



Redwood School's Vision and Values

Vision/Motto/Logo:

Reflecting the heartbeat or poumanawatanga of Redwood School through our motto:

Aspiring to do our best in life and learning. Doing this together as a supportive community. Redwood School is at the heart of the Redwood community.

Vision: *We are climbing high, ready for life.*
 Ka piki tahi ki runga rawa, ma te mahi ki ora!

Our Reddie Learners will be ready for learning, ready for life.

The three key values identified by our community are embedded in our vision: relationship (builders), respect and responsibility.

Logo:



The logo contains three key symbols reflecting our mission and vision. They are derived from three key symbols associated with this place in which we stand (turangawaewae):

The Redwood Tree/Te Rakau Whero: Reflecting our suburb's name and the Redwood trees planted in the school and on Prestons Road. This symbolises standing tall, integrity, being proud of our achievements.

The Mountains/Maunga: Climbing High/Piki ake I tiketike. Reflecting the backdrop of the Southern Alps (which includes local runaka Tuahuriri's maunga, Maungatere (Mount Grey)) and the fact our Hillary Hall (school hall) had the first peg driven into the ground by Sir Edmund Hillary. He is an aspirational and inspirational role model.

The Koru: Primarily reflecting being *together... Ki Kotahitanga*. The unity in community and relationship. The koru symbolises biculturalism and also new beginnings/horizons/growth. It is our recognition as a school of the tangata whenua.

Our Values: Reddie Learner Qualities

Wide-ranging community consultation had been undertaken in 2007/2008 to establish our original values, these have been surveyed a number of times in intervening years, and significant consultation was carried out in 2015 when these were again reviewed (identified school review cycle and as part of PB4L development focus). The original seven Reddie Learner qualities of 2008 (Reddie Learners are caring and respectful, courageous, passionate, independent learners, team builders, optimists, extraordinary thinkers) were trimmed to three key qualities identified by our community in 2015:

| Reddie Learner Quality: | Meaning: |
|-------------------------|---|
| Relationships | Whanaungatanga... building community relationships. Kotahitanga... fostering strong bonds. Team and support. Including others. |
| Respect | Manaakitanga... caring, empathy. Respect for others, self and the environment. |
| Responsibility | Takohanga... responsibility for our choices and what we say and do. Responsibility for ourselves, our place (turangawaewae) and our learning. |



Our school's focus on Restorative Practice and development through PB4L in recent years has highlighted the centrality of relationships in any community.

Teaching Team Names:

Our teaching team names reflect our mission, vision and Reddie Learner qualities:

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| Whakatipu (Junior Team): | Seedlings. Nurturing and growing our new Reddie Learners. Years 0-2 |
| Paerangi (Senior Team) | Horizon seekers. Developing our Reddie Learners to seek challenges, adapt, be resilient and step out onto new learning pathways. Years 3-6 |





Redwood School's Strategic Focuses

1. Redwood School's vision, motto and Reddie Learner values are foundational to our aspirations (Developing *The Redwood Way* (PB4L))


| Aspirations | What it means | How/when we will achieve it | What we will do |
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| <p>School aspiration: Better together</p> <p>Our Reddie Learners will develop positive relationships. Whanaungatanga.</p> <p>(Fostering connection: We are climbing high... Te tangata, te tangata, te tangata)</p> | <p>Relationship will be central to what we do <i>We will know our tamariki</i> We will have strong relationship with whanau/community <i>Whanau and tamariki will see Redwood School as being at the heart of the community</i> Our tamariki will practice whanaungatanga</p> | <p>Developing our school as a collaborative and welcoming envt. <i>Placing priority on biculturalism and multiculturalism</i> Inviting parents and wider community into the school <i>Embedding our Reddie Learner qualities through our school community</i> Being inclusive of others who are different to ourselves <i>Fostering partnership and collaboration between school and home</i></p> | <p>The PB4L approach will be applied through the school <i>The poumanawatanga (pulse) of the school will be regulated by our vision, mission and Reddie Learner values pervading the school envt and learning experiences</i> 'The Redwood Way' derived from our PB4L focus will be implemented across the school <i>Biculturalism will continue to be a major thrust through the school</i></p> |
| <p>School aspirations: Better together and Equipped for the future</p> <p>Our tamariki will be respectful Reddie Learners Manaakitanga</p> <p>(Fostering connection: to each other and the environment)</p> | <p>Our tamariki will show self-respect, respect for others and respect for their environment</p> | <p>The school environment will be inclusive of others with an emphasis on bicultural practice <i>Developing a strong sense of community and attachment to this place (turangawaewae) and community (te tangata)</i> Tamariki, whanau and staff will be involved in the rebuild journey and reshaping of our school</p> | <p>The PB4L contract will be undertaken <i>The poumanawatanga (pulse) of the school will be significantly influenced by collaborative learning</i> 'The Redwood Way' derived from our PB4L focus will be implemented across the school and become an integral part of our day <i>The natural environment, aesthetics and appearance of the school will be carefully considered in relation to the existing environment</i> Significant cultural, natural and historical features will be preserved/highlighted <i>Our tamariki will be directly involved in creating their learning environment</i></p> |

