

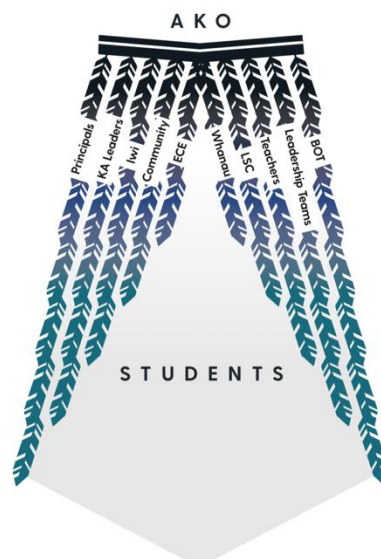


KAHUI AKO

Te Korowai Kakahu o Manurewa

Te Korowai Kakahu o Manurewa is the name gifted to our Kahui Ako by our local marae. It means to wrap or drape a cloak around us all as we journey in collaboration with our stakeholders to achieve our vision of 'Nurturing Success'.

Our korowai represents all of us working together for improved outcomes for our students and families. Ako is to capture our practice in and beyond



Content

Name and Visual Representation	Page 1
Content	Page 2
Our Vision	Page 3
Our Kāhui Ako Geo Representation	Page 4
Kāhui Ako Demographics & Our Kāhui Ako Story	Page 5, 6 and 7
Kāhui Ako Achievement 1 Well-Being with a focus on Motivation	Page 8
Kāhui Ako Achievement 2 Writing	Page 9
Kāhui Ako Achievement 3 NCEA 3A = Level 2 3B = School Leavers	Page 10 and 11
Kāhui Ako Achievement 4 Attendance	Page 11
Theory of Improvement	Page 13, 14, 15 and 16
Organisational Structure	Page 17
Memorandum of Understanding Redacted	Page 18, 19, 20 and 21
Signatories Redacted	Page 22 and 23

Our Vision

Our vision is 'Nurturing Success'

Te Korowai Kakahu o Manurewa plan to nurture success through:

- developing and implementing best practice across our schools and ECEs
- having a strong student-centric bilingual pathway
- implementing a stakeholders engagement and communication plan

Our Purpose

Te Korowai Kakahu o Manurewa was formed with Schools and Early Childhood Centres within our Manurewa and Weymouth community of schools that were keen to work together for better outcomes for all students and families within our own schools.

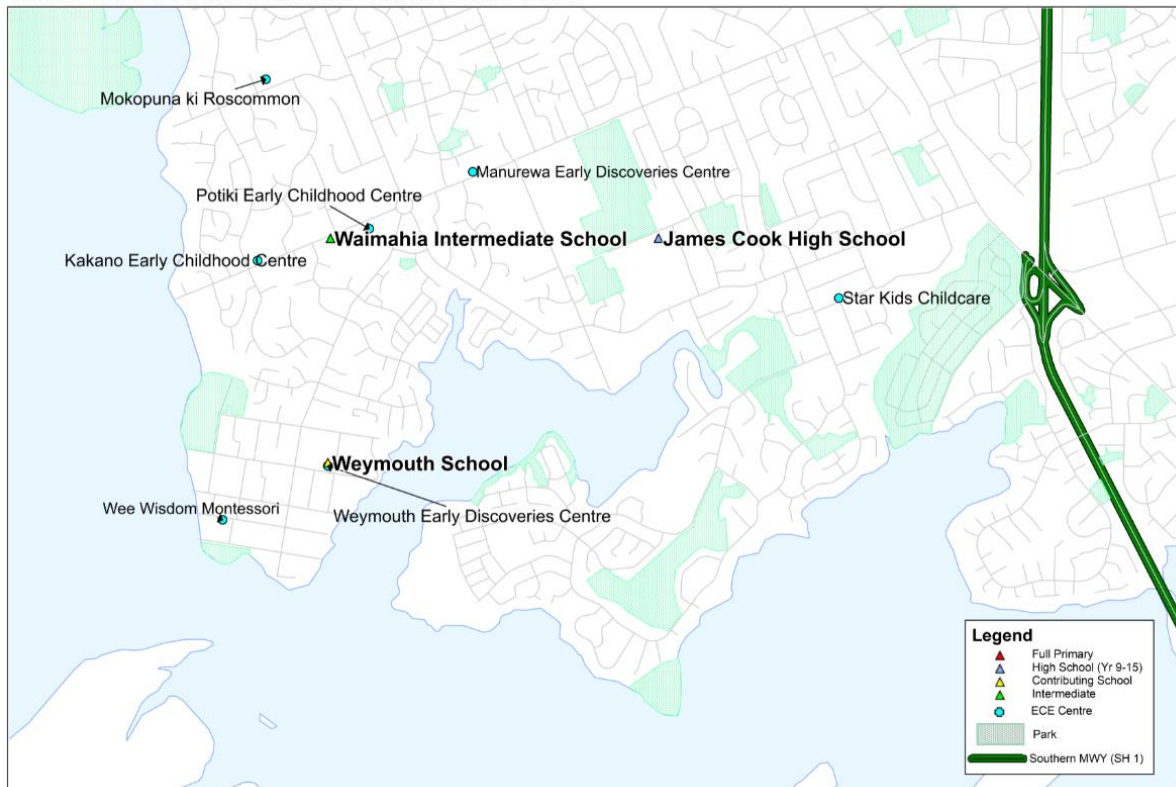
Our schools are James Cook High, Waimahia Intermediate, and Weymouth. Our schools vary in size with approximately 1213 students at James Cook, 198 at Waimahia Intermediate, 549 students at Weymouth and 19 at Clendon Teen Parent Unit. Our Early Childhood Centers are: Weymouth Early Discoveries, Manurewa Early Discoveries Centre, Mokopuna ki Roscommon, Wee Wisdom Montessori, Potiki Early Childhood Centre, Kakano Early Childhood Centre and Star Kids Childcare

