

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHĀNAU

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1	2	3	4	5
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable

PRIORITIES	1	2	3	4	5	6	7	8
	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHĀNAU

KA HIKITIA:

Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world



Ka Hikitia is a cross-agency strategy for the education sector. The agencies include: Ministry of Education; Te Aho o Te Kura Pounamu; Education New Zealand; Education Review Office; New Zealand Qualifications Authority; The Teaching Council Aotearoa

New Zealand; Tertiary Education Commission; New Zealand School Trustees Association. The education sector includes all early learning services, schooling, and tertiary organisations. It sets out how we will work with education services to achieve system shifts in education

and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and provides an organising framework for the actions we will take.

These guiding principles set out how we will work across the education system to support the Ka Hikitia vision. They have been adapted from Ka Hikitia 2013 and reflect enduring themes in Māori education.
www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf

NGĀ WHETŪ HEI WHAI / GUIDING PRINCIPLES:

Excellent Outcomes:

We will support Māori learners and their whānau to achieve excellent education outcomes

Belonging:

We will ensure Māori learners and their whānau have a strong sense of belonging across our education system

Strengths-Based:

We will recognise and build on the strengths of Māori learners and their whānau

Productive Partnerships:

We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes

Te Tiriti o Waitangi:

We will give practical effect to Te Tiriti o Waitangi in the education system

The education system has underperformed for Māori learners and their whānau over an extended period. As a result, Māori learners collectively experience worse education outcomes than other New Zealand learners and are less engaged in our education system. This has significant social, cultural, health and economic impacts for whānau, hapū, iwi, Māori and New Zealand as a whole.

Detailed data and research about the performance of the education system for Māori learners is available at: www.educationcounts.govt.nz.

The 30 year vision and objectives form the core of our overall approach to education. To create change it is important to embed Ka Hikitia into this framework to ensure we are aligning vision, purpose and action within our education system to support Māori enjoying and achieving education success as Māori.

Ka Hikitia informs and is informed by the overall Education Work Programme.
www.education.govt.nz/our-work/information-releases/issue-specific-releases/education-portfolio-work-programme.



OBJECTIVES FOR EDUCATION

Learners at the centre

Learners with their whānau are at the centre of education.

Barrier-Free Access

Great education opportunities and outcomes are within reach for every learner.

Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and their whānau.

Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

World class Inclusive Public Education

New Zealand education is trusted and sustainable.

WHĀIA TE ITI KAHURANGI

Outcome Domains to support excellent outcomes for Māori learners and whānau.

TE WHĀNAU

Education provision responds to learners within the context of their whānau.

We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.

We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.

TE TANGATA

Māori are free from racism, discrimination and stigma in education.

Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.

TE KANORAUTANGA

Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.

TE TUAKIRITANGA

Identity, language and culture matter for Māori learners.

Our education services will support the growth and development of the Māori language.

We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

TE RANGATIRATANGA

Māori exercise their authority and agency in education.

Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system.

We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.

These outcome domains reflect key messages that we have heard from Māori over an extended period of time and our evidence base about what works for Māori.

<https://conversation.education.govt.nz/conversations/maori-education/resources/>

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHĀNAU

We can and we do

Te Tiriti o Waitangi

Cannington Kura engages the Te Tiriti o Waitangi in authentic contexts. These are laid out below.

- ✚ Working to ensure that our plans, policies, and local curriculum reflect our local Tikanga Māori, mātauranga Māori, and the Te Ao Māori of our Huirapa iwi.
- ✚ Taking all possible steps to make instruction available in Tikanga Māori and te reo Māori.
- ✚ Achieving equitable outcomes for Māori students.
- ✚ We enable Ka Hikatia-Ka Hapaitia to come alive.

