

We give effect to Te Tiriti o Waitangi by valuing and nurturing New Zealand's cultural heritage. Our School Board of Trustees will provide opportunities in and through Te Ao, Te Reo and Tikanga Māori to the best of its ability..Whānau partnership is valued. We strive for Māori to achieve success as Māori. Te Kura o Takuwaenga is inclusive, diversity is celebrated and all learners' needs are supported to achieve to their full potential.

Our Vision: To inspire our students with opportunities that empower them to discover and develop their strengths and passions

School Values:
Diligence–Achieve your personal best
Integrity– be honest and trustworthy
Service– Help and be actively involved
Respect– Be caring and considerate

Te Kura o Takuwaenga o Ngamotu Charter 2023

Devon Intermediate is a vibrant learning community set in park-like grounds and with a fine history of providing age-appropriate quality learning opportunities.

Principles: High expectations, Te Tiriti o Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, Coherence and Future focus.

Supporting Documentation:
New Zealand Curriculum / Te Mātaiaho
School Curriculum and Assessment Plan
School Policies and Procedures
Annual Plan / Targets / Schoolwide Review
School BOT Reporting
5 and 10 year Property Plan
Te Tiriti o Waitangi
Ka Hikitia
Tū Rangatira
Tātaiako
Te Hurihanganui
Job Descriptions / Professional Growth Cycle
Te Matauranga
The Statement of National Education and Learning Priorities (NELP)

Giving Effect to Te Tiriti o Waitangi in Education – The Four Articles

Kāwanatanga – Honourable Governance

Learning communities understand their position as Crown agents and affirm Māori as tangata whenua. They are governed honourably – decisions are made with those who are impacted the most by them. A shared decision making process with whānau, hapū and iwi (partnerships) is embedded. Communication is meaningful, ongoing, reciprocal and transparent.

Rangatiratanga – Agency

Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated, where Māori are achieving success as Māori. Māori have agency, voice and choice, the power to act. Māori diversity is recognised and valued and self determination is enacted.

Ōritetanga – Equity

In the interest of all, Māori have the same rights and opportunities and inequalities are removed to ensure equitable outcomes. Education content and delivery reflects Aotearoa and our dual heritage (past, present, and future), Equitable representation of Mātauranga Māori, Re, tikanga and etc.

Wairuatanga

Wairuatanga can be described as the identity and spirituality of people and places and contributes to a sense of belonging. This article ensures that Māori and Pākehā alike have the freedom and protection to practise their religion, faith, and cultural customs.

Supporting Documents – Woven Together under Te Tiriti o Waitangi

| | Kāwanatanga | Tino Rangatiratanga | Ōritetanga | Wairuatanga |
|--|--|--|--|---|
| National Educational and Learning Priorities Link | Learners at the Centre Barrier Free Access Quality Teaching and Leadership | Learners at the Centre Barrier Free Access Quality Teaching and Leadership | Learners at the Centre Barrier Free Access Quality Teaching and Leadership | Learners at the Centre Barrier Free Access |
| Ka Hikitia Link | Te Whanāu Te Tangata Te Rangatiratanga | Te Whanāu Te Tangata Te Tuakiritanga Te Rangatiratanga | Te Tangata Te Kanorautanga Te Rangatiratanga | Te Whānau Te Kanorautanga Te Tuakiritanga |
| Te Hurihanganui Link | Te Ao Māori Tino Rangatiratanga Whanaungatanga Te Ira Tangata Mana Ōrite Te Hāngaitanga | Te Ao Māori Tino Rangatiratanga Whanaungatanga Te Ira Tangata | Te Ao Māori Tino Rangatiratanga Whanaungatanga Te Ira Tangata Mana Ōrite Te Hāngaitanga | Te Ao Māori Te Ira Tangata Te Hāngaitanga |

Supporting Documents – Woven Together under Te Tiriti o Waitangi

| | Kāwanatanga | Tino Rangatiratanga | Ōritetanga | Wairuatanga |
|----------------------------------|---|---|---|---|
| Tātaiako Link | Wānanga Whanaungatanga Manaakitanga Tangata Whenuatanga Ako | Wānanga Manaakitanga Tangata Whenuatanga Ako | Wānanga Whanaungatanga Tangata Whenuatanga Ako | Wānanga Manaakitanga Tangata Whenuatanga Ako |

Our purpose – We shape an education system that delivers equitable and excellent outcomes

Our vision – Every New Zealander:

- is strong in their national and cultural identity
- aspires for themselves and their children to achieve more
- has the choice and opportunity to be the best they can be
- is an active participant and citizen in creating a strong civil society
- is productive, valued and competitive in the world.

