

Our Direction

He Poutama 2023 – 2025

Māori students
engaging,
experiencing, and
enjoying success – and
all our students joining
them

Our Values
Proactive – Ahuwhenua
Respect – Manaakitia
Independence – Mana Motuhake
Determination – Manawanui
Empathy - Aroha



A living document
A working document
An inclusive document

PB4L
Restorative Practice
Wellbeing

Opportunities for all learners

‘Learning for the Future’

THIS DOCUMENT CONTAINS THE FOLLOWING

The following titles are key drivers of our direction and are dedicated to the development of all our students.

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Kamo Primary School Manaaki (Values)

Our school values remain our guiding and binding way of being at Kamo Primary School for all stakeholders – students, support staff and teachers. Our PRIDE Values are:

Proactive – Ahuwhenua	• I always do what is right and what the school expects
Respect – Manaakitia	• I am kind, safe, thoughtful, and careful with everything I do
Independence – Mana Motuhake	• I try, I fix, I own, and I grow my learning
Determination – Manawanui	• I keep trying and never give up
Empathy – Aroha	• I care for others and look out for them

Please note: The new Curriculum Refresh (Te Mātaiaho) will constantly be at the fore of what we do so that our teachers and students honour Mātaurangi – the guiding kaupapa.

Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora.
Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.

THE NATIONAL EDUCATION AND LEARNING PRIORITIES (NELP)

The NELP share priorities which recognise that learners change and grow as they move through the education system and the education system needs to listen to them, adapt to their needs, and empower them to achieve their aspirations, whatever their age or stage of learning.

The following objectives must be evident in our plan. These objectives are our main focus to develop consistent performance – know, understand, do.

OBJECTIVE 1: LEARNERS AT THE CENTRE

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Priority 2: Have high aspirations for every learner/ākongā, 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.

OBJECTIVE 2: BARRIER-FREE ACCESS

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs.

Priority 4: Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy.

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

Priority 7: Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work.

OBJECTIVE 5: WORLD-CLASS INCLUSIVE PUBLIC EDUCATION

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

The NELPS are what we should see, hear, and feel at Kamo Primary School. They are a part of the Education and Training Act 2020.

TE TIRITI O WAITANGI

The Board of Trustees are intent that Te Tiriti o Waitangi is an integral part of all aspects of school life. We need to ensure that we see, hear, and feel it at Kamo Primary School with the obvious intent of growing this continuously.

At Kamo Primary School this means:

- Initiate, grow and develop authentic relationships with iwi, hapū and whānau Māori
- Our local curriculum will educate our students and staff to gain knowledge and understanding around Te Tiriti o Waitangi
- We respect that iwi, hapū and whānau Māori will exercise agency over learning for our students, in particular our Māori students
- The knowledge that we gain, and continue to gain, will take the form of practical action at all levels of our systems
- Ultimately, we will achieve success and desired outcomes for Māori learners

CULTURAL DIVERSITY

Kamo Primary School will reflect New Zealand's cultural diversity and the unique position of Māori culture. The Kamo Primary School curriculum is striving to make visible the principles of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa New Zealand. This will be seen in our curriculum and practice.

Teacher knowledge is continuing to grow around the teaching of New Zealand histories so that we help our students understand and learn about Aotearoa New Zealand's histories from multiple perspectives around historical and contemporary events. We will develop their critical thinking and inquiry skills.

WELLBEING

At Kamo Primary School, wellbeing is paramount as we want everyone (students, staff and our community) to have the tools, know the supports and understand the environment, so they know who they are and how to feel safe and happy. When things get tough, we can work through this to bring us back to a place of being safe and happy. Our school PRIDE Manaaki (Values) will help support all to be confident and connected to achieve personal wellbeing. We will educate about the importance of wellbeing, and we will seek available supports to grow our students for a stronger tomorrow.

