

## **Building genuine learning partnerships with parents: Teaching approaches and strategies that work**

Dear Parents and Caregivers

We have an exciting blueprint for our future direction (Charter and Strategic Goals 2019 – 2021) and part of this recognises the importance that you, as parents, play in this partnership. Our school's Strategic Goal 3 is to **Strengthen genuine partnerships with our whānau and community**. Latest NZ research indicates that building strong connections between home and school is paramount to successful learning for our children. As parents, you hold one of the keys to your child's learning, making your ACTIVE commitment a vital component to his or her success.

Attached are our 6 strategic goals; we would like to draw your attention to **Strategic Goal 3** which outlines what we are trying to achieve over the next 3 years to strengthen these genuine partnerships. Our journey may include asking you to share your ideas, participate in trial initiatives for learning partnerships, attend school-based activities such as workshops, classroom observations and more regular teacher meetings.

This year some of the new teaching initiatives that our teachers are developing include Learning for Play (year 0 – 2), Digital Curriculum (yr 1 – 6), Stage 2 of our Learning Culture skills (yr 1 – 6), SHINE and PTP reading programmes (for targeted learners), and trialling learning partnerships where parents will work more closely with teachers to build their strategies to support children as learners.

We will continue to review how we report to parents, the types of assessment that we gather, what is shared with parents and how timely this sharing occurs. How might this look? You may want Open Days, an open-door policy, parents able to come and watch their child in action, to view excerpts of your child in action through SeeSaw blogs. Some parents may like to belong to a foci reference group. For the teaching team to make progress, we need your voice and input.

We invite you to read the attached, recent 2-page National Report Summary from the Education Review Office (ERO) entitled: **Building genuine learning partnerships with parents: Teaching approaches and strategies that work**. This work summarizes what makes an effective partnership and why this is important for our children as learners.

As well as this, we have attached Rewa Rewa School's Goal 3, as this is all about strengthening parent partnerships (3.1, 3.2 and 3.3), so that you can see the key foci areas that we will be working towards over the next 3 years. We believe that our R.I.D.E values will strengthen the concepts of manaakitanga (kindness), whanaungatanga (sense of family), ako (learning) and mahi tahi (welfare) and enhance these relationships and connections. The key areas under development this year will include developing a Learning Partnership framework which takes into consideration:

- More frequent parent / teacher meetings
- Building strategies for parents to support learners
- Sharing children's progress just-in-time
- More opportunities for parent input and knowledge to be shared
- Inviting parents to see learning in action
- Sharing timely assessment including data, teacher observations

So, if we achieve success, what will this look like? Our 3 year success criteria states "Whānau will actively engage in 'Home and School' partnerships that support children to be successful learners and that promote active participation to help our school community thrive."

We will only achieve genuine partnerships with your active engagement and commitment. The challenge is, what are you going to do to make a difference as a parent of a child at our school?

*Jan Otene*  
**Principal**

*Mark Williams*  
**Board Chair**

## National Report Summary

ERO publishes evaluation reports on education issues of national importance. This handout is a summary of a recent national report – it captures the key points and highlights findings that you may find useful. The full report is available on our website – [www.ero.govt.nz](http://www.ero.govt.nz)

### **Building genuine learning partnerships with parents: Teaching approaches and strategies that work**

This ERO report is part of a series of reports about teaching strategies that work. In Term 4, 2016, ERO visited 40 primary schools across New Zealand. These schools were selected because of increased numbers of children achieving at or above the expected standards as they moved through the upper primary years (Years 5 to 8).

This report shares strategies and approaches from schools that have contributed to improving achievement by developing genuine learning partnerships with parents. It also includes simple strategies a few of the schools used to involve parents more in supporting the things children were learning in school.

#### **What did ERO find?**

Most schools have built good relationships with parents but had not fully developed genuine learning partnerships. All schools reported to parents and had interviews or three-way conferences and other communication with parents. However, not all had fully given prominence to the culturally responsive concepts of manaakitanga, whanaungatanga and mahi tahi.

#### **Genuine learning partnerships**

Some schools had seen considerable benefits for children from developing genuine and reciprocal learning partnerships with parents and whānau.

These schools had been quite deliberate in their approaches. Teachers and leaders in these schools:

- introduced new practices as part of a *Teaching as Inquiry* project
- introduced improvements as part of their involvement in [Accelerating Literacy Learning \(ALL\)](#) and [Accelerating Learning in Mathematics \(ALiM\)](#)
- examined research as trialled new practices in parts of the school before extending practices more widely
- worked closely with parents when they introduced new teaching approaches and strategies
- shared the intended benefits for children with parents and reviewed how new processes were working for them.