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| <p>School aspirations: Better together and Heart for learning.</p> <p>Our tamariki will take both individual and collective responsibility Takohanga</p> <p>(Responsibility for their choices in life and learning)</p> | <p>Our tamariki will be strong, independent learners but also able to work well with others</p> | <p>Providing our tamariki with a wide range of learning opportunities <i>Ensuring our tamariki exercise choices in their learning (self-directed)</i> Developing in our tamariki an understanding of their own learning and learning processes <i>Ensuring that inquiry (Redwood School Learning Model) is a key approach to learning through our school</i></p> | <p>Development of strong positive relationships will be a central focus to all we do <i>Behaviour programmes, processes and approaches will have positive relationship at the centre...</i> <i>restorative approach</i> Tamariki will be actively taught about learning and have an understanding of their own learning strengths, needs and next steps <i>Teaching as inquiry and the school's learning model will be foundational through the school</i></p> |
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|  2. The teaching of literacy and numeracy will be targeted, differentiated and across rich learning contexts. | | | |
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| Aspirations | What it means | How/when we will achieve it | What we will do |
| <p>School aspiration: <i>Equipped for the future.</i></p> <p>To enhance teaching of literacy and numeracy our tamariki will be able to decode, understand, create and use symbols and texts in a variety of contexts confidently and competently. This includes the increasing use of digital tools</p> | <p>Knowing our tamariki, their strengths and their needs (incl assessment) <i>Having very sound pedagogy and practice</i> Using a range of tools, resources and teaching approaches including inquiry <i>Providing a wide range of learning opportunities in reading, writing and maths integrated across the curriculum</i> Being responsive to the changing needs of our tamariki <i>Working with the schools across the Tootaranui Cluster</i></p> | <p>Continued provision of in-house and external PLD and support for all staff through year <i>Collaborative planning and teaching to maximise collegial support and expertise within the school and across the Tootaranui Cluster of schools</i> Sharing knowledge of and responsibility for our tamariki (collective 'ownership') <i>Partnership with parents as first teachers will be enhanced</i> Having a range of tools and flexibility to best provide for the needs of our tamariki with focus on use of digital tools</p> | <p>Identify and target at-risk learners in writing as our major PLD focus <i>A range of relevant and appropriate assessment tools will be used with emphasis on assessment in writing (also a Tootaranui Cluster focus)</i> Differentiated collaborative teaching and planning will be the school's main PLD and appraisal focus <i>Regular information and education opportunities for parents re collaboration and literacy will be a focus</i> Teachers will employ a wide range of relevant approaches and resources in their literacy and numeracy teaching including use of digital tools <i>Literacy and numeracy will be integrated across learning contexts</i></p> |

|  3. The teaching of a broad curriculum is a high priority with emphasis on <i>The Redwood Way (PB4L)</i> and implementing an <i>inquiry based approach</i> | | | |
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| Aspirations | What it means | How/when we will achieve it | What we will do |
| <p>School aspiration: <i>Heart for learning - pumanawatanga</i></p> <p>Wider curriculum delivery will occur as much as possible within an integrated inquiry context.</p> <p>Delivery of the wider curriculum will give good coverage of subject areas covered under the New Zealand Curriculum as defined through the school's curriculum document <i>Getting to the Heart of the Matter</i>.</p> <p>The focus on a comprehensive and broad curriculum will come strongly through the school's rebuild education brief.</p> | <p>Learning programmes will be planned collaboratively in teams and hubs <i>Learning will take place within strong learning contexts derived from the school curriculum enduring understandings and context appropriate for Maori</i> Learning will have significant levels of student choice and self-direction <i>Bicultural practice will be clearly evident in planning and teaching including contexts for learning</i> Promotion of our Reddie Learner values and the NZC Key Competencies will be translated through every day <i>The school redevelopment/rebuild will centre on collaborative teaching and learning, flexible teaching spaces.</i></p> | <p>Collaborative planning across teams and the school as per collaboration timeline <i>Student choice and input into learning programmes will be clearly evident</i> Use of a wide range of resources, including strong use of ICT, will be evident T4 <i>There will be strong connections to learning outside the classroom... school envt, community, cultural, ICT links and beyond.</i> The Reddie Learner qualities and NZC Key Competencies will feature clearly in planning and teaching T1 <i>The school will develop and submit a comprehensive education brief to the MoE by 1 March 2016.</i> The school will work closely with MoE Master Planner (architect) through Term 3/4 2016 and 2017.</p> | <p>Collaborative teaching, including ILs (Power of Two) will be a feature across the school <i>Collaborative planning will be undertaken across teams, school and ILs</i> The school will utilise a wide range of physical, community and human resources to assist in delivering an integrated inquiry approach <i>NZC Key Competencies and 'The Redwood Way' will be integrated through school learning programmes</i> The school's physical learning envt will be planned and redeveloped to encourage collaborative and inquiry learning (including collaborative/flexible learning spaces) as detailed through the school's education brief.</p> |