GRADUATE PROFILE

We have a new Graduate Profile that will have a greater emphasis placed on it for our Year 6 students. It will be used to grow, show, and acknowledge the individual student. Whether their time at Kamo Primary School has been 6 months or 6 years, equity as a graduate will be the emphasis.

This Graduate Profile is based on our school's PRIDE Manaaki (Values) and encompasses aspects of, and acknowledgement of their wellbeing, their whakapapa, their learning and their appreciation of learning and creativity in their world. Combining these with our school PRIDE Manaaki (Values) recognises each student as an individual and celebrates who they are and what they have achieved in their time at Kamo Primary School.

OUR STAFF FOR 2023

Leadership

- Our leadership team will drive, support, promote and honour all aspects of school life while promoting equality and inclusiveness for all. They will enhance the following:

<p>Teachers</p> <ul style="list-style-type: none"> • Collaborative planning for all teams and all teachers is committed to collaborative practice. • Responsive practice to the Code of Professional Responsibility for the Teaching Profession. • Differentiate classroom programmes to meet needs of students. • Use knowledge, evidence and inquiry to improve teaching. • Develop caring, collaborative learning communities that are inclusive of diverse (all) learners. • Set goals for, and contribute to, Personalised Learning Plans (PLPs) for students who require them. • The care and concern for the whole child and their wellbeing is paramount to teacher practice. • Personalised assessment practices will be used in all classes. • Analysis of assessment data will be used to inform planning and teaching. 	<p>Learning Support Assistants – Student focused</p> <ul style="list-style-type: none"> • Will be guided by students and teachers. • Will implement programmes set by teachers and other outside agencies if appropriate. • Will ensure students are included in all aspects of classroom life. • Will have regular meetings with teachers to determine next steps for the students. • Will increase their use of te reo Māori and grow their understanding of tikanga. • Will contribute to and attend PLPs. • Will participate in PLD opportunities.
<p>Support Staff – Administration and Property</p> <ul style="list-style-type: none"> • Will support all aspects of school life. • Participate in any relevant PLD. 	<p>All Staff</p> <ul style="list-style-type: none"> • All staff will be part of a Professional Growth Cycle annually for best performance which is inclusive of the relevant standards. • All staff will follow the school’s Policies and Procedures.

Our Board of Trustees will govern, guide, and focus on what matters to make Kamo Primary School a thriving school.

STRATEGIC QUEST FOR 2023 – 2025

Our priority at Kamo Primary School is to ensure it is a safe and happy place of learning, where quality is a MUST for all we do. We must *Understand* the big ideas, *Know* the contexts and contents of what we are teaching, and *Do* inquiry practices so we are all connected.

Over the next three years we will:

Continuously learn and connect to the New Zealand Curriculum Refresh (Te Mātaiaho) and in particular:

- New Zealand Curriculum Refresh: Progressions approach
- Determining how learning is progressing – Options for calibrating teacher judgements
- Aotearoa New Zealand Histories
- Literacy and Mathematics
- Technology, The Arts, Learning Languages, and Health and P.E.

Continuously learn and connect to Te Marautanga o Aotearoa and in particular:

- Rationale
- Our learners
- The overarching principles
- Values and attitudes
- Te reo Māori
- Wāhanga Ako

Continuously learn, connect with, and develop our local curriculum. This is the way that we will bring *The New Zealand Curriculum* to life at Kamo Primary School. We have a local curriculum and will continually develop it, as it should always be ongoing. It is known as our 'Green Folder' and contains the expectations for successful progress and quality teaching. It will:

- Be responsive to the needs, identity, language, culture, interests, strengths, and aspirations of our learners and their whānau
- Have a clear focus on what supports the progress of all learners
- Integrate Te Tiriti o Waitangi into classroom learning
- Help learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners
- Tell us if we are providing success for our Māori students

We will continually respond to our practice while reflecting the NELPs. This will be monitored and reviewed with all stakeholders.

Please note: The pace of learning can never be determined in a school, and we are open to modifying our Strategic Quest, but the essence of this plan will remain as the foundation for all we do.