Te Korowai Kakahu o Manurewa was approved by the Minister of Education in February 2018. Our name is "Te Korowai Kakahu o Manurewa" which was gifted to us by Manurewa Marae on Finlayson Avenue. All 3 of our schools have a close affiliation with our marae, so feel privileged they were able to support us to name our Kāhui Ako.

It means to wrap or drape a cloak around us all to support our journey together for our children and families. The korowai is used to recognize achievement or significant milestones in our lives.

We believe in 'collaboration' as one of our keys to success. We reflect this by always asking ourselves "what is it we can do better together that we can't do alone".

South Manurewa Kahui Ako Schools and ECEs



Our Kāhui Ako includes:

- James Cook High
- Kakano Early Childhood Centre
- Manurewa Early Discoveries Centre
- Mokopuna ki Roscommon
- Potiki Early Childhood Centre
- Star Kids Childcare
- Waimahia Intermediate
- Wee Wisdom Montessori
- Weymouth Early Discoveries Centre
- Weymouth Primary

Te Korowai Kakahu o Manurewa School Demographics, July 2019

School Name	School Type	Total	Male	Female	Māori	Pacific	Asian	NZ European	Other
James Cook High School	Secondary (Year 9-15)	1213	599	614	564	511	76	36	26
Waimahia Intermediate School	Intermediate	198	106	92	86	95	10	6	1
Weymouth School	Contributing	549	281	268	245	205	62	24	13
Clendon Teen Parent Unit	Teen Parent Unit	17	0	17	0	5	0	1	0
Kāhui Ako Total		1977	986	991	895	816	148	67	40

Te Korowai Kakahu o Manurewa ECE Demographics, July 2019

Please note that all the black boxes have been extracted due to Privacy as the numbers are <5

ECE Name	Total Roll	Maori	Pacific	Asian	European Pakeha	Other
Wee Wisdom Montessori Weymouth Tuakana	22	10	3	6	2	1
Manurewa Early Discoveries Centre	40	18	11	10		0
Potiki Early Childhood Centre	24	16	5			3
Kakano Early Childhood Centre	29	12	15	1	0	1
Weymouth Early Discoveries Centre	66	32	17	12		1
Mokopuna ki Roscommon	39	25	13			0
Star Kids Childcare	54	19	28	4	3	
Kāhui Ako ECE Total	274	132	92	92	10	6

History of our Schools and Early Childhood Centres

James Cook High

Was opened with 204 third-formers at the beginning of February, 1968. Commander D G Bamfield, the Commanding Officer of HMNZS 'Endeavour', performed at the opening ceremony in July, 1969. The motto reflects on how the Captain and his crew persevered through any obstacle to meet their outstanding goal.

We value excellence in personal performance, high quality teaching and learning, continuous improvement, progress, and innovation, high standards of behaviour and self-discipline, honesty and integrity, the richness of our different cultures, tolerance and respect for self and others and the unique contribution each individual makes to the school.

The school aims to provide interesting, challenging programmes in academia, sports and culture. These programmes motivate students to have a continuing desire to learn and give them a sense of achievement. Our programming also ensures that students begin to acquire the qualities of good citizens. They enjoy quality education that develops the personal excellence of every student.

