



PREBBLETON SCHOOL
TE KURA O TAUMATA-KURI

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Charter

2019

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Collaborative Practice Belief Statement

Curiosity - Wairua auaha

Excellence - Hiranga

Community - Hapori

Resilience - Manawaroa

CREATE  THINK GROW

Description

Prebbleton is a state, full primary school on the urban fringe of Christchurch City. The school is situated in the Selwyn District and in the Selwyn Electorate. Our proximity to the city allows various interactions with city resources while keeping strong contact with neighbouring schools in the Ellesmere District.

The roll continues to grow with much of the surrounding land being converted into residential sub division. Over the last 15 years the school has grown from a six teacher school of 170 pupils to a 23 teacher school of 480. Projections indicate ongoing growth of the school roll to 530 students in the near future.

The Prebbleton community has also changed significantly both in size and structure. Despite these significant changes, it continues to be important that the school keep many of its well established traditions and culture.

There are strong community links both from the parent body and the wider community. This is reflected in traditional school events such as the Expo Days and Productions in which the wider community takes an active role. The school also has an important part to play in the life of the community in general. This is observed at the local remembrance service on ANZAC Day when the student school leaders take an active role in the programme.

2007 marked the school's 150th celebration. The strength of the schools' community involvement was demonstrated by the turnout and involvement of many people including many ex-pupils, staff and board members. 160 years and still going strong is something we are all very proud of.

Major ongoing building and grounds development has been a feature of the school over recent years. This has included the construction of a school hall, a four classroom, two storied block and a four classroom, modern learning space. Then in 2014 another major building project was completed in the form of an eight space flexible learning area. This was opened early term 1, 2014. At the end of 2015 a large deck was constructed alongside the four senior classrooms, with wide doors and shade sails included. This year the building of a six-classroom-space block is underway.

The school is organised into four teaching teams -Team 1 & 2, Team 3 & 4, Team 5 & 6 and the Intermediate Hub (Team 7 & 8). An emphasis is placed on co-operative and collaborative teaching that involves shared learning spaces, planning, assessment and teaching as inquiry.

The school has access to helping agencies for assistance in student health and welfare. This includes access to the Public Health service, Leeston cluster RTLB, and Speech Language Therapists. Technology for Year 7 & 8 is accessed through Lincoln Primary School and strong sporting links are established with the other schools in the local area. There continues to be growing involvement with greater Christchurch activities such as basketball and sports tournaments for senior students. The school is a member of the Ngā Mātāpuna o Ngā Pākihi Community of Learners.

Personnel 2019

Board of Trustees

Peter Lockhart Chairperson
Kim Alexander
Delys Brough
Siobhan Cross
Adam Gard'ner
Grant McIntyre
Alli Williams

Staff

Senior Leadership Team

Kim Alexander Principal
John Russell Deputy Principal
Alli Williams Deputy Principal
Jo Neal Team Leader
Jodie Craig Team Leader
Hannah Thomas Team Leader

Teaching Staff

Sarah Walls
Cherie Harris
Phillipa Fenemor
Anna McDermott
Amy Gudgeon
Richie Cawthorn
Anna McClarron
Alison Harrington
Alex Wilton

Amelia McMaster
Jo Schumacher
Kelly McIntyre
Hayley Simpson
Julia Lambie
Katie Tullett
Christopher McDermott
Sarah Gale
Vanessa Mansfield
Anna Blinkhorne
Jess Tisdall
Tina McGregor
Nicola McGillivray
Andrea Swanson
Kim Reilly

Support Staff

Tegan Thornley
Sarah Kelso
Annie Owen
Gina Cridge
Janette Leyland
Karyn Doocey
Tanja Borgmann
Jodie Taylor
Barry Renwick

At Prebbleton School

Our Vision:



CREATETHINKGROW

Our Values:



CREATETHINKGROW

Principles

The New Zealand Curriculum sets out 8 principles, which are to underpin decision making and development of the Prebbleton School curriculum:

Treaty of Waitangi

Prebbleton School acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

- The school has an active Kapa Haka group. Approximately 60 students belong to the group. The group performs at school and local events, and the Ellesmere Cultural Festival. Senior students are selected to be the Kapa haka group leaders. The group is taught by Prebbleton staff.
- There is a biennial whanau hui held for parents and whanau of our Maori students. The purpose is to discuss the achievement and educational success of our students identified as Maori, and to address the school's commitment and honouring of Maori culture.
- All children will learn a basic level of tikanga and te reo maori at Prebbleton School. The school policy 'Recognition of Cultural Diversity' includes a statement of response for any parents who may request further levels of Maori language teaching.
- Reports to the Board of Trustees on student achievement include a separate analysis of Maori student achievement, where practicable and not likely to unavoidably identify a child due to small group size. The progress and achievement of Maori, Pasifika and other priority learners is tracked and monitored closely.
- Building and room names are all in Maori, identified by natural elements.
- Most of the school's signage is bilingual.
- The school's Maori name; Te Kura o Taumata-kuri, was gifted to us by the Kaumatua of Te Taumutu, our local Runanga.
- Our four school values are bilingual
- The school has policies on 'Improving Educational Outcomes for Maori Students', and 'Recognition of Cultural Diversity'
- In 2017 the school introduced a Whanau Group for our Maori students, to come together for participation and activities, embracing the concepts of Ka Hikitia.
- There is a student leadership position for a Whanau Student Leader, and a teacher leadership position (Unit) for leading Kapa Haka and Whanau areas.
- Staff professional development and student learning experiences are well supported through involvement with Te Taumutu Runanga
- In 2019 a staff leadership position (Kahui Ako WST role) has been provided for the strengthening and further development of cultural responsiveness practice in our school

High Expectations

Prebbleton School has developed a curriculum which supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. The Board provides staffing and resources to support extra programmes of learning support and extension for a range of students. A special needs register, GaTE register, and Maori & Pasifika registers are maintained. The school has a school-wide student recognition programme which includes certificates and badges. One of the school's four values is Excellence. The parent community is one that has high expectations that children will achieve success through stimulating learning programmes.

Inclusion

Prebbleton School has endeavoured to develop a curriculum which is non-sexist, non-racist, and non-discriminatory; which ensures that students' identities, languages, abilities, and talents are recognised and affirmed, and that their learning needs are addressed.

Learning to Learn

Prebbleton School has developed a curriculum which encourages all students to reflect on their own learning processes and to learn how to learn. Formative assessment practices are used, and teachers include regular individual student goal setting as part of teaching and learning programmes. Learning intentions and success criteria are a regular part of lesson structure. We aim for students to have ownership of their learning, to be self-regulating, including knowing and understanding what they need to do to achieve next steps in curriculum learning area levels.

Community Engagement

Prebbleton School has developed a curriculum which has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and community. Parents are active participants in the daily school life. Levels of voluntary help from parents are high. The parent community is regularly consulted and informed through newsletters, surveys, parent meetings, open forums, information evenings, and social activities. Parent/student conferences are held at least once each year, and parents receive written reports on their children's progress twice yearly. Our school website is updated regularly and contains relevant and helpful information. The school has an active and vibrant PTA, which meets monthly.

Coherence

Prebbleton School has developed a curriculum plan which offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. For this purpose we use an integrated, thematic learning approach. The foundation for our learning model is our 4 school values: *Curiosity - Wairua auaha; Excellence – Hiranga; Community – Hapori; Resilience – Manawarao*, and our vision statement: *'Create, Think, Grow'*.

Future Focus

Prebbleton School has endeavoured to develop a curriculum which encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Cultural Diversity

Prebbleton School will develop a school programme that reflects New Zealand's cultural diversity, and values the histories and traditions of all people. Priority will be placed on including aspects of the school's proud local history, and recognition of the cultures represented within the school community. This forms part of our school Strategic Plan. The school has a policy on 'Recognition of Cultural Diversity'.

Recognising New Zealand's Cultural Diversity

Prebbleton School, as appropriate to its community, has developed procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori.

In recognizing the unique position of the Māori culture, Prebbleton School will take steps to provide appropriate instruction in tikanga and te reo Māori for all students.

The school staff and Board recognise the Treaty of Waitangi as an integral part of our curriculum and school wide planning and service delivery. The board recognises the ongoing need for training in relevant aspects of the Treaty of Waitangi at the governance level and endeavours to carry this out regularly.

The board reports to the local Runanga as per their reporting requirements and this includes any objectives requested by our Māori Community. Consultation on the objectives for the schools' charter, our annual and strategic plans occurs regularly.