Our Pledge

We will:

- Provide a safe and happy school
- Provide quality teaching and learning experiences
- Provide professional growth and development for teachers
- Increase our commitment to Te Tiriti o Waitangi
- Understand the progress of every learner
- Display our PRIDE Values in all we do
- Ensure our students are at school to thrive and succeed
- Stay connected with our whānau and external supports
- Ensure that our Board of Trustees govern with respect to all and meet all levels of compliance
- Equip our students with skills to navigate learning and life, as they are the future
- Ensure equitable outcomes for all

Our Key Drivers

- Te Tiriti o Waitangi
- Te Mātaiaho
- Increase our use and understanding of te reo and tikanga Māori
- Professional Growth Cycle – New Zealand Teachers Council
- To further develop our local curriculum; in particular, our local histories
- To ensure our PRIDE Values are our way of being
- To further grow Tier 2 as a PB4L school
- To delve deeper into teaching Science – this will be supported by a teacher with the Science Leadership Programme 2023
- To continue to grow the Garden to Table programme
- To continue to ensure we meet all learners' needs
- To gain a greater understanding around transitioning into school, within school and onto the next school
- To gain more from our Kahui Ako about what is important to our practice – Science kits, transitions, teaching to the Northeast
- To connect with our community
- To keep our Board of Trustees connected with school life
- To give our students simple pleasures to support our appreciation of their behaviour, attitude, risk taking, initiative, learning and responsiveness

ANNUAL IMPLEMENTATION PLAN

Direction Tahī

The Objective: LEARNERS AT THE CENTRE – Learners, along with their whānau, are at the centre of education
Priority: Ensure places of learning are safe, inclusive, and free of racism
Our Expectations: We see, hear, and feel
Our Guide: Understand, Know, Do

PB4L	We Will...	Expected Outcomes
Safe Inclusive Free from racism	<ul style="list-style-type: none"> • Use the PB4L data to teach to our students' needs and concerns. • Use and maintain the PB4L Flowchart and its importance. • Teach to our school PRIDE Values. • Ensure the implementation of PB4L and Restorative Practice is consistent across the school. • Ensure teachers use eTap to record behaviours that matter so we understand what is happening for students and the school. • Set the expectation of a positive school climate which promotes wellbeing by teaching with positivity. • Ensure we are teaching to a positive mental health culture throughout the entire school. • Ensure we teach about the importance of inclusion and what it truly means. • Ensure we are culturally responsive with our students in relation to behaviour and wellbeing. • Teach cultural appreciation each term. • Continue to develop Restorative Practice so that students gain a greater understanding of its process and purpose • Teach to being safe so students understand the importance of safety. • Have a PB4L team to continue building our direction and maintain a schoolwide approach. • Honour and teach to our Graduate Profile. 	<ul style="list-style-type: none"> • Increase in positive behaviour across the school and our confidence in PB4L. • Students will understand their negative feelings and identify how they can help and improve their behaviour. • Effectively demonstrate the school's PRIDE Values in all areas of school life. • Expect that behaviour will be handled consistently by all staff. • Expect that Restorative Practice will be used by all staff alongside PB4L. • Expect students will understand Restorative Practice so they gain greater understanding of the process and are able to share this with whānau. • Students will develop skills to self-regulate their behaviour for their own wellbeing. • Through the Te Tai Tokerau Tamariki Mental Health and Wellbeing contract, the PLD for teachers and fun days for students will reflect that we are embracing our new learning and school culture. • Through our Health and P.E. Curriculum we will see students understanding the many aspects of safety. • Our Year 6 students will leave with their Graduate Profile and the confidence pertinent to their wellbeing.

How does this link to major stakeholders...