Waimahia Intermediate

In 2012 the Board of Trustees recognised a need to make changes to Weymouth Intermediate School. One of these fundamental changes was for the name and essence of the school to be more reflective of the local community the school served. Waimahia ~ the waters of Mahia ~ was chosen to honour one of the tupuna of the area.

Waimahia's whakatauki is taken from one of Kingi Tawhiao's visions: Maaku anoo e hanga tooku nei whare ~ we shall fashion our own house. This means we will determine our own destiny. This vision of self-sufficiency and self-determination is one we have for our students. We believe that our students arrive at our gates with skills and knowledge that will hold them in good stead for the future. Through their years at Waimahia we aim to strengthen and enhance these skills and add to their knowledge of the world.

We believe that our students will leave Waimahia Intermediate equipped with the knowledge and ways of thinking that will enable them to make positive decisions for learning and life.

Weymouth Primary

Opened on 7th of September 1891. Our vision is to “Strive for the Best” in everything we do. Our values are ‘respect & honesty’ and our Weymouth Way: We think. We help. We learn. We care. – underpins everything we do.

We aim to serve our community through setting a vision, direction and strategy where every child achieves success to their potential. We seek to provide quality teaching and learning for every child, every day with everyone responsible. We work in partnership so that all children experience success and have their successes celebrated. Education at Weymouth is about creating opportunities for each and every student to dream what their futures could look like. These dreams build on the unique and distinctive stories that students bring, and they are supported by the stories that we share as a community. We seek success by developing Whanaungatanga where we build deep and strong relationships between our school, children, families and community. We place a high value on knowing the learning and understanding how children’s languages, cultures and identities provide richness and diversity to the fabric of our school.

Our classroom culture allows students to share their stories and have a voice. Teachers provide an enriched and nurturing family like context learning environment promoting hauora. Our aim is to create the conditions where accelerated progress and expected achievement for all students is our goal. To achieve this we follow the NZC and develop pedagogical content knowledge through cycles on inquiry driven by student needs. We work under 5 areas: Ako. Whanaungatanga. Rangatiratanga. Hauora and Te ahurea o te Kura and we align Tataiako as we honour the Treaty of Waitangi.

Mokopuna ki Roscommon

Mokopuna are here to promote easy access to early learning by providing warm nurturing centres that awahi and manaaki all whanau of every ethnicity. Mokopuna are here to foster children’s cultural heritage, where Maori & all tamariki can succeed and stand tall in their own cultures within our community.

Early Discoveries – Weymouth and Manurewa

At Early Discoveries Charitable Trust our vision is to spark a love of learning, giving our children a great start for life, nurturing them today for their tomorrow. Our desire is for our children to thrive as caring, capable, competent learners. We pride ourselves on working together with our whānau and our community.

Kakano Early Childhood Centre

At Kakano Early Childhood Centre we aim to empower our relationships through aroha (love, respect, process of giving) for our community; whānaungatanga (kinship/family ties) for our tamariki, parents and whānau; manaakitanga (well-being in a holistic sense, being cared for and hospitality) for not only our tamariki, parents and whānau but manuhiri (visitors) and tūrangawaewae (sense of belonging, a home base, a place to stand). Provide experiences for our tamariki that are meaningful, of quality and authenticity. We form collaborative partnership with our parents and whānau, whilst we promote Te Whāriki the New Zealand Early Childhood Curriculum and respect and take care of Pāpatuanuku.

Potiki

Our centre programme is based on “LEARNING THROUGH PLAY” and assists children to develop holistically. We value and promote Te Reo and Tikanga Māori by embedding this within our centre practices. Potiki welcomes all families and recognizes the diversity of people’s beliefs, cultures, values and abilities within our community. Family aspirations for children are respected and valued. Supportive relationships are developed through parent contact with each other at the centre. Our team of qualified and experienced educators are committed to support children’s development and learning enabling them to reach their full potential

Wee Wisdom Montessori

Observe the young child’s need to learn. Therefore as part of the philosophy they have created materials and methods which teach the basics of academic learning. The Montessori curriculum teaches each child to have practical life skills, sensory skills, language, mathematics, culture – Geography, History, and the various Sciences, Art and Music.

Star Kids Childcare

Are committed to empowering children so they can learn and grow through real experiences and experiments. This exploration supports them to take risks, develop problem-solving skills and nurture strengths and talents. Star Kids provides a warm, safe home-like and welcoming environment for children, parents, whānau and teachers.