Guiding principles

- **Excellent outcomes:** We will support Māori learners and their whānau to achieve excellent education outcomes
- **Belonging:** We will ensure Māori learners and their whānau have a strong sense of belonging across our education system
- **Strengths-based:** We will recognise and build on the strengths of Māori learners and their whānau
- **Productive partnerships:** We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes
- **Te Tiriti o Waitangi:** We will give practical effect to Te Tiriti o Waitangi in the education system

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

Strategic Plan Consultation

During the last two years our Cannington School Board, and the School Leadership Team, staff and students including those agencies and organisation that support our school, have reviewed the 2021- 2023 Charter and set a new Strategic Plan for the next 2 years. As we are a small school, we constantly have a close/active connect to our school whanau, iwi and help organisations. We at Cannington School are a whanau.

The previous School Charter and Strategic Plan was developed based on feedback from the following community consultation and events like shared lunches and activity days: a combined Health Curriculum/Charter Consultation Evening at School, an consultation survey for board representatives, staff, the school community, and wider iwi and stakeholders, separate student consultation. Te Manahuna Kahui Ako is aligned with

At our Board meetings we reviewed and made an analysis of consultation feedback and other forms of feedback over the last year. During a meeting, a mapping exercise was undertaken which identified that while significant progress had been made under the previous strategic aims over the past years, that these aims remained fit-for-purpose as a framework for the school's next phase of development. The delivery of the strategic aims will reflect the current demands on our today's society. In 2024/5 our Strategic Goals were streamlined by our Board to reflect the biggest priorities for Cannington School. Each time we hold a community event at least twice a year we show our strategic plan and take feedback to ensure we are listening to the communities wishes.

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHĀNAU

The NELPs combined with Ka Hikatia-Ka Hapaitia and what this looks like at Cannington

New Zealand Curriculum and NELPS.

The [Curriculum Refresh: Refreshing The New Zealand Curriculum Te Mātaiaho](#)

is our framework for academic learning. Within this framework, Cannington School delivers a “child-centred” programme that meets the Refreshed Curriculum's aims and is consistent with our school's vision, values and strategic direction.

Cannington works towards the enablement of the [National Education and Learning Priorities](#) (NELPs) by aligning these with strategic goals and reporting on them in through Principal Board Reports actives monthly.

Learners at the centre
Learners with their whānau are at the centre of education.

TE WHĀNAU
Education provision responds to learners within the context of their whānau.

We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.

We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.

Learners at the Centre: We inform parents if the attendance of their Tamariki is dropping below expected levels, in reports and in person. We set 90% as the minimum and expect attendance to be 95% and above. We keep in touch with families and work with them to increase attendance, until the family does not honestly respond with us. We always extenuate the good and if we are contacting home we make sure that is not always negative. We strive to get the message across that it is WE not us when looking for solutions. If we ever are writing anything down such as an incident report we tell the parent/caregiver that they are able to look at what we have written at any time, and offer to send copies of anything they may want (This is what happens during potential stand-downs). Assure the security of the information. If we think external support is warranted, then we only proceed after explaining the whole situation and then seek permission to proceed. This is the case with our counselling in schools RRF1 or engagement of RTLB etc.

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

Barrier-Free Access

Great education opportunities and outcomes are within reach for every learner.

TE TANGATA

Māori are free from racism, discrimination and stigma in education.

Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.

Barrier Free Access to Education: Our school already meets its obligations for barrier free access to education. We are part of the Fees initiative with the MOE, all school events are free and this is a BOT directive, Any time other schools visit us we feed them and do not charge (Mihi Whakatau); Principals discretionary fund is used to help whanau to attend school trips (so all parents can meet and talk eye to eye), We supply all stationery needs no charge, Sports uniforms supplied free as is sports equipment, we have a emporium for old uniforms and sports equip to ensure that high quality sports equipment and uniform (swimsuits) are available to all students, We feed all our students twice a day, Students are aware they can eat at anytime if they are hungry or worried about food, Period Products in School Ikura, manaakitia te whare tangata, we hold events where it is a shared lunch with all whanau and former students are welcome.

Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and their whānau.

TE KANORAUTANGA

Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.

Quality Teaching and Leadership: When reporting to the BOT we check the data to see if our Maori students are achieving at the same level as our Pakeha students. The BOT also see how our students compare to the NZC. We use the terms Working Towards, Working within, and Exceeding Expectations. We also report on whether students have made acceptable progress over the year if they are Working Towards Expectations to show if they have made acceptable progress according to the NZC. When we enrol students we check for Iwi affiliation and make sure that this becomes part of their Pepeha. Teachers are compared to the Teaching Criteria to make sure that they have continued to show their commitment to the Te Tiriti o Waitangi. Priority Learners are treated this way, Maori students who need support will be included into our targeted learners programme.

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

TE TUAKIRITANGA

Identity, language and culture matter for Māori learners.

Our education services will support the growth and development of the Māori language.

We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

Future of Learning and Work: Cannington School helps students learn their Pepeha, and teaching them to be able to deliver a Mihi Whakatau. They learn two versions of Karakia Kai, the Lord's Prayer and the traditional thanking the Gods for the bounty. This is said before every meal. Our school always does the Mihi whakatau whenever another school comes to visit. We always share food to remove noa after greeting and Welcoming. We are preparing our students to thrive in the future Aotearoa. Te Reo is seen in action and in the correct context. Our BOT see this as part of preparing them for work in our future society. We are setting our students up for success due to the learning of these as most jobs will require abilities in these areas, our students will excel.

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

Whom	We will	Actions	Outcomes	Support
Te Whanau	<p>Education provision responds to learners within the context of their whānau.</p> <p>We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.</p> <p>We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.</p>	<p>We will meet with our families to discuss the whanau expectations and our expectations when they start and at each reporting cycle. 1</p> <p>Whanau will be informed of any major decisions around the learning and pastoral care 2</p> <p>Student learning conferences will be used to inform future learning priorities. 2 & 6</p>	<p>Clear written priorities recorded at the start of school and if needed at the reporting cycle. 4</p> <p>Any type of intervention with outside agencies will be done with the whanau knowledge. All recorded data etc will be made available to the whanau. 2</p> <p>Planning will refer to student/whanau aspirations. 2</p>	<p>RTLB, Public Health Nurse, WAVE, MOE, PLD suppliers,</p> <p>Te Ai Tarakihi</p>
Te Tangata	<p>Māori are free from racism, discrimination and stigma in education.</p> <p>Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide</p>	<p>All racism complaints will be recorded and the families of the students informed. 3</p> <p>Our teaching staff and support staff will take part in on going training in cultural awareness and learning Te Reo and Tikanga. 5 & 6</p>	<p>Families will be made aware if this is happening and why 3 & 5</p> <p>Teachers will upskill themselves in Te Reo and Tikanga. 5 & 6</p>	<p>Community</p> <p>Te Ai Tarakihi, Active engagement Hami and Carly. 7</p>

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

	<p>equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate so that Māori learners and their whānau have a strong sense of belonging.</p>			
<p>Te Kanorautanga</p>	<p>Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.</p> <p>Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.</p>	<p>No student will be thought of or treated with deficit thinking. Rather the opposite of what they have to offer. 1, 2, & 5</p> <p>All trips and school activities will not incur a cost, unless ways are offered to help cover the costs. 1 & 3</p> <p>Learning support will be engaged only with whanau knowledge, understanding, and approval. 2 & 5</p>	<p>Students will see themselves as active engaged learners. This will show through in their academic and cultural achievement. 4</p> <p>All students and whanau where possible will attend school activities. Whanau will be expected to attend whenever possible and support given to help them attend. 1 & 3</p> <p>Learning support agencies will be contacted once families have been asked and permission given. They will co-construct outcomes with whanau and kaiako. 2 & 5</p>	<p>Principal and BOT</p> <p>Principal with Discretionary fund, BOT supporting activities that further education and inclusion into the Cannington community</p> <p>RTLb, RTLb Lit. Active engagement.</p>

