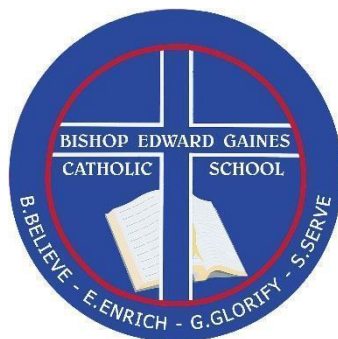


Bishop Edward Gaines Catholic School (I607)

Mossop Road, Tokoroa



SCHOOL CHARTER

2023 to 2025

Believe-Enrich-Glorify-Serve

BISHOP EDWARD GAINES CATHOLIC SCHOOL 2023 to 2025 CHARTER

Our Mission

BELIEVE - ENRICH - GLORIFY - SERVE

We believe that we are unique individuals created by God in his image to carry out His great plan of creation. We strive for excellence to enrich our lives and the lives of others, glorifying God's name, spreading the Good News and living our lives as Jesus did in the service of others.

Our Vision

Our learning community's vision for graduate students is to empower them to be confident, connected, actively involved lifelong learners instilled with Gospel values so that they are well prepared to *Believe, Enrich, Glorify and Serve* as 21st Century citizens.

“Taha Wairua, Taha Hinengaro, Taha Tinana, Taha Whānau”

Our Values

As Bishop Kids we strive to uphold the B.I.S.H.O.P values and centre their wellbeing around the Catholic faith:

- B-Belief: We believe in God the Father, Son and Holy Spirit
- I-Integrity: We act and speak with respect for ourselves and others and this shows integrity
- S-Service: We willingly take opportunities that are around us to help and serve others
- H-Honesty: We are honest and speak with truth
- O-Openness: We are open to new challenges showing confidence and self-belief
- P-Participation: We participate in our community of learning

Our Charism

Bishop Edward Gaines Catholic School embraces the charism of St Mary of the Cross MacKillop:

- “Attitude of Gratitude”
- “Do Your Bit”
- “Listen for God's Call”
- “Make Room in Your Hearts for All”

To Achieve Our Vision We Will

- Teach and model what it means to live our Gospel values
- Underpin teaching and learning programmes with Learner Agency pedagogy
- Provide coverage of all curriculum areas with emphasis on the core learning areas: Reading, Writing, Mathematics and Religious Education and Maori Tikanga
- Engage and work with parents and the Parish Community
- Encourage participation in extracurricular activities.

National Education & Learning Priorities(NELP)

Learners at the centre: Learners and their whanau are at the centre of education

- Ensure places of learning are safe, inclusive and free from discrimination, racism and bullying
- Have high aspirations for every learner and 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

Barrier free access: Great education opportunities and outcomes are within reach for every learner

School Priorities

- Special Catholic Character
- Promoting best teaching practice
- Māori learner achievement
- Health promoting school
- Inclusive school
- Accelerated progress in core curriculum areas
- Shared teaching pedagogy
- Literacy
- Numeracy

- Reduce barriers to education for all, including for Maori and Pacific learners, disabled learners and those with learning needs
- Ensure every learner gains sound foundation skills, including language, literacy and numeracy
- Identify learners not achieving and seek additional support where possible

Quality teaching and leadership: Quality teaching and leadership make the difference for learners and their whanau

- Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Future of learning and work: Learning that is relevant to the lives of New Zealanders today and throughout their lives

- Collaborate with industries and employers to ensure learners have skills, knowledge and pathways to succeed in work & education
- Begin to break down ethnic and socioeconomic stereotypes

- Teaching as Inquiry and Professional Growth Cycle
- Distributive leadership model
- Assessment for Learning
- Learner Agency
- Digital learning platforms

Faith-based Kāhui Ako Vision

- Hauora
- Learner Agency
- Cultural responsiveness

Achievement Challenges:

- Oral Language
- Writing
- Mathematics
- Science

Key Competencies from the New Zealand Curriculum

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

Tātaiako Cultural Competencies

- Ako
- Whanaungatanga
- Tangata Whenuatanga
- Manaakitanga
- Wānanga

The New Zealand Curriculum

“Young people who will be confident, connected, actively involved, lifelong learners.”