Maori Responsiveness Plan

If whanau request a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori teaching and learning programmes, the staff and whanau will discuss and explore the following options:

- Further extend the existing programmes if and as appropriate
- Combine with a neighbouring school for parts of the day / programme
- Dual enrolment with another service provider
- Provide in-school support & resources to further enhance inclusion of Te Reo & Tikanga within the child's classroom
- Explore other schools who may offer more appropriate programmes.
- Other negotiated actions

Student Achievement Targets 2019

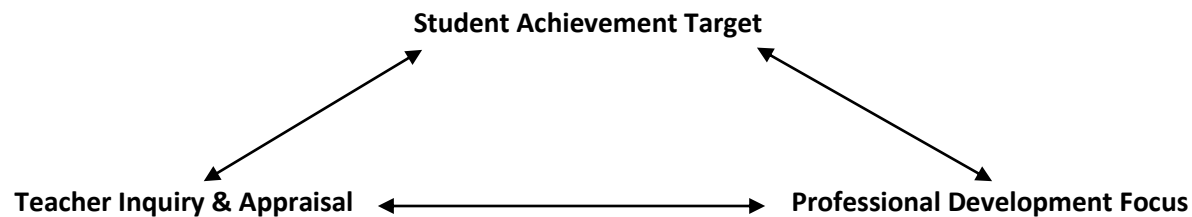
At Prebbleton School we set learning goals for every student and review their progress and achievement on an on-going basis. We report to the Board of Trustees regularly about school-wide achievement and trends (see Annual Plan) across a range of learning areas. We report to parents and community regularly about student achievement, learning progress and next steps. For 2019 we have set specific student achievement targets in the areas of Reading and Well-being (Positive Education).

2019 Focus Areas: Reading, and Well-being

Initial achievement data is collected from the most appropriate assessment source, and then goals for improvements in learning progress are set. The target groups of students are closely monitored throughout the year. Final assessment data is then gathered in term 4 and an analysis of variance undertaken to measure success against the target set. The analysis of variance is reported in the school's annual report.

The school wide focus area for 2019 is Reading. This has been set as a focus based upon analysis of assessment data and discussion with teaching staff.

NB: due to an identified need, the target group focus for Year 7&8 is Mathematics in 2019.



Student Achievement Targets 2019

Team 1&2:

To accelerate the achievement of at least 55% (6 out of 11) of the Year 2 target group from their February 2019 Reading levels to Level 17 by December 2019.

Team 3&4:

To achieve accelerated progress in Reading for at least 63% (5 out of 8) of target children. In 2019 these identified children will need to move 3 sub levels; 2 children moving from 1b to 2b, 2 children moving from 1p to 2p and 4 children moving from 1a to 2a.

Team 5&6:

To move at least 60 % (5 students) of the Year 5 Reading target students, working at the beginning or middle of NZC L 2 to be working at the beginning or middle of L 3 (the expected level of achievement of students in Year 5).

To move at least 60 % (4 students) of the Year 6 Reading target students, working within NZC L 2 to be working at the middle to end of L 3 (the expected level of achievement of students in Year 6).

Team 7&8:

To move 60% of the Maths target students to achieve at least 80% in the Stage 5/6 Basic Facts test by December 2019.

An additional school-wide target has been set in our focus area of Positive Education/Well-being.

This target comes from our results in the NZCER Wellbeing@School survey administered in Term 1 2018, and will be re-administered in Term 2 2019:

To improve the scores across three identified statements from the Wellbeing@School Survey; by at least a 20% shift towards the positive side (agree/strongly agree), and away from the negative side (strongly disagree/disagree).



Community of Learning – Kahui Ako

Aririra Springs Broadfield Ladbrooks Lincoln Primary Lincoln High Springston Prebbleton Tai Tapu & Local Early Childhood Centres

Prebbleton School is a member of the **Ngā Mātāpuna o Ngā Pākihi** Kahui Ako/Community of Learning, who collaborate on various programmes, projects and initiatives.

In 2016 the Cluster became a Community of Learning. The goal for each member organisation of the CoL is “to be an active and committed partner in the Ngā Mātāpuna o Ngā Pākihi Kāhui Ako, working to enhance learning opportunities for all students.”

Vision: *Together We Achieve an engaged community of successful learners.*

The **Ngā Mātāpuna o Ngā Pākihi CoL** values are:

Innovation
Resilience
Empowerment
Confidence
Reflection
Creativity
Curiosity
Empathy
Sustainability

We have established a Stewardship Group, which includes representation from the Board members and Principals from our schools and an ECC representative.

In 2017 the first Lead Principals were appointed and the first Achievement Challenges were approved by the Minister of Education. In 2018 the first lead-teacher positions were appointed and in 2019 work on implementing the achievement challenge focus areas will begin.

