

<p><b>Strategic Aim:</b></p>	<p><b>School Performance</b> Strengthen and embed best practice in Leadership at Ruru Specialist School including Values -based and solution-focused approaches across all leadership levels</p>
<p><b>Annual Aim:</b></p>	<ul style="list-style-type: none"> <li>· Strengthen best practice succession planning.</li> <li>· Identify and monitoring the various competencies available in the school and matching them to the school's future needs Value and maximise leader's strengths.</li> <li>· <b>Teams will develop their pedagogical leadership.</b></li> <li>· Leadership effectiveness and capabilities will be reviewed through the appraisal system.</li> </ul>
<p><b>Target:</b></p>	<ul style="list-style-type: none"> <li>· Teams will complete action research in identified priority learning areas</li> <li>· <b>Te Matatini – Play based learning</b></li> <li>· Teams will complete professional learning to develop their own leadership practice</li> <li>· Development of a learning-focused appraisal approach in staff growth &amp; development cycles</li> <li>· Engage the services of EMPOWER YOU –Leadership consultants to strengthen capacity and capability of leaders to support best practice</li> </ul>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Evaluation</b> <i>Where to next?</i>	<b>Future Directions:</b>
<ul style="list-style-type: none"> <li>➤ Used an Action Research model to develop both the learning pedagogy and to observe what was happening for the learners in Te Matatini classrooms regarding play based learning</li> <li>➤ Developed a question for each Action Research cycle as they developed through the year.</li> <li>➤ Researched and undertook PD to look at pedagogy regarding a student led approach through play based learning for all learners.</li> <li>➤ How to implement this research into our localised curriculum</li> </ul>	<ol style="list-style-type: none"> <li>1. Students ages across the two classes affected the outcomes</li> <li>2. Younger students were motivated by a strong sensory based programme with engaging activities that students could leave with confidence to do their IEPs, shared curriculum activities or join therapy groups</li> <li>3. Older students followed an inquiry process</li> <li>4. "Free play" is not necessarily effective play based learning. Play based activities and the areas in which this takes need to be planned to achieve both a positive and educational learning experience for all students.</li> <li>5. Play based learning develops relationships and supports students with trauma and behaviour needs</li> <li>6. Play based activities need to be carefully planned to encourage our students' individual development in all areas of the Key Competencies</li> </ol>	<ul style="list-style-type: none"> <li>➤ Play based learning has been successful for student engagement and confidence. Teachers are aware that they must consistently review our processes and experiences to ensure they are contextual for both our planning and meet our students' needs.</li> <li>➤ More research could be done around play based learning in a specialist school environment, and supporting students who have experienced trauma.</li> <li>➤ Sensory spaces and areas were observed to support students' transitions. These types of areas could be further developed in 2022.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase our teachers' knowledge in the area of play based learning specific to students in a specialist school environment, as well as enabling students to process trauma, behaviour and relationships.</li> <li>➤ The new playground in 2022 will extend play based learning in a meaningful way for Te Matatini students.</li> <li>➤ Visit other schools who are successfully implementing a play based programme.</li> <li>➤ Research Wilson McCaskill</li> <li>➤ Research Bruce Perry</li> </ul>
<b>Report completed by:</b>			
Deborah Sunshine - Teacher Te Matatini Rua  10/11/21			