This is achieved through teaching and learning based on the following Learning Areas.

- English
- Mathematics and Statistics
- Maori
- Religious Education
- Science
- Technology and Digital Technology
- Social Sciences

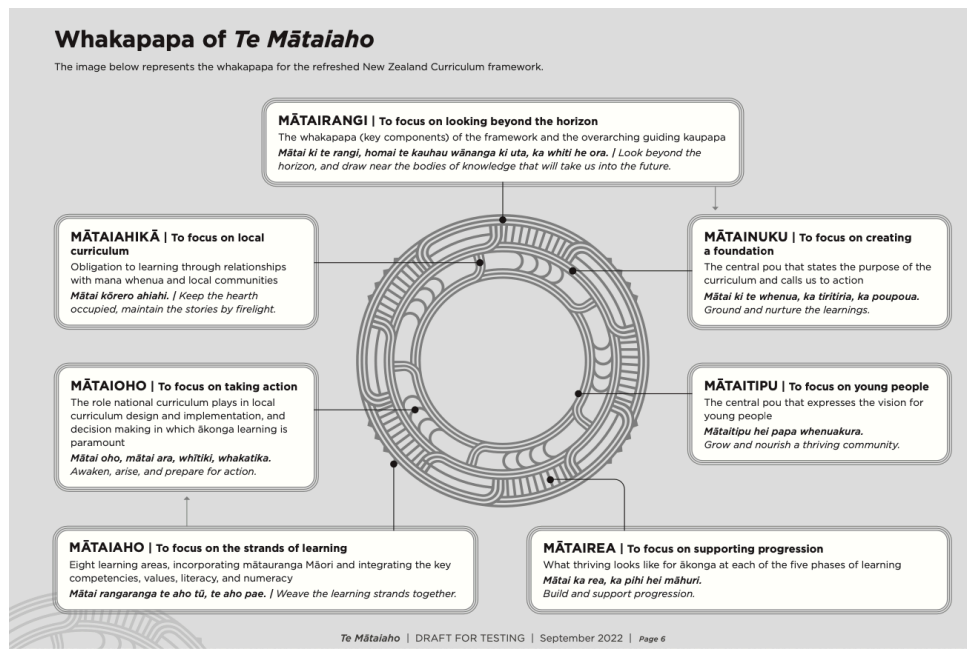
Religious Education

Jesus, and the encounter with him, is at the centre of what we do.

Children’s developing spiritual identity and their relationship with Jesus are bound together. This is at the core of what we are about in Religious Education. It is more than knowledge and experience, but is informed and nourished by what happens in Religious Education. There is always the understanding that Jesus is active in the relationship

- The Arts
- Health and Physical Education
- Learning Languages

not an outside observer or an ephemeral goal.



OUR SCHOOL

Brief Description

Bishop Edward Gaines Catholic School is a full primary catering for Year 1 to Year 8 operating as a Catholic Integrated School. The school values its Special Character and maintains a close relationship with St. Pius X Parish.

The school's roll is culturally diverse. Our biggest ethnicities represented are Māori, and NZ European/Pākehā, coming in third are other ethnicities with minorities from the Cook Islands, Samoa, Zimbabwe, Korea, and Thailand.

Bishop Edward Gaines Catholic School is located in the predominantly timber industry town of Tokoroa. It maintains an attractive campus situated between St. Pius X Church and Papa o te Aroha Marae.

The school currently comprises a modern learning environment with flexible learning spaces and kitchen facilities as well as a prefab block that contains the toilet facilities, school library, and a multi-purpose classroom space (designated areas for: art, music, indoor games, and science). We have an Astroturf court area, a large playing field, one junior playground, and a new senior playground. We have a fully covered sunshade to provide sunshade in the hot months. We also have a bike track and are developing our environmental area.

The school is well-equipped with digital learning tools. Each classroom is fitted with digital display screens and has sets of Chromebooks or tablet devices. The learning spaces within our modern learning environment ensure openness, access, and flexibility and are able to be well ventilated. These spaces are kitted out with flexible furniture options that suit individual learning styles and can facilitate collaborative, independent and whole class learning.