Students	Teachers / Staff	Whānau	External Supports
<ul style="list-style-type: none"> • PB4L and Restorative Practice class lessons • Maanaki (Values) • PRIDE Awards • Tu Meke Tokens • Te Tai Tokerau Tamariki Mental Health and Wellbeing lessons and fun days 	<ul style="list-style-type: none"> • PB4L and Restorative Practice PLD • Teach about cultural safety • Teach to our schoolwide Health and P.E. curriculum • Teach to learnings from Te Tai Tokerau Tamariki Mental Health and Wellbeing contract 	<ul style="list-style-type: none"> • Pānui • Communications about information, praise, and support 	<ul style="list-style-type: none"> • PB4L – Gina Kitchen • Restorative Practice – Leane Carlson • Race Relations • Whānau • Te Tai Tokerau Tamariki Mental Health and Wellbeing contract • Kamo Primary School Board of Trustees • Money allocated in budget

How does this link to Te Mātaiaho...

Our connections to this are with our current strengths. We have much to learn about how this framework will weave into our school to make it stronger.

<p>Mātairangi – To scan beyond the horizon.</p> <p>Look beyond the horizon and draw the bodies of knowledge that will take us to the future.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> • PB4L and Restorative Practice offer lifelong skills for self-regulation, living with feelings, managing conflict, and wellbeing. They allow students to build on these foundational skills for growing in the future. <p>Our question to answer:</p> <ul style="list-style-type: none"> • Can we see this connection evident in our Māori students?
<p>Mātainuku – To focus on creating a foundation.</p> <p>The central pou that states the purpose of the curriculum and calls us to action.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> • Our PRIDE Values allow students to have a central pou to support them to access school life with mana and integrity. They are never exhaustive nor defined, they grow with the learner. Our Values are founded on success and values for lifelong living. <p>Our question to answer:</p> <ul style="list-style-type: none"> • Can we see this connection evident in our Māori students?
<p>Mātaitipu – To deliberately consider the development of young people.</p> <p>The central pou that expresses the vision for young people.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> • If our mental health is planned and we educate our students, then the wellbeing of our students will grow and flourish. <p>Our question to answer:</p> <ul style="list-style-type: none"> • Can we see this connection evident in our Māori students?

Direction Rua

The Objective: LEARNERS AT THE CENTRE – Learners, along with their whānau, are at the centre of education
Priority: 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 sustain their identities, languages, and cultures
Our Expectations: We see, hear, and feel
Our Guide: Understand, Know, Do

Focus	We Will...	Expected Outcomes
<p>Inquire into whether we need support at Kamo Primary School for the following comment:</p> <p>“Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau.”</p>	<ul style="list-style-type: none"> • Ensure teachers understand the assessment tools we use and what insights it gives the teacher and the learner. • To ensure teachers understand the reliability and validity of PaCT. • Ensure teachers have learning conversations with students and whānau. • Ensure schoolwide use of the Learning Progressions Framework. • Grow the depth of our learning conversations with students. • Reinforce the value of moderation and collaboration with colleagues. 	<ul style="list-style-type: none"> • Teachers will have confidence in the high impact assessment tools we use. This will be reflected in our student data and planning. • Teachers will be confident with where they are progressing each learner from, and what they are teaching. • Our assessment practices and the data from these support our learners towards their future.

How does this link to major stakeholders...

Students	Teachers / Staff	Whānau	External Supports
<ul style="list-style-type: none"> • Given strategies to talk about their learning with their teacher, friends and whānau • Putting more meaningful comments and examples of work on Seesaw 	<ul style="list-style-type: none"> • Our Kamo Primary School Curriculum (known as our green folder) • Staff workshops on assessment • Teachers showing each other what they do and what they know about assessment 	<ul style="list-style-type: none"> • Teachers meet with or contact whānau each term • Whānau surveys and interviews to see if we are meeting their needs 	<ul style="list-style-type: none"> • Te Mahau • Curriculum Online • Money allocated in budget

How does this link to Te Mātaiaho...

Our connections to this are with our current strengths. We have much to learn about how this framework will weave into our school to make it stronger.

