

Everyone a successful, valued and supported learner



Ponsonby Primary School

Learners achieving success as individuals.

RTCs linked to Tātaiako Competencies and Ka Hikitia with consideration to Article 26 in
The Human Rights Declaration and ERO Report on well-being (2014).

High expectations, quality teaching and learning providing positive outcomes for learners

The job description for New Zealand teachers and school leaders requires harvesting of evidence against these three aspects of practice.

A Matrix of interlinked values and competencies to support PPS learners achieving and feeling great about who they are as learners.

<p>PPS School Curriculum Values</p> <p>Articulated through the school Charter and school Curriculum</p>	<p>Relevant RTCs</p> <p>Registered Teacher Criteria evidence high quality teaching practices.</p>	<p>Tātaiako Competencies</p> <p>Ensure Maori learners achieving educational success as Maori</p>	<p>Ka Hikitia key principles</p> <p>Ensure planned for quality school practices and beliefs focused on successful learners</p>
<ul style="list-style-type: none"> • Respect • Trustworthiness • Empathy • Personal excellence • Strong interpersonal relationships • Inclusivity <p>Are realized by teachers through meeting the relevant registered teacher criteria to incorporate the Tātaiako Competencies and principles of Ka Hikitia.</p> <p>At Ponsonby Primary positive family support and participation enhances student learning. All teaching is child centered and personalized and differentiated to need.</p>	<p>C.1 Relationship building</p> <p>C.2 Student well-being</p> <p>C.7 Collaboration & inclusiveness</p>	<p>Whanaungatanga</p> <p>Relationships and high expectations</p>	<p><i>Quality provision, leadership, teaching and learning supported by effective governance.</i></p> <p>Raising expectations</p> <p>Respect for Treaty of Waitangi</p>
	<p>C.4 Personal development</p> <p>C.5 Leadership</p> <p>C.6 Teaching and learning</p> <p>C.11 Assessment and feedback of learning</p>	<p>Ako</p> <p>Practice in the classroom and beyond- Learning and the learner</p>	<p>Smooth transitions</p> <p>Student(Maori student) potential approach</p> <p>Sharing knowledge</p> <p>Measure against clearly defined goals</p>
	<p>C.8 Data and planning to inform the teaching and learning.</p> <p>C.12 Professional practice- putting faces to the data</p>	<p>Wananga</p> <p>Communication, problem solving and innovation. A formative view of individual students.</p>	<p>Understand student needs</p> <p>Prioritise resources</p> <p>Create and maintain momentum</p>
	<p>C.3 Bi -Cultural partnerships</p> <p>C.9 Inclusivity</p> <p>C.10 Using Te Reo and Nga Tikanga A Iwi within the classroom.</p>	<p>Tanagata Whenuatanga</p> <p>Place- based, socio cultural awareness and knowledge.</p> <p>Building cultural capital.</p>	<p>Strong engagement and contribution from students and those who are best placed to support them.</p> <p>Productive partnerships</p> <p>Identity language and culture does count. Use Maori language.</p>

	<p style="text-align: center;">Manaakitanga implicit in all we do.</p> <p style="text-align: center;">Values- integrity, sincerity, trust and equity</p>	<p><i>The accelerating success principles although devised to directly impact on Maori success are applicable to all children</i></p>
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When considering what is important for learners we must also be reminded of Article 26 in the Universal Declaration of Human Rights where everyone is born free and equal in dignity and rights.

Article 26

1. **Everyone has the right to education.** Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. **Education shall be directed to the full development of the human personality** and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. **Parents have a prior right to choose the kind of education that shall be given to their children.**

Good to also recognize the ERO report dimensions of well- being when considering student success.