At the heart of our strategic plan are our values and our commitment to improve learning for all our ākonga (learners).

At Beckenham Te Kura o Pūroto we will continue to strengthen our capacity to **teach**, **target** and **connect** our tamariki with the knowledge, values and competencies to 'fill their kete for the journey'.

This plan is wrapped with the cloak of 'wellbeing for all' and the understanding that it will need to be both responsive and adaptive to the unknown over the next three years.

Effective Pedagogies

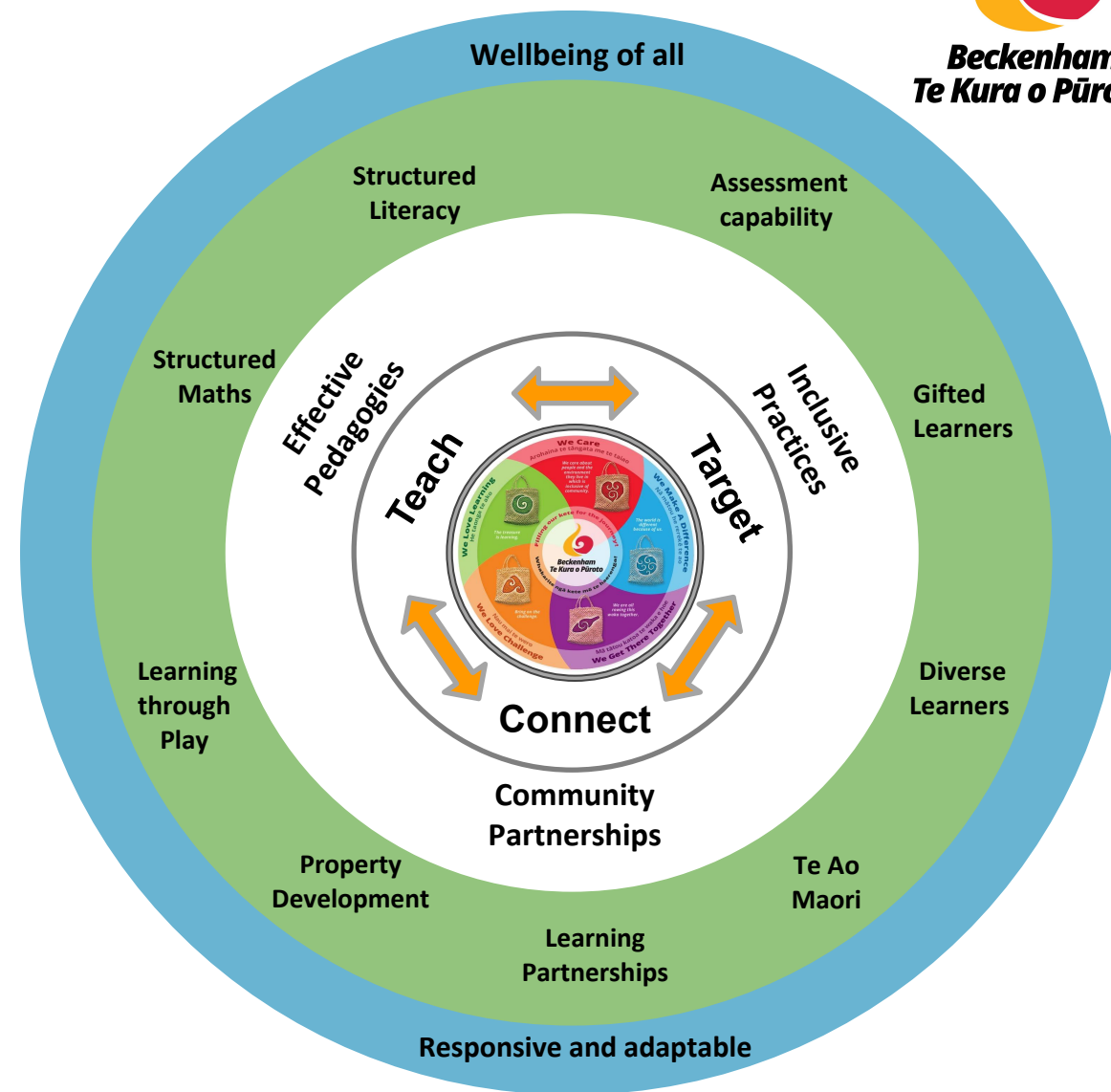
Ākonga gaining personal success in literacy and numeracy through effective teaching and learning.
Kaiako (teachers) using evidence based practices to further develop our capacity to value, teach and measure learning successes.

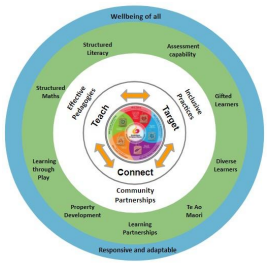
Inclusive Practices

All ākonga able to access learning opportunities that meet their individual needs, and value the strengths, aspirations and culture they and their whānau (family) bring.
Assessment capable ākonga and kaiako who are able to clearly demonstrate where learning needs and strengths are, develop clear pathways, next steps and indicators of success.