A key component of these genuine partnerships was the regular and honest sharing of all achievement and progress information teachers had collected. Teachers and parents looked at actual assessments together and discussed the strengths and possible reasons for any visible progress or confusions for a child.

In schools where successful learning partnerships with parents are found solely in Years 1 to 2, these should be extended across the school to help address the achievement slump seen for many children in Years 5 to 8.

#### **FIND OUT MORE**

For more ideas and information, you can read the full report online at [www.ero.govt.nz/publications](http://www.ero.govt.nz/publications)

### **Differentiated approaches to working with parents**

Some schools differentiated the extent of the relationship with parents depending on the strengths and needs of the child. Leaders in these schools recognised educationally powerful connections and relationships between teachers, leaders, parents and whānau as components of an effective response to underachievement.

Teachers in these schools:

- worked closely with parents of children who needed to accelerate their progress
- valued what the parent could do to help
- listened to what the parent might suggest and acted on these suggestions
- valued the time spent on the partnership as it generally resulted in greater progress for the child and less need for additional instruction for the child in the classroom.

These partnerships resulted in consistent language, strategies and goals that children, their teachers and parents/whānau understood and used.

All parents ERO spoke with who were involved in learning partnerships valued the opportunity to be fully engaged in their child's learning, especially when their child had identified learning needs. In the most successful schools, every parent was involved and contributing to their child's learning. Parents expressed gratitude for the time teachers and leaders had taken to work with them to support their child and accelerate their progress.

Parents know their child's interests and concerns and can help teachers understand more about what helps their child succeed. Teachers were amazed by the amount of progress that occurred when parents knew



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the strategies they should focus on at home. Teachers also recognised how a child's self-esteem increased when both teachers and parents understood and responded to the child's strengths, goals and interests.

### **Finding ways to involve parents in their child's learning**

Many of the schools featured in this report were in low socio-economic communities where a high proportion of parents were fully involved in their child's learning. Leaders and teachers in these schools avoided making negative assumptions about parents' willingness to contribute to their child's progress.

Leaders and teachers in these schools:

- built strong and ongoing learning relationships with parents and whānau
- fully and honestly shared assessment information about the child
- listened to parents' ideas about how they could help and what support they needed
- provided details about the language, strategies and approaches the child used at school
- provided materials and internet links for parents that needed them
- regularly communicated with parents to share and hear what was working and what they all should do next.

### **ERO reports used in this publication**

**2016**

[Partners in learning \(2016\)](#)

**2015**

[Educationally powerful connections with parents and whānau \(2016\)](#)

[Continuity of learning: Transitions from early childhood services to schools \(2016\)](#)

[Raising student achievement through targeted actions \(2015\)](#)

**2010**

[Promoting success for Māori students schools' progress \(2010\)](#)