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|  4. Bicultural practice will pervade the day, our environment, our planning, our teaching and learning | | | |
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| Aspirations | What it means | How/when we will achieve it | What we will do |
| <p>School aspiration: Better together.</p> <p>Te reo and tikanga Maori will become a natural part of the school and its day. This will be a stepping stone to teaching Maori as Maori (cultural context for learning)</p> | <p>All learning programmes will be planned with bicultural practice as a dimension and within appropriate learning contexts <i>All staff will practice te reo and tikanga Maori (with an understanding we are all on a bicultural learning journey)</i> Our physical environment will overtly express our commitment to biculturalism <i>Staff will develop in understanding of bicultural practice (incl Treaty of Waitangi), cultural significance of our area/region (place based education) and teaching Maori as Maori</i> The school will base bicultural practice on <i>Tataiako</i>, Macfarlane's <i>Educultural Wheel</i> and recently developed <i>The Hakairo Schema – Culturally Responsive Teaching in School Settings</i>. Emphasis will be placed on the cultural context for learning</p> | <p><i>Our Maori community will be consulted and have significant input to school development T1-3</i> Staff development will continue in bicultural practice, place based education and teaching Maori as Maori T3/4 <i>Daily use of te reo and tikanga Maori will be evident throughout the school</i> Collaborative planning will incorporate strong elements of te reo and tikanga incl additional te reo, kapahaka groups by T4 <i>There will be strong connections to learning outside the classroom... school envt, community including our Maori whanau, place based education, cultural links... contextual learning</i> The school will have strong bicultural elements in its buildings and grounds, plan by end T3 <i>The development of the school envt will be 'in line' with the Totaranui Community of Learning cultural narrative doc.</i> End T3 Tutors for Te Reo and Kapahaka will work in context with learning focuses in the school (integration) from T1</p> | <p>Our Maori community will be included in 1:1 korero to gain feedback and input from a Maori perspective. By end T2 <i>All staff will undertake continued PLD in bicultural practice and cultural context for learning, including use of MacFarlane's Educultural Wheel (Tataiako)</i> Part of the PRT and appraisal programmes will be based around McFarlane's <i>The Hakairo Schema</i>. Use of te reo will be integrated daily and will be evident in learning environments <i>Daily planning and integration of te reo and tikanga will be undertaken by teachers/teams.</i> More in-depth te reo, kapahaka and tikanga learning opportunities will be made available for all tamariki (tutors) <i>The enhancement of the sense of turangawaewae will be prompted through the development of school environment with strong input from tamariki and whanau (place based ed)</i> The school will be redeveloped as a collaborative school reflecting biculturalism and multiculturalism</p> |



5. Our Redwood School learning community will become competent and confident in the use of digital tools

| Aspirations | What it means | How/when we will achieve it | What we will do |
|---|---|---|---|
| <p>School Aspiration: <i>Equipped for the future – ready for life.</i></p> <p>Tamariki and staff will use a range of digital technologies every day to enhance their teaching and learning</p> | <p>Learning programmes will be designed with the use of digital technologies as an integral component <i>All staff will actively use, develop knowledge of and integrate digital technologies</i> All tamariki will have ready access to digital technologies either BYOD or school devices <i>The use of digital technology will be within meaningful and integrated learning contexts</i></p> | <p>Staff development will be enhanced in the integration and use of digital technologies. T1-4 <i>Daily relevant and contextual use of digital technologies will be evident throughout the school</i> By T4 Collaborative planning will incorporate strong elements of integrated use of digital technologies <i>The school will expand and enhance the concept of BYOD thus increasing access for all tamariki to digital tools.</i> T1-4 The school will have sound infrastructure and IT systems to sustain increased use of digital tools (part of the school's education brief for school rebuild) Planning T3/4 <i>Access to up to date ICT resources and digital tools will be planned for and implemented</i></p> | <p>Implement BYOD through the school. <i>Plan for and implement learning strategies and resources to ensure daily use of digital tools.</i> Undertake collaborative planning and teaching including meaningful and contextual integration of digital tools <i>Parents will be informed and educated in their children's use of digital tools</i> Wireless network and other infrastructure will be planned for school redevelopment <i>ICT plan developed for 2017 and school redevelopment</i> The use of digital tools in writing will be part of our writing PLD focus</p> |