<p>Mātaioho – To wake up action.</p> <p>The role the national curriculum plays in local curriculum design and implementation, and decision making in which the rights of the ākonga to learn are paramount.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> • Continue to develop and review our local curriculum so that it does reflect its intended purpose and the importance of our local history, especially to tangata whenua. <p><i>Our question to answer:</i></p> <ul style="list-style-type: none"> • Can we see this connection evident in our Māori students?
<p>Mātainuku – To focus on creating a foundation.</p> <p>The central pou that states the purpose of the curriculum and calls us to action.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> • Our local curriculum is steeped in foundations, good practice, learner outcomes and aspirations. Our curriculum is student based and focused. <p><i>Our question to answer:</i></p> <ul style="list-style-type: none"> • Can we see this connection evident in our Māori students?
<p>Mātaitipu – To deliberately consider the development of young people.</p> <p>The central pou that expresses the vision for young people.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> • Our Kamo Primary School Curriculum (known as our green folder) • Whānau and teacher meetings <p><i>Our question to answer:</i></p> <ul style="list-style-type: none"> • Can we see this connection evident in our Māori students?

Direction Toru

The Objective: LEARNERS AT THE CENTRE – Learners, along with their whānau, are at the centre of education

Priority: 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 sustain their identities, languages, and cultures

Our Expectations: We see, hear, and feel

Our Guide: Understand, Know, Do

Focus	We Will...	Expected Outcomes
Identify and respond to learner/ākonga strengths, progress and needs, and their whānau's aspirations.	<ul style="list-style-type: none"> • Ensure our practices include all learners and that we cater for any opportunities to grow their potential. • Use the new Learning Progressions to confirm where our learners are and where we need to support them to make progress. The new Learning Progressions are slightly altered from what we have been using and gaining great understanding from. 	<ul style="list-style-type: none"> • Using Te Mātaiaho, we will gain greater understanding of Mātairea – supporting progression. • Our school data will show that each learner is making progress towards their potential. • As a teaching and learning team, we will see evidence of, and have discussions about, the mana-enhancing opportunities that our learners have experienced.
Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori having educational success as Māori.	<ul style="list-style-type: none"> • Talk with whānau to ensure that we are all noticing their child is happy, learning and connected with school. • Have a face-to-face hui or another form of contact with our Māori whānau at least once each term. • Invite whānau in to talk about the aspirations of their child as a person and a learner in the school setting. • Model what Māori having educational success as Māori looks like at Kamo Primary School. This will be shared with teachers, students and whānau. 	<ul style="list-style-type: none"> • Take and use what we have learned from whānau and see evidence of this which can be shared with the community and the Board of Trustees. • Strive to connect with iwi (where possible) to continue building relationships and learn what is important for Māori educational success.

How does this link to major stakeholders...

Students	Teachers / Staff	Whānau	External Supports
<ul style="list-style-type: none"> • Will know what they are learning and why • Be given a voice to talk about their learning • Be encouraged to foster and develop aspirations • Have access to kids speak to support their needs in Literacy and Mathematics. 	<ul style="list-style-type: none"> • Have well informed planning and teaching • Use PaCT as one of the rich, high impact tools that support a learner • Share a learner’s needs and strengths with their whānau 	<ul style="list-style-type: none"> • Teachers meet with or contact whānau each term • Aspiration sheets for whānau to connect with their child and the school 	<ul style="list-style-type: none"> • PaCT • Curriculum Online • Te Mahau – curriculum advisors • Local connections with iwi, kaumātua or whānau to develop our knowledge of Māori tikanga and reo

How does this link to Te Mātaiaho...

Our connections to this are with our current strengths. We have much to learn about how this framework will weave into our school to make it stronger.