# Rewa Rewa School

Charter & Strategic Plan  
2019 - 2021





## REWA REWA SCHOOL STRATEGIC PLAN 2019 – 2021

Our Vision: Learning for Life Together

Our Values: R.I.D.E. Respect Integrity Diversity Empathy

Our Strategic Goals	Our Annual Initiatives	Our 3 Year Success Outcomes
<p><b>Goal 1 Learners</b> Empower lifelong learners</p>	<p><i>Learners will:</i></p> <ol style="list-style-type: none"> <li>Understand and apply the <b>Active Learner Skills</b> to develop their agency as learners.</li> <li>Confidently demonstrate the <b>Active Learner Competencies</b> that enhance collaborative learning within an Innovative Learning Environment (ILE).</li> <li>Strengthen their engagement in learning by developing the <b>Active Learner Qualities</b></li> </ol>	<p><i>Our learners are able to:</i></p> <ul style="list-style-type: none"> <li>Articulate and take responsibility for their own learning.</li> <li>Apply the skills and attitudes of successful Active Learners.</li> <li>Collaborate, reflect and learn from their mistakes.</li> <li>Monitor their own achievement and ongoing success.</li> <li>Be innovative and curious learners.</li> <li>Successfully contribute to the communities in which they belong.</li> <li>Competently demonstrate their citizenship and R.I.D.E. values.</li> </ul>
<p><b>Goal 2 Personnel</b> Build a collaborative and innovative teaching team</p>	<p><i>Our teachers will:</i></p> <ol style="list-style-type: none"> <li>Undertake professional learning to enable the implementation of the <b>Active Learner Skills</b> school-wide.</li> <li>Teach the <b>Active Learner Competencies</b> within a responsive Innovative Learning Environment (ILE) to support learners to achieve to their potential.</li> <li>Strengthen teacher capabilities through inquiry to develop the <b>Active Learner Qualities</b> in learners.</li> <li>Implement innovative initiatives to progress target learners, including Māori and Pasifika.</li> </ol>	<p><i>Our teachers are able to:</i></p> <ul style="list-style-type: none"> <li>Trial and promote learning opportunities that support our learners to achieve ongoing success within a collaborative Innovative Learning Environment (ILE).</li> </ul>
<p><b>Goal 3 Community</b> Strengthen genuine partnerships with our whānau and community</p>	<p><i>Together we will:</i></p> <ol style="list-style-type: none"> <li>Strengthen connections and relationships with our parents to enable them to more effectively support their children as learners.</li> <li>Develop active engagement and commitment from those within our community.</li> <li>Foster a strong 'Sense of Belonging' by enhancing the connections between ourselves and our wider community.</li> </ol>	<p><i>Our community is able to:</i></p> <ul style="list-style-type: none"> <li>Actively engage in home and school partnerships that support children to be successful learners and that promote active participation to help our school community to thrive.</li> </ul>



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**Our Vision: Learning for Life Together**

**Our Values: R.I.D.E. Respect Integrity Diversity Empathy**

Our Strategic Goals	Our Annual Initiatives	Our 3 Year Success Outcomes
<p><b>Goal 4a Finance</b> Effectively manage fiscal responsibilities to maximize resources for the benefit of our learners.</p>	<p><i>Our board will:</i></p> <ol style="list-style-type: none"> <li>1. Set the budget to ensure effective allocation and use of funds.</li> <li>2. Meet all financial reporting requirements.</li> <li>3. Review policies according to Policy Review Schedule.</li> <li>4. Actively fundraise to support school property and environmental developments.</li> <li>5. Resource initiatives and programmes that will optimise teaching and learning opportunities.</li> </ol>	<p><i>Our fiscal responsibilities will ensure that:</i></p> <ol style="list-style-type: none"> <li>1. Financial expenditure is well managed by the Board and Management to achieve optimum results.</li> <li>2. Audit reports are completed within timeframes each year with minor recommendations.</li> <li>3. Financial policies are reviewed using the school docs 3 year review schedule in consultation with the community.</li> <li>4. Ministry financial deadlines are met within timeframes.</li> <li>5. The school invests in developments that enhance the educational, physical and wellbeing requirements of our students.</li> </ol>
<p><b>Goal 4b Property</b> Create an attractive, modern school environment that enables effective teaching and learning to be accessed by all learners.</p>	<p><i>Our board will:</i></p> <ol style="list-style-type: none"> <li>1. Identify property upgrades that are required to support social, physical and learning needs.</li> <li>2. Undertake legislative and 5 YA requirements to keep interior and exterior property well maintained and safe.</li> <li>3. Support new initiatives that improve our school property and environment.</li> <li>4. Create an attractive environment for working and playing in.</li> <li>5. Apply for grants to upgrade and /or enhance the playground and school environment.</li> <li>6. Upgrade the Assets Register.</li> </ol>	<p><i>Our property management will be effective in that:</i></p> <ol style="list-style-type: none"> <li>1. All property is well maintained, developed and modernised.</li> <li>2. 5 YA property plan is robust ensuring that property and the infrastructure to support this, meet all requirements.</li> <li>3. The budget enables both annual maintenance and long term property developments to be undertaken.</li> <li>4. Property policies are reviewed using school docs annual and 3 year review schedule, in consultation with the community.</li> <li>5. Successful grant applications fund initiatives such as shade sails, landscaped gardens and Junior playground.</li> </ol>
<p><b>Goal 5 Health &amp; Safety</b> Provide a physically safe, high quality environment that supports the emotional, social and physical needs of our learners.</p>	<p><i>Our board will</i></p> <ol style="list-style-type: none"> <li>1. Use School docs to manage our Health &amp; Safety policy review cycle and conduct community consultation related to these.</li> <li>2. Ensure Health &amp; Safety legislative requirements are undertaken including recording /acting upon identified hazards and conducting electrical testing of appliances.</li> <li>3. Ensure that Biennial Health Programmes due to be taught this year are undertaken i.e. Sexuality and EOTC programmes.</li> <li>4. Educational programmes support the health and wellbeing of our students.</li> </ol>	<p><i>Our Health and Safety practices will include:</i></p> <ol style="list-style-type: none"> <li>1. Health &amp; Safety policies annually reviewed by the community using the 3 year review schedule.</li> <li>2. Legislative requirements are competently undertaken and within reasonable timeframes.</li> <li>3. Bi-annual programmes are undertaken in consultation with the community.</li> <li>4. An emotionally secure environment that promotes a sense of wellbeing and citizenship.</li> <li>5. The wellbeing and health and safety of our students, teachers, board members and community is monitored and supported.</li> </ol>