Staff and Students

Approximately 80% of pupils live with both parents. 20% of children live with one parent or parent and step-parent. There are very few families on Government Benefits. Following the Ministry of Education Equity Index of 461.

The school has six allocated non-preference enrolment positions. At the end of 2022, two of these positions were full and we had information that a family of non-preference would be moving to Hamilton in term 2 2023. This means that 90% of the nominal roll children at the school have an association with the Catholic Church and are acknowledged as preference enrolments.

The school offers a friendly and enthusiastic staff. Teachers work together in a collaborative manner. At present, we have two classes operating. There is a junior class teacher (Years 1-3) and a senior class teacher (Years 4-8). We offer transition periods for students by cross-grouping to cater for learning needs between the classrooms. We also employ a support staff member who works mainly as a Teacher Aide for classroom learning support 20 hours a week. An Office Administrator is employed for 20 hours a week. We have a mahi Ako space designed for the year 7&8 students to use for passion projects and research projects and mentorship programmes.

Catholic Schooling Philosophy

Catholic schools are established to carry out the Church's mission. Schools provide a Catholic Faith environment that enables young people to develop the attitude, knowledge, and skills to become active and committed members of the Faith Community and to contribute positively to the world community.

Catholic integrated schools live and teach the values of Christ Jesus. These values are as expressed in the Scriptures and in the practices, worship, and doctrine of the Roman Catholic Church. The New Zealand Catholic Bishops act in unison in determining the essentials of the philosophy and its underpinning values.

RE and the NZ Curriculum Key Competencies

“For young people in Catholic schools, developing the key competencies in a Catholic environment is an important aspect of growing their personal capabilities as maturing members of the Catholic community”.

TEACHING AND LEARNING PROGRAMMES AT BISHOP EDWARD GAINES CATHOLIC SCHOOL

Implementation

- Learner Agency is promoted in our school, where students set individual learning goals to strive for and learning progressions guide student progress and achievement.
- We provide a balanced integrated curriculum for all students, using a number of approaches, including inquiry approach, blended learning, and participation.
- Learning programmes are based on the principles, key competencies, values, and national achievement objectives of the revised NZ curriculum.
- We use a range of assessment practices to gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated. (NELP 3 (6)).
- We give priority to learner wellbeing and Hauora so students can learn to regulate themselves so can effectively access school and learning. (NELP 2(3))
- We give priority to learner progress and achievement in literacy and numeracy
- We identify students/groups of students who are not meeting or are at risk of not meeting the expectations of the curriculum and develop and implement teaching and learning strategies to target their needs, including those with special abilities/giftedness.(NELP 1 (2))
- We monitor the progress of Māori and Pacific learners and report to the families on their achievement and targets for improvement. (Nelp 3 (5))

Monitoring

- School-wide data for achievement in Reading, Writing, and Mathematics are analyzed against the curriculum level expectations and reported to the Board of Trustees and Faith Based Kāhui Ako. (NELP 3 (6))
- Trends are identified in the data collected and this guides the implementation of classroom teaching and learning programmes as well as any extension or support required for individual/groups of learners. (NELP 3 (5))
- Targets and strategies implemented to improve learner achievement.(NELP 3(5))
- Professional Development supports the targets and strategies identified and implemented to raise learner achievement. (NELP 3 (6))
- Reporting to parents includes written reports, digital portfolios and goal setting against learning progress and achievement in Reading, Writing and Mathematics, and RE and across the wider NZ Curriculum and RE Curriculum. NELP 1 (2)
- Staff use of new RE Curriculum and unpacking to build teacher capability and knowledge around curriculum.

BOARD OF TRUSTEES UNDERTAKINGS

Board Undertakings/Consultation

Bishop Edward Gaines Catholic School Board of Trustees consults at least annually with Māori and the wider community. Formal opportunities for consultation include school newsletter, BOT meetings, staff meetings, parent hui/fono, one to one conversations, and community surveys and FB.