New Zealand and New Zealanders lead globally.

National Education and Learning Priorities in Schools and Kura

| Learners at the Centre Learners with their whānau are at the centre of education | | Barrier Free Access Great education opportunities and outcomes and within reach for every learner. | | Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau | |
|--|---|--|---|--|---|
| 1 – Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. | 2 – Have high aspirations for learners/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. | 3 – Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. | 4 – Ensure every learner/ākonga gains foundation skills, including language, literacy and numeracy. | 5 – Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. | 6 – Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. |

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.

NGĀ WHETŪ HEI WHAI – Guiding Principles

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|---|--|--|--|---|
| 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 the 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. |
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Objectives for Education

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|---|--|--|--|--|
| 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. |
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WHĀIA TE ITI KAHURANGI – Outcome Domains to support excellent outcomes for Māori learners and their whānau:

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|---|---|---|--|--|
| TE WHĀNAU – Education provision responds to learners with the context of their whānau. | TE TANGATA – Māori are free from racism, discrimination and stigma in education. | TE KANORAUTANGA – Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences. | TE TUAKIRITANGA – Identity, language and culture matter for Māori learners. | TE RANGATIRATANGA – Māori exercise their authority and agency in education. |
|---|---|---|--|--|

Te Hurihanganui – A Blueprint for Transformative Shift

| Te Ao Māori | Tino Rangitiratanga | Whanaungatanga | Te Ira Tangata | Mana Ōrite | Te Hāngaitanga |
|---|--|---|---|---|--|
| Rich and legitimate knowledge is located within a Māori worldview. Under Te Tiriti o Waitangi, the education system must create and hold safe spaces for this knowledge to reside, supporting Māori to live and succeed as Māori. | Māori exercise authority and agency over their mātauranga, tikanga and taonga. In order to access this knowledge, Māori leadership is essential. Through decolonisation of the education system, Māori potential will be realised. | Whānau relationships are an exemplar for authentic, meaningful and transformative relationships in education. These relationships are based on mutual trust and respect from which shared understandings and reciprocal benefits arise. | Everyone is born of greatness and imbued with inner potential and conscious awareness. This brings with it the responsibility to be critically aware of ourselves, our world, and each other. | Te Tiriti o Waitangi is the foundation for equal, reciprocal, respectful and interdependent relationships between Māori and non-Māori (Pākehā or tauīwi). | We must take collective responsibility for ensuring Māori can enjoy and achieve education success as Māori. This can be achieved if all within the education system (Māori, Pākehā and tauīwi) work in unison to understand and address these design principles. |
| Embedding these principles in education will require ... | | | | | |
| Strengthening Māori identity, language and culture. | Respecting genuine engagement, leadership and design by Māori. | Prioritising authentic connections in the spirit of whanaungatanga. | Developing critical consciousness about power and privilege. | Changing power dynamics and seeing reciprocal benefits of ako experienced by learners and teachers. | Ensuring coherence across the education system, including to different parts of the Education Work programme. |

TĀTAIAKO COMPETENCIES – Māori Learners achieving educational success as Māori.

| Wānanga | Whanaungatanga | Manaakitanga | Tangata Whenuatanga | Ako |
|---|--|--|---|---|
| Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement. | Actively engages in respectful working relationships with Māori learners, parents and whānau, hāpu, iwi and the Māori community. | Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture. | Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture (culture locatedness) of Māori learners and their whānau is affirmed. | Takes responsibility for their own learning and that of Māori learners. |
| Communication, problem solving and innovation. | Relationships (students, school-wide community) with high expectations. | Values – integrity, trust, sincerity and equity. | Place-based, socio-cultural awareness and knowledge. | Practise in the classroom and beyond. |

Strategic Goals

Strategic Goal 1: Development of localised school curriculum which reflects school context, community as well as new curriculum refresh in the areas of Literacy, Maths and the Aotearoa Histories Curriculum.