## REWA REWA SCHOOL 2019 - 2021 STRATEGIC PLAN

3 Year Success Outcome: Whānau will actively engage in 'Home and School' partnerships that support children to be successful learners and that promote active participation to help our school community thrive. Our shared R.I.D.E values will strengthen the concepts of manaakitanga (kindness), whanaungatanga (sense of family), ako (learning) and mahi tahi (welfare) to enhance these relationships and connections.						
NAG 3 Personnel Goal 3 Strengthen genuine partnerships with our whānau and community.	Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
3.1 Strengthen connections and relationships with our parents and whānau to enable them to more effectively support their children as learners.	<p><b>Review current connections and relationship protocols</b> that support our children as learners from our 3 key stakeholder groups – parents, learners and teachers:</p> <ul style="list-style-type: none"> <li>Identify how the school currently supports parents/learners to support their children as learners?</li> <li>What do our parents / learners need? Together, what could we do better? Compare this information to that of the teaching team. Where are the similarities / outliers? How can we improve?</li> <li>Use this information to update current protocols to better support our stakeholders – share these with stakeholder groups.</li> </ul> <p><b>Building Learning Partnerships</b></p> <ul style="list-style-type: none"> <li>Teachers upskilled - read 'Building Genuine Learning Partnerships with parents' (ERO National Report, 2018) to identify how we can work more successfully with parents to support their children as learners.</li> <li>Develop a <b>Learning Partnership</b> framework which takes into consideration: More frequent parent / teacher meetings Building strategies for parents to support learners</li> </ul> <p>Sharing children's progress just-in-time More opportunities for parent input and knowledge to be shared Inviting parents to see learning in action Sharing timely assessments including SMS data, teacher observations Valuing and including input from the student as a learner.</p>	<p>Principal Deputy Principal Teachers Parents Learners' voice Ethnic groups' voice Māori/Pasifika voice BoT</p> <p>Principal Deputy Principal Teachers</p> <p>DP (Lead Teacher) Principal Lead Teacher Teachers Parents Students</p>	<p>Tm 1 - 2 2019</p> <p>Tm 3 - 4 2019</p> <p>Tm 3 - 4 2019</p> <p><b>OPS Budget</b> Curriculum incl. Community Initiatives</p>	<p>Stakeholder voice used to inform future support initiatives that will enable parents to better support their children as learners.</p> <p>N.B. Information gathered must clearly capture the voice of Māori, Pasifika and other ethnic groups.</p> <p>'Learning Partnership' draft framework developed by Lead Teacher using community feedback, ready for implementation in 2020.</p>	<p>Phone calls / emails Home visits Parent Surveys Meetings minutes Student voice</p> <p>Lead Teacher 'Learning Partnerships' Action Plan Panui #3 Building Genuine Partnerships Draft Framework developed with support from consultation groups.</p>	