The school maintains an open-door practice encouraging families to approach the school and individual interviews with parents are held in conjunction with student-led conferences, highlighting the three way partnership between teacher/school, parents/family, and child.

Ratification of Bishop Edward Gaines Catholic School Charter

The 2023 School Charter was shared in draft in November and ratified at the March 2023 meeting of the School Board of Trustees (refer to BOT minutes).

School Charter and Annual Report

A copy of the Bishop Edward Gaines Catholic School Charter will be sent to the Ministry of Education by End of April 2023.

Planning Year

Bishop Edward Gaines Catholic School's planning year is November 1st to November 1st. The implementation of the school's plans is from the beginning of the new school year.

Cultural Dimensions

Bishop Edward Gaines Catholic School recognises the principles of the Treaty of Waitangi – participation, protection, and partnership. The curriculum reflects the unique position of Māori within New Zealand society, and provides students with experiences and understandings of cultural traditions, language, and local and national histories. The school will continue to maintain and further develop the communication lines with the Māori community, taking into account the aspirations of whānau in strategic planning, and maintaining partnerships developed in 2019 through whānau consultation and hui. We are building a relationship with our neighbouring Marae, Papa O Te Aroha, as it has recently changed into Ruakawa hands. This Marae has Catholic foundations, and we are re-establishing connections with Ngati Raukawa, our local iwi. Bishop is also now part of the group of MAC Maori Achievement Collaborative. Under Te Tiriti o Waitangi we recognize and acknowledge the shared responsibility in partnership arrangements, and expectations on our school to protect that which is important in the interests of Maori and provide opportunities for Maori learners to achieve success as Maori.

Te Reo me ōna Māori

The priority is for Māori students to feel proud and positive about being Māori within our school environment. All students will become familiar with greetings, the national anthem in Māori and English, social phrases, instructions, waiata, karakia, and mihi through Te Reo in an effort to normalise Te Reo in our school. Bishop Edward Gaines School participates in the local and Catholic cluster Kapa Haka Festivals. Teachers undergo Te Reo & Tikanga courses.

School Operation, Governance and Management Section

Curriculum

Key school documents relating to the curriculum

- New Zealand Curriculum Framework
- Curriculum Implementation Plans
- Student Individual Achievement Records
- Te Takanga o Te Wa and Aotearoa NZ Histories
- Associated Policies
- Charter and Annual Plan
- Annual Budget T
- O TATOU WHAKAPONO-OUR FAITH
- Te Mātaiaho

Human Resources

Key school documents relating to human resources

- Job Descriptions
- Performance Agreements
- Professional Growth Cycle
- Accidents & Medical Register
- Personnel & Curriculum Policies

Annual Plan: Strategic Aims and Targets

BISHOP EDWARD GAINES CATHOLIC SCHOOL'S STRATEGIC AIMS – 2023 to 2025

As a result of recognised Government priorities, community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the Board has identified the following strategic aims:

Strategic Aims:

1. Special Catholic Character: To show faith in action

- 1.1 Enhancing Prayer life and charism
- 1.2 Implementation of RE Curriculum

1.3 Strengthening Parish/School partnerships 1.4 Community outreach 1.5 Professional development		
2023	2024	2025
1.1 Enhancing Prayer life and charism		
<p><i>Through enhancing prayer life and charism:</i></p> <ul style="list-style-type: none"> Continue to increase consistent student-led meditation and prayer Regular, timetabled, whole-school meditation Explore prayer elements from other cultures, especially through Maori lens, and represented in the community Children and teachers able to recall patronage of the school and its significance for our community with explicit connections made between house patrons, charism, and motto 	<p><i>Through enhancing prayer life and charism:</i></p> <ul style="list-style-type: none"> Grow a liturgy committee of students, planning for celebrations for Sunday Parish Mass and special occasions Increase knowledge of hymns and Catholic songs, Andrew Chinn, and develop a singing group to support Masses Build on school /parish connections to represent the school at Sunday Masses, special feast days, weekly Masses 	<p><i>Through enhancing prayer life and charism:</i></p> <ul style="list-style-type: none"> To Increase knowledge of hymns and Catholic songs and develop a singing group to support Masses Visitations to significant sites that relate to our significant people, Churches, Diocese Embed bicultural elements – Māori spirituality, customs, language, and karakia which are part of the daily life of the school to enable Maori customs, waiata, and karakia in daily prayers
2023	2024	2025
1.2 Implementation of RE Curriculum		
<p><i>Through the implementation of the RE Curriculum:</i></p> <ul style="list-style-type: none"> Teachers learning to plan for deliberate acts of integrating RE into other subject areas (arts, social sciences, literacy, drama) Breaking open the new RE curriculum to identify main themes and cross-themes Begin to identify connections between themes and our local curriculum 	<p><i>Through the implementation of the RE Curriculum:</i></p> <ul style="list-style-type: none"> Teachers learning to plan for deliberate acts of integrating RE into other subject areas (arts, social sciences, Maori, and literacy) Breaking open the new RE document to identify main themes and cross-themes Begin to identify connections between themes and our local curriculum 	<p><i>Through the implementation of the RE Curriculum:</i></p> <ul style="list-style-type: none"> Teachers' knowledge expanded to incorporate effective ways to integrate the RE into other curriculum areas. Embed RE into connected curriculum planning with attention to local curriculum
2023	2024	2025
1.3 Strengthening Parish/School partnerships		
<p><i>Through strengthening Parish/School partnerships:</i></p> <ul style="list-style-type: none"> Encourage children and families to commit to ministries for Sunday Mass (serving, gifts, reading) Regular attendance at weekday Mass by children and classes & /or school Report to parish school news/events 	<p><i>Through strengthening Parish/School partnerships:</i></p> <ul style="list-style-type: none"> Continue to encourage children and families to commit to ministries for Sunday Mass Students' participation in weekday Mass increases to include reading, song or prayer of the faithful, singing groups begun Invitations extended to Parish for school events 	<p><i>Through strengthening Parish/School partnerships:</i></p> <ul style="list-style-type: none"> Increase the Catholic community of the school Increase representation of children at parish masses and events Continue to deliver an annual programme taught by Parish and teachers for the Sacramental programme & RCIA
2023	2024	2025
1.4 Community Outreach		
<ul style="list-style-type: none"> Full participation and school visibility at community events 	<ul style="list-style-type: none"> RE Leaders to plan acts of Social Justice – Lenten appeal, mufti 	<ul style="list-style-type: none"> Continuation of student army to plan acts of Social Justice –

<p>including ANZAC day services and Parish/diocesan functions.</p> <ul style="list-style-type: none"> Seniors planned visits in the community (food banks, cards to rest homes, Christmas appeals) Volunteer for community projects in local areas 	<p>mania, opportunities for fundraising</p> <ul style="list-style-type: none"> Continue to establish stronger links with the Society of St Vincent de Paul and the Catholic Women's League by assisting with acts of service Full participation and school visibility at community events including ANZAC day services and Parish/diocesan functions. Seniors – planned visits in the community – visit the elderly, food bank, etc. 	<p>Lenten appeal, mufti mania, fundraising opportunities.</p> <ul style="list-style-type: none"> Frequent assistance given to the Society of St Vincent de Paul and the Catholic Women's League. Full participation and school visibility at community events including ANZAC day services and Parish/diocesan functions. Begin pathways and opportunities for Bishop Gaines to lead/host RE events in the Kahui Ako and Catholic School levels
2023	2024	2025
1.5 Professional Development		
<p><i>Through self-review and professional development:</i></p> <ul style="list-style-type: none"> Developing a system to gather supporting evidence in reviewing the four dimensions: <ul style="list-style-type: none"> 1. Encounter with Christ, 2. Growth in knowledge, 3. Christian witness, 4. Safeguarding and strengthening Implementing individualised staff development programmes to support teaching and learning in RE and in staff faith formation Regular staff meetings regarding the RE Curriculum Catholic Character Review due T 2 2023 Unpacking new RE Curriculum Professional Growth Cycle aligned to RE 	<p><i>Through self-review and professional development:</i></p> <ul style="list-style-type: none"> Regular self-review process using the four dimensions in place and gathering of evidence Individualised staff development programmes to support teaching and learning in RE Attendance at Diocese events Embedded RE Curriculum across all levels and subjects Unpacking and using the new RE Curriculum, building resources Professional Growth Cycle aligned with RE 	<p><i>Through self-review and professional development:</i></p> <ul style="list-style-type: none"> Regular self-review process using the four dimensions in place and gathering of evidence Individualised staff development programmes to support teaching and learning in RE Work to gain Catholic teachers in the school NET Team to work alongside our yr. 7&8 Unpacking and using the new RE Curriculum, building resource