Prebbleton School

Annual Plan 2019



NAG	Who	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPT	OCT	NOV	DEC
1. Teaching and Learning												
Student Achievement	Principal DP & AP Teachers	- Set Student Ach Targets (Reading) & gather data - Goal setting with students Linc-Ed SMS transition	- Y4-8 STAR - Y5-8 PATs - Class Profiles - GaTE, Special Needs, M&P Registers updated Running Records	Writing moderation	AsTTle reading, maths and writing	Goal review and setting. Targets mid-point review.	Class Profiles review	Y4-8 STAR			- Target final results AofV - AsTTle reading, maths, writing - Numeracy assessments	GaTE, Special Needs, M&P Registers reviewed
Curriculum Development	Principal DP, WST Teachers	Authentic Curriculum Developments Integrated Themes: Term 1: Conflict	BYOD Y5-8				Term 2: Systems	Term 3: Exploration		Theme planning for 2020 Term 4: Force		
Special Programmes	Principal SENCO SLT Unit holders Teachers CoL WST Students	- GaTE - Arts - Website, DT - Reading Tchr - Enviro-school - Positive Ed, PBS - Awards System - Learn Support - Sports - Whanau Group - Community - Library creation	Focus Areas Annual Plans Student Voice & Leadership initiative Pastoral Care Team Community of Learners:	Cluster Sport Co-ordinator		<i>WST roles: Cultural Resp Authentic Curric Design</i>					Review of Annual Plans	
Events	Principal DP Staff	- Meet Tchrs - Swimming Sports PTA meetings and activities	Camps Y6&8 EOTC Y5&7 Theme Weeks		Cross Country		Winter Sports tournaments	- Science Fair	- Koru Games - Senior Production	- Choir, bands festivals etc. - Speeches - Jump Jam	- Athletics - Summer Tournaments - Expo Day	
Maori	Principal Whanau Ldrs		Tracking Maori achievement	Cultural Resp WST project	Whanau Hui	Matariki						Student ach report BoT

	Teachers Board	Whanau Group Kapa Haka											
NAG	Who	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPT	OCT	NOV	DEC	
2. Strategic Planning, Self-review and Reporting													
Annual Reporting	Principal Treasurer Chair	- 2018 AofV for annual report - 2019 Charter			2018 annual report							2019 Targets AofV	
Reporting Achievement	Principal DP Teachers	Report to BoT on SATs 2019 Initial student goal setting/parent feedback	Focus areas Annual Plans to BoT Linc-Ed SMS intro; reporting to parents		Wellbeing target AofV report to BoT	CoL WSTs progress report to BoT Learning conferences & written reports	Science curric report to BoT	SENCO report & Pos Ed report to BoT	Reading spec tchr report to BoT	Social worker report to BoT . Student Leaders report to BoT	Reading & Writing Report to BoT Annual Plans reviews to BoT .	Numeracy, Maori, SAT AofV Reports to BoT Written reports to parents & interviews	
Strategic Plan	Principal Board	Appoint BoT chairperson Charter for 2019. Reporting on new strategic plan goals.	Start of new Strategic Plan			Board Elections and induction							
Policy Reviews (Schooldocs)	Principal Board Schooldocs	Finance & Property Mgmt.	Alcohol, Drugs & other Harmful Substances.		Curriculum & Student Achievement.	Emergency Planning & Procedures.		Performance Management. Health, Safety & Welfare.		EOTC	Sun Protection		
Assurance & Consultation (Schooldocs)		EEO. Vetting. Medicines, Minor/Moderate Injury or Illness.	10YPP. Length of school year. Risk Mgmt.		Abuse Reporting. Evacuation. Attendance.	Health Consultation. Risk Mgmt. Digital, cyber safety. SUE.		Risk Mgmt. Principal appraisal.	Safety Management System. Physical Restraint.	Tchr Cert & Police Vets. Evacuation Procedure. Literacy Support.	Attestation. Staff Appraisal. PCTs. Risk Mgmt. School Year. SUE. H&S Audit.		
Communication	Principal Staff Board	- Fortnightly school newsletters electronic - Monthly PTA meetings & events - Class & group emails - Text Message Alert System			- Termly team newsletters etc - Notices for special events - School Website - SeeSaw Learning sharing			- Schooldocs policy consultation - Linc-Ed - Parent information sessions					
3. Employment and Personnel													
Principal Appraisal & PLD	Chairperson & external appraiser Principal	Job description, performance agreement. - BP Mentor. - SLT course	CoL, EPA, CPPA, NZPF Memberships. NZEI ref group.				Appraisal Review	NZPF Conf.			Appraisal Sign off		
Staff Appraisal	Principal SLT	- T Inquiry setting	- Appraisal onto Linc-Ed	-PCTs support & supervise	Inquiry cntd.	Mid-point review					-Appraisals Completed all	ACET x2	