What does collaboration look like currently in the Kāhui Ako

All three of our schools have participated in the Manurewa Principals Association over past 5 years. We have had a transition programme between the schools and have established a system to support conversation for all our tamariki. We support Year 12 Physical Education students with credit by running a sports with Primary Schools in Manurewa. There is an existing strong relationship between the ECE to Primary School for transition and a robust approach has been established. There is currently a new attendance polite project that the schools are participating within a cluster in Manurewa.

Kāhui Ako Achievement

Achievement Challenge 1 – Well-being with a focus on Motivation

Our Kāhui Ako engaged with an expert partner to facilitate the development of a common achievement foci to collaborate upon. One of the common themes that emerged was student Well-Being. “Student wellbeing is strongly linked to learning. A student’s level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences”. (ERO Wellbeing for success: A Resource for Schools, March 2016)

The Kāhui Ako consulted with some key stakeholders which included, the Kāhui Ako teachers, students and the Leadership team to identify what we could do collaboratively in the space of student Well Being. This drew our attention to what data was required to measure the challenge of Well Being within the Kāhui Ako. We discovered that our current pool of evidence around Well Being sat within our E-AsTTle motivation data. Our initial plans are to use this to establish a baseline around Well Being and we aim to develop a system that will strengthen our approach to measuring Well Being through a *data* set that encompasses broader measures of Well Being.

E-AsTTle calculates a single overall motivation score based on student responses to questions. A Likert scaler of 0 to 5 was developed to quantify levels of motivation.

Motivation Years 3 to 10	Focus
<p>Year 3 to 10:</p> <p>In 2019, 64 % (666 /1041) of our Year 3 to 10 students indicated a scale of “>3.0 to <5” in the AsTTle motivation Writing scale.</p> <p>We will lift this to 85% (885/1041), a 21% shift by the end of 2022. This will mean shifting 219 additional students above “2.5” in the AsTTle motivation Writing scale.</p> <p>We will achieve a 21% shift over 2 year.</p>	<p>Year 3 to 10:</p> <p>Within our overall goal of shifting 219 additional students there are 3 sub goals that are a collective focus:</p> <p>Māori: We aim to lift the achievement of all our Māori students in AsTTle motivation Writing scale from 61 % (228 /371) to 85% (315/371), a 24 % shift by the end of 2021.</p> <p>This is a shift of 87 additional Māori students</p> <p>Pacific: We aim to lift the achievement of Pacific students in AsTTle motivation Writing scale from 65 % (310/ 480) to 85 % (408 / 480), a 20 % shift by the end of 2021.</p> <p>This is a shift of 98 additional Pacific students</p> <p>Boys: We aim to lift the achievement of boys in AsTTle motivation Writing scale from 53% (278/ 528) to 85% (448/528), a 32% shift by the end of 2021.</p> <p>This is a shift of 170 additional boys.</p>

Achievement Challenge 2 – Writing

Through our engagement with the expert partner, we also identified a second common focus of ‘writing’ that the Kāhui Ako could adopt as an achievement challenge. Compared to other curriculum areas, Writing is a particular “stand out” as a subject area that requires strengthening. Our Kāhui Ako conducted further gathering of voice from some of our key stakeholders which included, teachers, students and the Leadership team to identify how we could collaborate to address our common curriculum challenge of ‘writing’. Including the need to align NCEA writing with the feeder schools in order to support learners to achieve throughout the pathway. We saw opportunities to raise achievement in writing across the Kāhui Ako through a process of collaborative inquiry. Where our in-school and across-school leaders would engage in inquiries that lead to improved outcomes in writing for our students.