Strategic Aims:		
2. Learner Agency		
To successfully implement principles of Learner Agency to accelerate and lift achievement in Reading, Writing, and Mathematics.		
<p>2.1 Learners engaged with their own learning and progress</p>		
<p>2.2 At-risk learners</p>		
<p>2.3 Teachers' pedagogical knowledge</p>		
<p>2.4 Practicing Learner Agency</p>		
<p>2.5 Professional development</p>		
2023	2024	2025
2.1 Learners engaged with their own learning and progress:		
<ul style="list-style-type: none"> Students in Year 2 and up will be beginning to talk about what they are learning, why they are 	<ul style="list-style-type: none"> All students will be able to discuss their learning in terms of what they are learning, why, and their next learning steps. 	<ul style="list-style-type: none"> Senior students will be able to articulate their learning in terms of their learning pathway.

<p>learning it, and their next steps in literacy and numeracy.</p> <ul style="list-style-type: none"> Continue to build on from 2022 initiative of seeking opportunities for teaching inquiry and play-based and project-based learning (agentic practices) Continue the 2022 initiative of the Year 7 & 8 mahi Ako space for passion projects. 	<ul style="list-style-type: none"> Opportunity for teaching inquiry into workshops and negotiated choice. Involve senior students in mentorship programme so they can work alongside other youth on community or school projects Use of student workshops and negotiated choice introduced into daily programmes, mahi Ako space for seniors 	<ul style="list-style-type: none"> All students will be able to articulate the next learning steps. Involve senior students in mentorship programme so they can work alongside other youth on community or school projects Hybrid learning opportunities introduced
2023	2024	2025
2.2 At risk learners:		
<ul style="list-style-type: none"> Continuing use of learning progressions (PACT site) to track the progress and achievement of all students. Establish links with outside school agencies to help children at risk Whole school assessment data will also include progress made by each child whose learning and achievement needs acceleration in Reading, Writing, and Mathematics. Continue 2022 initiatives of Easttle implementation for assessment of Reading and Mathematics to use for class trends and needs 	<ul style="list-style-type: none"> Continue to use learning progressions to assist planning to cater to diverse needs and abilities. SENCo register designed to date to track at-risk learners. Coordinate with the LSC register. Easttle Reading and Mathematics tool used to identify class trends and needs. Establish links with outside school agencies to help children at risk. Coordinate YMCA with mentorship programmes. 	<ul style="list-style-type: none"> Continue to use learning progressions to assist planning to cater to diverse needs and abilities. SENCo register kept up to date to track at-risk learners. Coordinate with LSC register Easttle Reading and Mathematics tool used to identify class trends and needs
2023	2024	2025
2.3 Teachers' pedagogical knowledge		
<ul style="list-style-type: none"> Teaching staff are developing a shared understanding of Learner Agency Teachers will identify themselves on the Learner Agency self-assessment continuum, setting goals as part of their inquiry and appraisal accordingly. To continue to build teacher capacity with readings, sharing, observations, and purposeful visits to other schools, PLD, growth cycles 	<ul style="list-style-type: none"> Teaching staff will continue to build a learner agency into their programmes. To continue to build teacher capacity with readings, sharing, and observations. Teachers will continue to move on the Learner Agency self-assessment continuum. Be up to date with the latest research on learner agency-look into flipped classroom models 	<ul style="list-style-type: none"> Teaching staff will continue to imbed learner agency. Teachers to revise and refine their teaching practices concerning learner agency Be up to date with the latest research on learner agency-look into flipped classroom models
2023	2024	2025
2.4 Practicing Learner Agency:		
<ul style="list-style-type: none"> Establish cross-grouping to meet the needs of all learners Sharing learning progressions with students 	<ul style="list-style-type: none"> Students beginning to identify themselves within learning progressions. 	<ul style="list-style-type: none"> Students begin to identify the next learning steps