	Staff Tutor Tchrs	- Review job descriptions - Support staff - WST roles x2	- Unit job specs - PLD plans - Ed council standards	-Class visits / walkthroughs							staff. -T Inquiry presentations.	
Staff Development	Principal SLT DP(LofL) Staff	ToD January 2019 PLD foci: -Reading -Linc-Ed -Authentic Curriculum	-Courses -Staff-meetings -External and internal PLD -SLT course; Changeleaders		CoL TOD SLT PLD Day				SLT PD Day			
EEO	Board	EEO officer	EEO survey	EEO report								
NAG	Who	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPT	OCT	NOV	DEC
4. Finance, Property, Asset Management												
Finance	Principal Finance Group Board	Monthly finance group mtgs & report to BoT		Cap Ex spending	2018 annual report					2020 budget drafted	2019 accounts audited	2020 Budget & Capex approved
Property	Principal Board MoE	Monthly property mtgs & report to BoT. Upgrade of Rakau Block 15	New 5YA Ongoing maintenance, monitoring, gardens and grounds work	Interior Painting Hall & Admin		Extension Admin block						
				Building new 6x classroom block								
5. Health and Safety												
Safety	Principal Board H&S group Property group Schooldocs Staff	- Ongoing hazard identification and action - Ongoing safety checks - EOTC docs - Accident records - Students health needs identified - Electronic Att. - Parent vetting	Monthly H&S group mtgs & report to BoT Fire and Earthquake Drill	Travel Plan complete Electrical Testing	Lockdown Drill	Fire and Earthquake Drills					Fire and Earthquake Drills	
			VCAct HSWAct compliance									
Health	Principal Teachers	Encourage active living, through Kiwisport funds	-Cluster Sports Co-ordinator -Pos Ed – PBS -Social Worker	Strategic Plan goal		Health consultation						



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Vision:


CREATE THINK GROW

Values:



Strategic Goals:

GOAL ONE: LEARNING

To grow and nurture all learners for a changing future.

Objectives:

- Embrace and live our school vision Create Think Grow, in partnership with learners' whanau, to develop the whole child.
- Living our school values in all that we do.
- Creating a physical and emotional environment that allows all learners to succeed, and feel safe to create, think and grow.
- Support hauora in our learners, whanau and staff members.
- Provide experiences and opportunities for learners to develop skills, capabilities and knowledge.
- Foster (stage appropriate) student agency.

GOAL TWO: COMMUNITY

To create and grow dynamic and meaningful partnerships with our community.

Objectives:

- Community members feel welcome and invested in their school – manaakitanga.
- Prebbleton School is valued and participating actively in its local community.
- Strengthen the 'Community' value within school.
- Alignment of shared educational direction and effective communication.
- Community support and involvement for our work to protect and enhance the environment


CREATE THINK GROW

PREBBLETON SCHOOL BOARD OF TRUSTEES - STRATEGIC PLAN 2019-2021

GOAL ONE: LEARNING

To grow and nurture all learners for a changing future.

OBJECTIVES	VALUES FOCUS	DESIRED OUTCOMES
Embrace and live our school vision Create Think Grow, in partnership with learners' whanau, to develop the whole child.	Community Excellence	Real-time reporting and improved information for parents eg. through Linc-Ed use. Regular learning conferences and opportunities to share, celebrate and discuss learning progress. Strong two-way partnerships: listen; share; inform; support.
Living our school values in all that we do.	All	Embedding and strengthening values badges/awards programme. Consistently good manners and respect shown from students.
Creating a physical and emotional environment that allows all learners to succeed, and feel safe to create, think and grow.	Excellence Resilience	Students proud of and engaged in our environment Community using facilities Positive feedback from visitors Moving up the Enviroschools levels Quality H&S practices Low reporting of bullying incidents Multi-level support and care from students – tuakana teina
Support hauora in our learners, whanau and staff members.	Resilience	Happy students and staff = happy school Community who want to be here Social worker employed by board, accessed by whanau. Mindfulness and wellbeing programme(s) embedded with positive results.
Provide experiences and opportunities for learners to develop skills, capabilities and knowledge.	Curiosity	Graduate profile developed and embedded Key competencies aligned in school curriculum Increasing numbers of students participating in a wide range of activities (independently, self-managing). Leadership opportunities and experiences

		Play-based Learning
Foster (stage appropriate) student agency.	Curiosity	Increasing self-regulation and reflective practice Goal setting Student voice Authentic curriculum Perseverance, growth mindset Play-based Learning

GOAL TWO: COMMUNITY

To create and grow dynamic and meaningful partnerships with our community.