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

<p>Te Tuakiritanga</p>	<p>Identity, language and culture matter for Māori learners.</p> <p>Our education services will support the growth and development of the Māori language.</p> <p>We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.</p>	<p>We will identify, where we can, Iwi and ensure that the students know their Marae. 5</p> <p>Attendance at Te Reo and Te Ao Maori courses run through Te Ai Tarakihi. 6</p> <p>All members of the Kura will learn at least a simple, correct Mihimihi. 5 & 6</p> <p>We will learn a local and appropriate Haka with waiata to support. 3 & 6</p> <p>Whaikoreo will be taught and Mihi whakatau will be held at any formal interschool occasion. 5 & 6</p>	<p>Students will know about their Iwi and Marae. Starting with Te Ai tarakihi. 5</p> <p>Te Reo becomes used in the class and at all formal meetings. 6</p> <p>Staff and students know their mihimihi 5 & 6</p> <p>Can perform the Haka and waiata. 3 & 6</p> <p>All visitors to Cannington are aware that we hold mihiwhakatau and Karakia kai. 1, 2, 5</p>	<p>E hono ana, e tautoko ana I o Mātou whanau me te Hapori. Te Ai Tarakihi</p> <p>Te Ai Tarakihi</p> <p>Hami and Raumiria Wakataua</p> <p>Principal</p>
<p>Te Rangatiratanga</p>	<p>Māori exercise their authority and agency in education.</p>	<p>We recognise the whanau as the first educators in the tamariki life. 2, 4</p>	<p>Whanau will know that we value their desires for their tamariki. 4,5 & 6</p>	

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

	<p>Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system.</p> <p>We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.</p>	<p>Māori whanau will be asked what they want the school to do for their tamariki in the areas of Teaching and Learning, cultural, and pastoral. 2, 3, & 4</p>	<p>We will every two years come up with a list of priorities to present to the BOT to see how we are or can support Māori whanau to succeed as māori. 6</p>	<p>Principal, BOT, Māori whanau.</p>
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Key measures

Ka Hikitia will be successful when:

- a) Māori learners are engaged and achieving excellent education outcomes and
- b) Māori whānau, hapū and iwi are active partners with our education services in defining and supporting excellent outcomes for Māori learners.

Education services include early learning services, schools, kura, tertiary providers.

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

We will measure this through participation data,

Students' achievement will be measured using PAT testing, easTTle testing, and OTJ in relation to the NZC and reported to the BOT in clear statements that show where the students are and where they are expected to be by the end of the year in relation to the NZC expectations. We expect that all students will make at least one years progress in relation to the NZC. WE expect that all students at the end of one years instruction will be reading at Green 11. IN mathematics we expect all students at the end of one years instruction will be working in Stage 3.

If the above is done well and as laid out above, then we believe that Cannington will continue to deliver high quality teaching and learning to all our students and be a true partner within the Tiriti o Waitangi.

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

Essence Statements for Cannington School and all curriculum areas

Cannington School

We are growing and preparing our local Tamariki and whanau to be an active force in the developing New Zealand heritage.

The Arts

The Arts are serious, it is where we are seen to navigate feelings, fears, biases to teach ourselves and others.

Mathematics

Through expectations, pressure, and GIVING IT A GO, our maths will make your future easier.

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

Science

Science is understanding the world, where you need to understand the 3R's, then Look, Listen, and Learn and most importantly be creative, curious, and a little bit crazy.

Social Sciences

Things don't stay the same, we can evolve, adapt, **BUT** it is your choice to make the right decisions.

Reading

Reading offers ways to a better life by learning about the world through words and pictures.