<ul style="list-style-type: none"> Establishing a digital portfolio system and opportunities for student reflection on their own learning Use of Daily 5, Daily 3, and Must do/Can do 	<ul style="list-style-type: none"> Further develop a digital portfolio system and opportunities for student reflection on their learning Established project-based learning and see how this is applied to increase learner agency. Flipped Classroom Model introduced. 	<ul style="list-style-type: none"> Visit Ashhurst School PLD on Flipped Classroom Model strengthened Investigate play based learning and see how this is applied to increase learner agency
2023	2024	2025
2.5 Professional development:		
<ul style="list-style-type: none"> Literacy/RE Project Based Inquiry Learning 	<ul style="list-style-type: none"> PLD in Learner Agency Project based learning PLD 	<ul style="list-style-type: none"> PLD in Learner Agency Play based learning PLD

Strategic Aims:

3. Local Curriculum Development

To reimagine a responsive curriculum where every person can see themselves as active contributors within.

3.1 Community Voice

3.2 Graduate Profile

3.3 Local Curriculum Development

3.4 Professional development

2023	2024	2025
3.1 Community Voice		
<ul style="list-style-type: none"> Use data gathered from assessments in 2021 and 2022 to inform curriculum design -PLD needs for BEGS Modifying school camps that better reflect local curriculum, community barriers to going to a camp, and building on student culture and identity 	<ul style="list-style-type: none"> Ongoing internal reviews and consultation with all stakeholders families wider community and staff Community events to share in local curriculum understanding School camps will reflect local curriculum and student learning needs 	<ul style="list-style-type: none"> Ongoing internal reviews and consultation with all stakeholders families wider community and staff School camps will reflect local curriculum and student learning needs
3.2 Graduate Profile		
<ul style="list-style-type: none"> Full review of current graduate profile 	<ul style="list-style-type: none"> Build a Graduate profile that is reflective of learner, parent/whanau, iwi, and future-focused research voices 	<ul style="list-style-type: none"> Graduate profile reviewed annually to ensure the curriculum is still responsive to the aspirations of the community
3.3 Local Curriculum Development		
<ul style="list-style-type: none"> Unpack common values and learning philosophies that drive learning at school Develop seamless transitions across the curriculum and integrated teaching and learning Start to unpack new curriculum RE 	<ul style="list-style-type: none"> Local curriculum to be developed to ensure the curriculum is still responsive to the aspirations of the community; is our curriculum still reflective of our Kura's mission, context, and values. Develop rich learning experiences that are built on our values, mission, local context and graduate profile 	<ul style="list-style-type: none"> Local curriculum in practice and reviewed annually to ensure the curriculum is still responsive to the aspirations of the community; is our curriculum still reflective of our kura's mission, context and values. Develop TE Takanga o Te Wa and NZ Histories & New Zealand Curriculum
3.4 Professional Development		
<ul style="list-style-type: none"> New RE curriculum PLD around planning RE PE & Health with Sport Waikato at BEG Maori Achievement Collaborative-Waikato MAC initiated PB4L- continue to build teacher /community knowledge around his 	<ul style="list-style-type: none"> Look into the possibility of PLD in Learner Agency. Project-based learning embedded developed Use of digital technologies in learning agency Using the New RE document Using PE & Health action plan MAC in local curriculum context PB4L more integrated across school initiatives established for junior school Literacy including Structured literacy approaches 	<ul style="list-style-type: none"> PLD in Learner Agency Play based learning PLD Using New RE document Using PE & Health action plan MAC in local curriculum context PB4L more integrated across school Unpacking TE Takanga o Te Wa and NZ Histories & New Zealand Curriculum Initiatives established for junior school literacy focused on writing PD on learning progressions and assessment Momentum Learning