OBJECTIVES	VALUES FOCUS	DESIRED OUTCOMES
Community members feel welcome and invested in their school – manaakitanga.	Community	Whanau group and whanau hui involvement Parent support group for different cultures, induction, translation etc Opportunities for open-door philosophy, celebrations Promote understanding and advantages of growing size Recognising and celebrating our cultural diversity PTA thriving and active BoT election interest strong
Prebbleton School is valued and participating actively in its local community.	Community	Projects in the community, related to focus areas Build trusting relationships Positive responses and feedback from community Being invited and responding to invitations Kahui Ako involvement with positive learner outcomes
Strengthen the 'Community' value within school.	Resilience	House activities Whole-school theme weeks/events

		Promoting student leadership Buddy class system
Alignment of shared educational direction and effective communication.	Excellence	Regular opportunities for consultation Information sharing evenings, sessions, workshops Consistency, purpose, quality, inform - communication Collaborative practice understanding and shaping Vision and values involvement and engagement
Community support and involvement for our work to protect and enhance the environment.	Community	Volunteers involved in school environment projects Partnership community projects Enviroschools support

Prebbleton School

Curriculum Review Plan 2017-2019



	2017	2018	2019
PLD Focus	Writing with ICT & Collaborative Practice SOLO, Mindsets (minor areas)	Reading Positive Education	Authentic Curriculum Reading (Targets) Linc-Ed
Resource Focus	School-wide resource re-organisation ICT	Positive Education Reading	Reading DT
Student Ach. Target Focus	Writing	Reading Well-being	Reading Well-being
Review & Refine	School-wide Curriculum Plan Cultural Responsiveness Practices	Reading Programmes & Assessment Reporting to parents (incl. online) Curriculum Plan Values Awards System	Curriculum Plan Reading Programmes & Assessment Linc-Ed, Reporting
Initiatives	Learning Model concept (introduction of vision, values, awards project) Enviro-School Whanau Group	Positive Education Programme Enviro-School Practical Skills Group Whanau Group	Student-led curriculum & voice Cultural Responsiveness Online Reporting to Parents Library Re-create Kahui Ako: Science, Well-being, Student Culture

COLLABORATIVE TEACHING PRACTICE BELIEF STATEMENT



Our Beliefs about Collaboration

Effective co-teachers empower all students to achieve; by being open, flexible and responsive to their needs.
The needs of students are effectively met, through diverse strengths and skills of co-teachers.
Effective communication with each other, parents, and students is paramount.
Student learning styles and needs can be catered for through creating flexible spaces and learning programmes.
Relationships with students are enhanced and diversified.
Students see the adult relationships and dynamics amongst co-teachers.
Students form learning relationships and maintain friendships with greater range of students.
Collaboration builds collaboration; role modelling for students.
Parents enjoy knowing that two (or more) teachers know their children well.
Humour and fun is important.
Co-teaching environment assists teacher mental health and safety.
There is greater consistency of teacher presence, and continuity of programme if a teacher is absent.
Supportive for teachers; sharing the load.
It is worth the extra effort!

Our Practices

Co-teachers demonstrate, practice and encourage growth mindsets.
Co-teachers agree on shared behaviour management system for the space, including making full use of our school values.
Be open to challenge by co-teachers.
Be accountable.
Accept mistakes, be reflective.
Maximise the time for all teachers to be with students.
Celebrate and display students' learning throughout the environment.
Use teacher strengths.
Co-teachers agree on how spaces are organised and cared for, with flexibility to cater for teaching groups.
Co-teachers share responsibility for all students; regularly discuss progress, assessment and next learning steps.
Home class teacher oversees pastoral care of students and shares info with co-teachers.
Co-teachers plan together and reflect daily.
Consistently share and use a variety of co-teaching styles, e.g. parallel teaching, one teach-one support, team teaching.
Regular, ongoing, honest and open communication between co-teachers.

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