Kāwanatanga – Honourable Governance – A shared decision making process with whānau, hapū and iwi is embedded.
Communication is meaningful, ongoing, reciprocal and transparent.

| Indicator | Goal | ‘The HOW’ | Actual Outcomes |
|---------------------------------|--|---|-----------------|
| Learners at the centre | Classroom programmes reflect our NZ and local histories | Unit plans are rewritten or refined to reflect our localised curriculum and local history. Student voice is gathered to inform the unit plans | |
| Learners at the centre | Whanau voice is collected regarding what needs to be included in our curriculum to reflect their needs | Whanau hui provides input into aspects of our localised curriculum and history which are incorporated in our unit plan refinement | |
| Quality Teaching and Leadership | All staff are involved in Assessment for Learning PD including improving their knowledge of the curriculum refresh documents | School wide professional development is based on Assessment for Learning and unpacking the curriculum with Evaluation Associates. | |

Strategic Goals

Strategic Goal 2: Support all teaching staff to actively promote, teach and encourage the use of Te Reo me ona Tikanga across our kura.

Rangatiratanga – Agency – Te Reo Māori, tikanga and kawa appropriate to local context is valued, practised and celebrated.

| Indicator | Goal | Evidence | Outcomes |
|---------------------------------|--|--|----------|
| Learners at the Centre | Te reo Maori and tikanga are prominent, integrated and visible in the classroom and school setting | Successfully apply Level 1 and 2 of Te Aho Arataki Marau mo te Ako i Te Reo Maori https://tereomaori.tki.org.nz/Curriculum-guidelines | |
| Barrier free access | A school kawa is written in consultation with Ngati te Whiti for use across in the school in future. | Tikanga is known by all and embedded in the kura. | |
| Quality Teaching and Leadership | Staff are encouraged and supported to attend Te Reo professional development to increase their kete and confidence when using Te Reo in the classroom. | Course completion and increased use of Te Reo is visible in the classroom.. Increased expertise is applied and used to support colleagues | |

Strategic Goals

Strategic Goal 3: All learners/ākonga being provided with equal opportunities across the curriculum to experience success.
Ōritetanga – Equity – Equitable representation of Mātauranga Māori, Reo, tikanga etc.

| Indicator | Goal | Evidence | Outcomes |
|---------------------------------|---|--|----------|
| Barrier Free Access | The school's PB4L programme is strengthened to ensure all students valued and supported to feel included in a safe school environment | Student voice is collected to provide ideas to reduce racism, bullying and all forms of discrimination which is then reflected in our PB4L programme | |
| Barrier Free Access | Unit and lesson plans reflect differentiation to support accelerated progress for all ākonga and are student centred | Students are engaged and are active learners knowing what they are learning, why they are learning it, what good looks like and where to next | |
| Quality Teaching and Leadership | All staff are involved in Assessment for Learning PD including improving their knowledge of the curriculum refresh documents | School wide professional development is based on Assessment for Learning and unpacking the curriculum with Evaluation Associates. Assessment data. | |

Strategic Goals

Strategic Goal 4: Embracing and acknowledging all areas of Te Whare Tapa Wha and ensuring that we tautoko ourselves, staff, ākonga and community to 'be the best that we can be' through acceptance, understanding and inclusion.

Wairuatanga – Promote distinctive identity, recognising the importance of identity, uniqueness and belonging – vital to the wellbeing of all.

| Indicator | Goal | Evidence | Outcomes |
|------------------------|--|--|----------|
| Learners at the centre | Akonga are offered a wide range of cultural, sporting and arts opportunities to be involved in. | Enrichment, sporting and cultural programmes offer a diverse range of options and student input | |
| Learners at the centre | Graduate profile and rubric is introduced to akonga and self and peer assessment relating to this is started | Akonga can speak to the graduate profile and where they have moved on the rubric | |
| Barrier free access | All cultures are valued, celebrated and accepted | Increased attendance as akonga realise they are valued, accepted and that their culture and prior knowledge is valued. | |
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Annual Improvement Goals

1. 65% of all students achieve accelerated progress in literacy and numeracy.
2. 100 students across Year 7 and 8 of Maori and Pacifica descent are tracked and appropriate interventions are in place to ensure accelerated progress in literacy and numeracy
3. All staff are involved in Assessment for Learning professional development so that staff will understand what the evidence is telling them about student learning and will know and understand the curriculum, to ensure student learning and next step planning is robust, authentic and student centred
4. Student voice forms the basis of providing a safe and inclusive school environment
5. The school's PB4L programme is strengthened to ensure all students valued and supported to feel included in a safe school environment
6. Refine and embed pathways and planning meetings to ensure goal setting and reporting to parents is robust and a valuable tool for the student and whanau
7. Students feel valued and supported which will results in attendance targets of 85% being met.