<p>Mātaioho – To wake up action.</p> <p>The role the national curriculum plays in local curriculum design and implementation, and decision making in which the rights of the ākonga to learn are paramount.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> • We view the learner as a whole person and we need to develop the importance of the flow for each learner with Te Mātaiaho so they experience personal success <p>Our question to answer:</p> <ul style="list-style-type: none"> • Can we see this connection evident in our Māori students?
<p>Mātainuku – To focus on creating a foundation.</p> <p>The central pou that states the purpose of the curriculum and calls us to action.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> • Teacher curriculum content knowledge is good and always receptive to growing <p>Our question to answer:</p> <ul style="list-style-type: none"> • Can we see this connection evident in our Māori students?
<p>Mātaitipu – To deliberately consider the development of young people.</p> <p>The central pou that expresses the vision for young people.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> • We strive to understand the individual, and respond when they call us to action and support <p>Our question to answer:</p> <ul style="list-style-type: none"> • Can we see this connection evident in our Māori students?
<p>Mātairea – To focus on supporting progression.</p> <p>What thriving looks like for ākonga at each of the five phases of learning.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> • Through our use of rich impact assessment tools, teachers notice what learners know and show <p>Our question to answer:</p> <ul style="list-style-type: none"> • Can we see this connection evident in our Māori students?

HAERENGA ĀKONGA

Learning Journey Intention

Every student will be supported to understand, grow, and promote their progressive development in Literacy and Mathematics. This will show personal growth and honour our vision to connect the learner to their future.

Our guide to success...

Students	Teachers	Resources
<ul style="list-style-type: none"> • Talking about and understanding their learning. • Self and peer assessing. • Developing and having the locus of control. • Be clear about where they are and what they are going to achieve. • Experiencing daily Reading, Writing and Maths learning. • Sharing their learning with a wide audience in a variety of ways. • Confident and enthusiastic about their level of participation in the core areas. • Maintaining and improving their attitudes towards Reading, Writing and Maths. • Learning in authentic contexts. • Sharing their learning with peers, teachers and whānau through Seesaw and classroom visits. • Attending dedicated workshops designed to meet their learning needs. • Using planning strategies to achieve next steps as a teacher and learner for individual needs. • Understand the connections that Reading, Writing and Maths have towards accessing interesting and lifelong learning. • Participating in shared learning experiences. 	<ul style="list-style-type: none"> • Constructing and maintaining an inclusive classroom climate. • Encouraging students to take risks. • Providing a well organised environment. • Maximising student learning time. • Having focused planning and teaching. • Using a variety of assessment methods. • Teaching responsive lessons. • Creating a variety of lessons and groups to address specific learning needs. • Making connections. • Using realistic contexts to help students connect to their worlds. • Having high expectations. • Asking questions that provoke higher-order thinking skills. • Encouraging students to regulate their own learning, make their own learning decisions, and be self-critical. • Providing equity for all students. • Providing extra time for students with additional learning needs. • Using the Curriculum Online website to increase teacher knowledge. 	<p>Leadership</p> <ul style="list-style-type: none"> • Leading regular staff and team meetings to support teachers with a focus on improved teacher knowledge and practice. • Facilitating discussions which will lead teachers to engage in the way they practice and implement students' next steps. • Monitoring evidence that shows learners' gaps that teachers need to address, and areas teachers need support in. • Ensuring data leads to and informs best teacher practice. • Monitoring target students alongside teachers. • Supporting teachers to learn best practice from each other, and as a team. • Promoting an inclusive classroom. • Looking for focused planning and relevant activities. • Observing responsive lessons. • Ensuring teachers provide success for all. • Promoting the use of the Key Competencies and school values to support the learner <p>External</p> <ul style="list-style-type: none"> • RTLB • LSC • Curriculum Online

2023

Summing up our key learning:

Understand, Know, Do

- Structured Literacy
- Rich mathematical problems
- Reading for meaning
- Aotearoa New Zealand Histories
- Science – Igniting and inspiring inquiry
- Mental Health and Wellbeing

Kahui Ako

- Science kits – making the most of the lesson
- Looking at our Culturally Inclusive Responsiveness
- A deeper focus on ‘Teaching to the Northeast’ in the first three years of schooling

“To fear change is to fear being challenged. To fear being challenged is to fear growth and new possibilities.”

- Ty Howard.