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NAG 3 Personnel Goal 3 Strengthen genuine partnerships with our whānau and community.	Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
3.2 Develop active engagement and commitment within our school community.	Develop Māori community engagement and commitment within our school whānau and community	<ul style="list-style-type: none"> <li>Develop teaching team / lead Māori kaiako relationships through the joint review of current kaupapa protocols (2018) and their development:                             <ul style="list-style-type: none"> <li>What do we do well?</li> <li>What could we drop?</li> <li>What we need to develop?</li> <li>How will we achieve this?</li> </ul> </li> </ul> <p><i>Include:</i> Powhiri protocols, school waiata, and karakia, investigate our school's name</p> <ul style="list-style-type: none"> <li>Rewa Rewa or Rewarewa, translate our vision statement "Learning for Life Together" into Māori for key school documents and other visuals, assist with further development of mihi for principal, teachers and students.</li> </ul>	Deputy Principal Māori kaiako Principal Teachers Students Key stakeholders Local iwi	Tm 4 2018 – Tm 4 2019	Rewa Rewa School kaupapa protocols reviewed and updated with key stakeholders.  Powhiri protocols to welcome visitors to our school are embedded in our school culture.	Minutes of meetings. Discussion groups. Surveys. Māori Kaiako support is strongly evident.  Powhiri protocols developed and embedded. School name and visuals include correct Māori wording. All students and teachers can confidently recite their mihi.
		<p><b>Community consultation</b></p> <ul style="list-style-type: none"> <li>What support is needed from our Māori families to be more engaged? Use a range of ways to gather this information including direct conversations, hui and online surveys.</li> </ul>	Deputy Principal Māori kaiako Principal BoT	Tm 2 2019	Baseline data gathered to measure current levels of engagement.	Meetings held. Data gathered to inform future developments.
		<p><b>Future Developments</b></p> <ul style="list-style-type: none"> <li>To support wider iwi connections and a sense of identity, explore ideas suggested by our kaiako to develop marae connections in 2020.</li> </ul>	Deputy Principal Māori kaiako Principal Interested stakeholders	Tm 3 2019	Key stakeholders will create a noho marae proposal for the community to consider.	Meetings held with key stakeholders. Draft plan formulated for community feedback.





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NAG 3 Personnel Goal 3 Strengthen genuine partnerships with our whānau and community	Initiatives 2019-2021	Annual Plan Key Actions 2019	Responsibility	Timing / Budget	Effective Practice Outcomes	Evidence of Outcomes
	3.3 Foster a strong 'Sense of Belonging' by enhancing the connections between ourselves and our wider community.	<p><b>Develop 'Sense of Belonging' within our school community</b></p> <ul style="list-style-type: none"> <li>Review what we currently do as a community to encourage a 'Sense of Belonging' (Whanaungatanga) in our community.</li> <li>Investigate our hunch - how many of our families are actively involved in our school community and feel that they belong? Monkey Survey / Well Being survey for Learners.</li> <li>Use this information to develop initiatives designed to grow our community's 'Sense of Belonging' 2019 - 2020.</li> </ul> <p><b>Strengthen our 'Sense of Belonging' within our school:</b></p> <ul style="list-style-type: none"> <li>Every class will undertake a community service action to make a positive difference within our school environment.</li> </ul> <p><b>Develop connections with those outside our school community:</b></p> <ul style="list-style-type: none"> <li>Strengthen partnerships with sporting, business and education groups within our local community i.e. Easyswim; local ECC and schools; Rotary programmes; WCC citizenship programme; sporting groups such as touch rugby and cricket; local Community Centre.</li> <li>Review and update 'Transition to School' protocols for New Entrants.</li> <li>Develop new <b>Enrolment Scheme</b> documentation and protocols.</li> </ul>	<p>Principal Deputy Principal Teachers Parents Learners.</p> <p>Key stakeholders' group Principal Deputy Principal</p> <p>Teachers Students Parent helpers</p> <p>Principal Teachers Board Community groups Local paper</p> <p>Junior lead teacher ECC staff Principal Office Manager BoT</p>	<p>Tm 4 2018</p> <p>Tm 2 2019</p> <p>Tm 3 - 4 2019</p> <p>Tm 3 2019</p> <p>Tm 1 - 4 2019</p> <p>Tm 2 -- 3 2019</p> <p>Tm 4 2018- Tm 1 2019 <b>OPS Budget</b> Curriculum</p>	<p>Baseline data gathered to measure our learners' 'Sense of Belonging'.</p> <p>Baseline data gathered to measure our community's 'Sense of Belonging' through participation in events.</p> <p>Initiatives developed ready for 2020 implementation.</p> <p>Class initiatives undertaken within the school.</p> <p>Partnerships database established and updated during the year.</p> <p><b>Transition to School'</b> protocols updated ready for 2020 implementation. <b>Enrolment Scheme</b> information developed and shared in key publications.</p>	<p>Survey designed - data gathered and analysed.</p> <p>Draft document developed ready for community consultation.</p> <p>Initiatives shared with our community.</p> <p>Connections actively built and strengthened.</p> <p>Draft document developed. Board minutes. Board minutes. Local newspaper adverts for ballots.</p>