



Mokoia School Analysis of Variance 2022

Strategic Aim 2- review June 2022: Staff Empowerment We will enable staff to strive to be their best and highest selves. NELP 5 & 6

Report: We have worked hard, and are still working hard, to create an environment where staff have a say in the running of the school and the PLD that they require. The staff have made huge strides this year in their own professional developments and in creating a culture where everybody has a say.

Through support from the Beginning Principal mentorship training and other avenues, the principal is working hard to create this place for staff. When problems arise, staff are asked to contribute ideas and make decisions together. These get noted and those that need further communication are then put out in staff bulletins. Staff have contributed to developing the values of the school (with community consultation) and creating behaviour guidelines for the kura. They have had a say in the timetabling of the school day and contribute heavily to decisions that are made within the school. They are loyal and will follow decisions made by leadership, even if they don't agree with them personally. They feel invested in the kura and directly affect the practices that occur.

As a staff we have been through various professional development, including using Alternative Communication devices (in this instance, the core board), how to use clay and glass, story telling and Zones of Regulation from outside providers. For individuals we have had training in autism, Better Start Literacy Programme, NZ histories, Science, sharp reading, Incredible Years and first aid. We have also provided PLD by staff members. The Beginning Teacher is being supported by his mentor, the principal, with weekly meetings, planning lessons together, observing lessons both here and in another school. The principal has also sought help in this role from other professionals.

Next Steps

- Continue to build a culture where all staff have the opportunity to share their thoughts and ideas.
- Have regular "business" meetings, with a rotating chair
- More opportunities for staff to lead PLD
- PLD on communication with parents via reports

Strategic Aspiration: We will enable staff to strive to be their best and highest selves.

Green - completed Yellow –initiated, but not yet completed Red- not done yet.

What are we going to do	How are we going to do this	When	Who	How will we know it has been successful?
Invite staff voice for decisions that affect the practices of the school	During TOD- share the vision of the school and what we want to achieve. Create opportunities to have input into decisions that affect the school.	26/1/22, and subsequent call back days and meetings.	Evon with all staff	Staff will feel invested in the kura- will have ownership of the decisions that are made. Will display high levels of commitment. Well being survey?
	Listen to what staff have to say about the school, running of classrooms, child assessment etc. Invite ideas and opinions, have healthy, professional discussions. Encourage all to treat each other in this way.	Ongoing	Evon	Decisions will be informed by staff. Staff will be able to express different opinions without losing temper/getting cross. Staff treat each other with respect in front of children and whanau. Staff will be able to see their "hand" in the shape of the school.
	Allow staff to chair business meetings, on a regular and rotational basis.	Term 2- onwards	All	Staff will develop confidence in talking and leading during staff meetings.
	"Ideas board" in the staffroom for staff to contribute ideas from observations	Term 1- onwards	All	Multiple contributions, discussions stimulated in the staffroom
	Create space and time during breaks for informal discussions about practices. (create an inviting staff room so that staff can talk in a relaxed manner)	Summer holidays- onwards	Evon, TA	Staffroom will be inviting, neat and an oasis for adults. Staff will be able to relax and talk informally.

Use professional development providers to lift staff learning	Incredible Years providers for teachers and 2 teacher aides. Incredible years leadership training for tumuaki	Term 3-4	All staff who work with children.	Classroom culture will become more inclusive. Techniques like coaching and “you are” statements used more universally.
	Whaea Heaven come in weekly to teach Te Reo, Kapa haka and tikanga Maori. Staff to stay in class as part of PD	Term 1,2, 4	Evon to organise with Heaven. Kevin and Evon to be present, teach others through dissemination	Use of te reo Maori increase in classroom – monitor by doing quick 10 min observations of te reo used in classroom.
	Swim for Life PD (with children) and after work. Use teaching materials.	Term 1	Evon, Kevin, Natalie, Suzanne	Teachers develop more confidence with teaching water safety. Children improve in skills, as seen on “skills for life” assessment form from beginning of term to end of term.
	Andrea Harding Literacy specialist come and work with staff on how to raise writing standards in a meaningful way	Term 2	Teaching staff- call back day	Teachers plan more effectively for writing development. Teachers more confident in assessing writing.
	RBLT and LSC to support Zones of Self Regulation and peer mediation	Term 1-2	All – Evon to lead.	Staff using language and tools, coaching children to use tools, enabling children to handle emotions better.
	Better Start Literacy learning for Junior teacher	Term 1-4	Evon/University of Canterbury	For Year 1 and lower Year 2 improvements in literacy skills.