

<p>Strategic Aim:</p>	<p>Strengthen and embed best practice in Leadership at Ruru Specialist School including Values -based and solution-focused approaches across all leadership levels.</p>
<p>Annual Aim:</p>	<p>Strengthen best practice succession planning. 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. Teams will develop their pedagogical leadership. Leadership effectiveness and capabilities will be reviewed through the appraisal system.</p>
<p>Target:</p>	<p>Teams will complete action research in identified priority learning areas. WVP and Poutama Classes- Whanaungatanga</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Evaluation <i>Where to next?</i>	Future Directions:
<p>2021 saw the introduction of Whanau classes which were later gifted the names of Poutama Rangatahi (Senior male students), Poutama Hine (Female students) and Poutama Tane (Junior male students) by the Whanau Hāua Roopu. For whanau classes to be correctly introduced successfully into Ruru Specialist school the values of Te Ao Māori were required to be explored and later embedded into the programmes. Teachers identified the value of 'Whanaungatanga' as the most important value to be explored and embedded at the beginning of this journey. Whanaungatanga is about forming and maintaining relationships and strengthening ties between whanau and communities and school. This value is the essential glue that binds people together, providing the foundation for a sense of unity, belonging and cohesion. We identified the following to ensure success;</p> <ul style="list-style-type: none"> -An increase in whanau involvement in student's learning. -An increase in Māori voice in all aspects of student learning. -Purposeful involvement in the community -Increasing Kanohi ki Kanohi between teachers/students and whanau 	<p>This year, teachers have been;</p> <ul style="list-style-type: none"> -Reaching out to whanau -Making and maintaining connections within the community with students. --- -Supporting students and whanau (as applicable) - Keeping whanau informed of student progress <p>The introduction of the Whanau Hāua roopu has supported this.</p> <p>Other ways we have been developing whanaungatanga- strengthening ties in the community include;</p> <p>Meal on wheels, SeeSaw, Zoom, Regular calls to parents during lockdown, supporting learning from home during level 2, texting, phone call, emails, Whanau Hāua roopu, PLD- Raiha Johnston, Care packages, Wellbeing/Hauora activities, IEP/ICP meeting record- Whanau voice/Student voice, Polyfest, Hui, Te Reo, Class Meetings, Tikanga, Yoga, Splash Palace swimming, EOTC, Work Experience, Special Olympics, RAOK, School Ball</p>	<p>Based on outcomes next year we hope we can build on Whanaungatanga by further developing the Whanau Hāua roopu with more regular meetings possibly via Zoom if we find ourselves in the level 2 restrictions</p> <p>The impact this action research has had on teaching practices include more Te Reo Māori and Tikanga included in day to day teaching and learning.</p> <p>Te Reo Māori and Tikanga are embedded naturally into programmes – not taught as a stand-alone subject.</p> <p>One new teacher to the Whanau classes required support to develop Te Reo Māori and Tikanga knowledge. Other teachers and staff were able and available to provide this support.</p> <p>We acknowledge the need for these classes to be lead by Māori for authenticity.</p>	<p>Our observations from the Action Research Cycle on Whanaungatanga suggest that our focus on whanaungatanga has not only improved and developed the community of learning around our akonga through both developing existing and integrating new initiatives. We believe this relational environment will grow even stronger through a focus next year on Manaakitanga</p>
Report completed by:			
Hera Fisher- Deputy Principal Senior School			
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