Community Partnerships

Ensuring active partnerships within our kura (school), our community and the wider education and learning community, for the benefit of our tamariki (children).
Our physical environment will continue to be developed to meet the growing and diverse needs of our tamariki.
Te Āo Māori is visible across our kura in every way we operate.





1. Effective Pedagogies

Ākonga gaining personal success in literacy and numeracy through effective teaching and learning.
 Kaiako using evidence based practices to further develop our capacity to value, teach and measure learning successes.



Priority Area

1.1 Structured Literacy

Provide staff with professional learning around the science of reading and how this is transferred into enacted teaching, assessment tools and learning practices.

1.2 Structured Maths

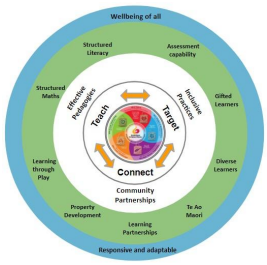
Professionally upskill staff to develop lesson routines, problem solving activities, and use of assessment tools to support targeted and appropriate mathematics interventions for all ākonga

1.3 Learning through Play / Passion-based Learning

Upskilling of staff to understand and integrate learning through play practices to complement and optimise structured literacy and maths

Indicators of success 2023

- annual achievement data will demonstrate incremental growth each year in reading and writing outcomes.
- all kaiako able to effectively design learning programmes and teach using the structured literacy (Science of Reading theory) approach.
- annual achievement data will demonstrate incremental growth each year in mathematics and numeracy stage outcomes
- The BTKOP mathematical practices of inquiry and explicit teaching will be consistently used by all kaiako across learning hubs
- The local curriculum will support kaiako to use a play/passion-based approach to learning design and implementation.
- all ākonga will have agency, and therefore increased engagement, in their learning



2. Inclusive Practices

All ākonga able to access learning opportunities that meet their individual needs, and value the strengths, aspirations and culture they and their whānau bring.

Assessment capable ākonga and kaiako who are able to clearly demonstrate where learning needs and strengths are, develop clear pathways, next steps and indicators of success.

Priority Area

2.1 Assessment Capable Staff

Kaiako will know how to foster and build a learning-focused relationship with ākonga by embedding ‘assessment for learning’ practices into their teaching and becoming assessment literate

2.2 Assessment Capable Ākonga

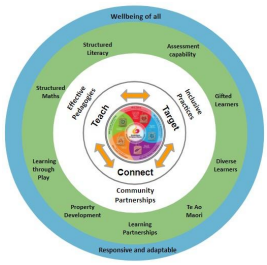
Ākonga will communicate what they are learning; how and why they are going to learn it; and how they will know when they have been successful in both knowledge and key capabilities.

2.3 Diverse incl Gifted Ākonga

All ākonga will be supported to gain personal success in all areas of learning and curriculum. Ākonga identified with particular needs, be they needing support or stretching, will be supported with appropriate planning and interventions to reach their potential.

Indicators of success 2023

- Kaiako will consistently select and use appropriate assessment tools and methods to support their knowledge of the learning needs of each ākonga and plan for their next learning steps.
- HERO will be embedded and used to share ākonga learning and achievement with whānau
- Ākonga will have a digital learning record (HERO) that both records and gives evidence of their learning journey and includes growth in key skills, passions and competencies
- As a result of kaiako using the PB4L framework for explicit teaching of BTKOP values and key competencies, ākonga will be able to confidently use this framework to self-assess their progress.
- Planning will show that gifted ākonga are being identified, planned for and catered for within the hub programmes, using identified key strategies.
- Planning will clearly identify and demonstrate specific differentiation for our diverse ākonga utilising Beckenham strategies, professional learning, and our knowledge of a ‘whole child’, strengths-based approach.



3. Community Partnerships

Ensuring active partnerships within our kura, our community and the wider education and learning community, for the benefit of our tamariki.

Our physical environment will continue to be developed to meet the growing and diverse needs of our tamariki. Te Āo Māori is visible across our kura in every way we operate.



Priority Area

Indicators of success 2023

3.1 Te Ao Maori

We will prioritise and commit to upholding the principles of the Treaty of Waitangi through all of our actions. We will meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our kura*.

- All staff will demonstrate increased understanding and skill in the use of te reo Māori and will be able to measure their progress and success each year.
- Māori whānau and community will have contributed on how best to include tikanga Māori in values, teaching and learning practices and organisational culture

3.2 Property Development

to provide an environment that ensures learning and emotional, social and physical wellbeing of tamariki who enroll in the kura.

- Building infrastructure will be fit-for-purpose and meet the needs of our roll
- The physical environment will provide appropriate play and learning stimulation for the needs of all our ākongā

3.3 Learning Partnerships

Continue to strengthen reciprocal relationships, within our communities, to support staff, tamariki and whanau.

- Whānau will receive timely and regular communications about teaching and learning curriculum foci
- Specific opportunities will have been provided for whānau to participate in, engage with and contribute to the learning of their tamariki.

*NELP priority 5 (Nov 2020)