Writing

Your WRITING can speak to the future, and change the rules of our world

Health & PE

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHANAU

Health and P.E. is about learning the ground rules for good choices in your life. (CLANG, Te Whare Tapu Rima, Sprout Man)

ACTIONS THAT SUPPORT EXCELLENT OUTCOMES FOR LEARNERS AND WHĀNAU

Essential pedagogies					
Pedagogical principle	<p>Tautōhito urutau <i>Responsive practice</i></p> <p>Ākonga learn best when teachers inquire into their progress and respond by adapting teaching practice.</p> <p>Tautōhito urutau is in action when teachers notice and recognise ākonga learning in-the-moment and decide on responses that will best support progress. Over time, they also notice patterns and recognise priorities that inform their responses. When appropriate, they take critical action to disrupt the status quo, strengthen equity, deepen their knowledge of curriculum, and evolve practices that support every ākonga.</p>				
	<p>Whakawhanaungatanga <i>Caring for learners and learning</i></p> <p>Ākonga learn best when teachers care for them and build relationships in the service of learning and wellbeing.</p> <p>Whakawhanaungatanga is in action when teachers care unconditionally for ākonga and their learning. They show interest, are attuned to ākonga emotions, actively listen, and communicate respectfully. They design learning and assessment experiences in which ākonga learn from, with, and for others, and they support ākonga to engage in empathetic and critical perspective-taking, fostering individual and collective responsibility and belonging.</p>	<p>Te piko o te māhuri <i>Connecting learning to each learner</i></p> <p>Ākonga learn best when teachers create new learning opportunities that connect with who ākonga are, what they know, where they are from, who has come before them, and who stands with them.</p> <p>Te piko o te māhuri is in action when teachers recognise the strengths ākonga bring and use them to spark and sustain engagement in learning. They affirm and connect to what ākonga bring to their learning, especially their identities, communities, languages, and cultures. Teachers use rich and varied sources of information for assessment, responding to what each ākonga understands, knows, and can do already.</p>	<p>Rangapū mana taurite <i>Building power-sharing partnerships</i></p> <p>Ākonga learn best when teachers foster power-sharing, trusting partnerships with ākonga and their whānau so that all can play their part in ākonga progress.</p> <p>Rangapū mana taurite is in action when teachers ensure ākonga have meaningful choices and a voice in their learning. They support self-regulation through rich activities and assessment approaches that help ākonga know what they are learning, why it matters, how they are progressing, and what they need to do next. There are regular opportunities for ākonga and whānau to participate as partners in conversations about assessment information, learning, and progress.</p>	<p>Kauneketanga <i>Being urgent about progress</i></p> <p>Ākonga learn best when teachers are urgent about and committed to their progress.</p> <p>Kauneketanga is in action when teachers establish routines to maximise time on purposeful learning. Rich tasks draw on the 'important considerations' of each learning area and weave together its big ideas, contexts, and practices. Teachers attend to the progress of each ākonga as they notice the impact of previous learning and recognise what is needed next to position them for success. They use the progress outcomes to scaffold next steps, providing multiple opportunities to practise and use new learning.</p>	<p>Kauawhitanga <i>Designing for inclusion</i></p> <p>Ākonga learn best when teachers design inclusive learning environments that anticipate and value diversity and the open-ended potential of every learner.</p> <p>Kauawhitanga is in action when teachers offer multiple ways for ākonga to participate in learning experiences, in ways that work for them. Teachers provide equitable access to learning opportunities, identifying and minimising barriers from the outset. They build in useful supports, available to everyone. Assessment opportunities are mana-enhancing and provide ākonga with multiple ways to demonstrate their progress.</p>
Essential pedagogies					

The five essential pedagogies enact *Te Mātaiaho* and the principles and calls to action of Mātainuku. Kaiako will also draw on other pedagogies, specific to particular disciplines, as described under 'Important considerations' in the purpose statement of each learning area.

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LEARNERS AND WHANAU**