Writing Years 3 to 10	Focus
<p>Year 3 to 10:</p> <p>In 2018, 34 % (349/1040) of our Year 3 to 10 students achieved their expected and above expected NZC curriculum level in E-AsTTle writing.</p> <p>We will lift this to 62% (649/1040), a 28% shift by the end of 2022. This will mean shifting 300 additional students who achieve expected and above expected NZC curriculum level in E-AsTTle writing.</p> <p>We will achieve a 28% shift over 3 year, shifting 300 additional students.</p>	<p>Year 3 to 10:</p> <p>Within our overall goal of shifting 300 additional students there are 2 sub goals that are a collective focus:</p> <p>Pacific: We aim to lift the achievement of Pacific students achieve expected and above expected NZC curriculum level in E-AsTTle writing from 31 % (151/ 480) to 62% (298 / 480), a 31 % shift by the end of 2021.</p> <p>This is a shift of 147 additional Pacific students</p> <p>Boys: We aim to lift the achievement of boys achieve expected and above expected NZC curriculum level in E-AsTTle writing 28% (150/ 528) to 62% (327/528), a 34% shift by the end of 2021.</p> <p>This is a shift of 177 additional boys.</p>
Writing Years 12 - Focus AS91101	
<p>Writing at NCEA Level 2:</p> <p>In 2018, 27% (28/102) Year 12 learners achieved an NCEA 91101 writing Achievement Standard.</p> <ul style="list-style-type: none"> - To lift achievement in AS91101, writing standard to 79% (81/102) a 52% shift by 2022 this will align to the National Achievement level for this particular achievement standard. - This will require a shift of 52% an additional 53 students. <p>To achieve this we aim to support an additional 27 students per year shift.</p>	
Early Childhood Education - Te Whāriki disposition of Communication	
<p>We currently have 50% (30/60) of our 4 year old ECE students transitioning with letter formation and correct fine motor grip. We aim to lift this to 90% (54/60). This means a lift of an additional 24 students by 2022. We envision this supporting our writing Kāhui Ako target as a whole.</p>	

Achievement Challenge 3A - NCEA

Our aim is to lift NCEA Level 2 achievement particularly for Māori, Pacific and male learners. We believe that all learners should gain at least NCEA Level 2 before leaving school. Achievement in NCEA improves life outcomes for our students and brings increased choices for career pathways. We will determine accelerated progress by using multiple data sources beyond AsTTle, including NCEA data we will use alternative sources of evidence including, but not limited to, learner voice, teacher self-review, and teaching as inquiry evidence. We aim to achieve this by focusing on moderation, shared understandings and consistent across-school practice there will be fewer disparities between transition data points.

Current Situation	Targets
<p>In 2018, there were 196 NCEA Level Two learners of whom 57% (85/196) achieved NCEA Level 2 in 2018.</p>	<p>We will lift this to 85% (167/196), a shift of 28% by end of 2022. This will mean shifting an additional 56 Year 12 students.</p> <p>This includes 3 sub goals</p> <ul style="list-style-type: none"> • Māori • Pacific • Male
<p>Māori and Pacific Achievement</p> <p>In 2018 there were:</p> <ul style="list-style-type: none"> - 46/91 (51%) of Maori learners who achieved NCEA Level Two. - 54/91 (59%) of Pacific learners who achieved NCEA Level Two. - We will lift achievement to ensure that 85% of Maori and Pacific learners achieve NCEA Level Two. <p>This will require a lift of:</p> <ul style="list-style-type: none"> - 34% (77/91) in achievement of Māori students, an additional 31 Māori students achieving NCEA Level Two - 26% (77/91) lift in achievement of Pacific students, an additional 23 Pacific students achieving NCEA Level Two 	
<p>Boys Achievement:</p> <p>In 2018, there were 86 boys enrolled in NCEA Level Two of whom 51% (45/86) achieved NCEA Level 2.</p> <ul style="list-style-type: none"> - We will lift achievement to ensure that 85% of boys achieve NCEA Level Two. <p>This will require a lift of:</p> <ul style="list-style-type: none"> - 33% (73/85) in achievement of boys an additional 28 boys achieving NCEA Level 2 based on current cohort size. 	

Achievement Challenge 3B - School Leaver Goal NCEA Level 2

Achievement in NCEA improves life outcomes for our school leavers and brings increased choices for career pathways.

Targets
<p>In 2018, 163/315 (52%) of school leaver learners left school with NCEA Level 2.</p> <p>We will lift school leaver achievement to:</p> <ul style="list-style-type: none"> - 85% (268/315) of School Leavers will achieve NCEA Level 2 by 2022. - This will require a shift of 33.3%, an additional 105 students would leave school with NCEA level 2 based on the 2018 cohort size of 315 learners.

Achievement Challenge 4 – Attendance

Our three Kāhui Ako schools work within one of the three hubs comprising the new Manurewa Attendance Service Cluster. The Attendance Service vision is for every learner to attend school every day. Weymouth Primary is the Lead school that makes up the West Hub. In light of this our Kāhui Ako have decided to also use attendance data as an achievement challenge as we have identified we need to work collaboratively to raise attendance across our pathway. In order to improve our other targets of, social well-being, engagement and hostlie well-being we must ensure our students come to school daily, and every day matters. We see an opportunity to raise attendance through our shared experience and expertise within our Kāhui Ako.

Attendance for Year 1 to 13	Focus
<p>Year 1 to 13:</p> <p>In 2018, 47 % (935/1975) of our Year 1 to 13 students attend school on a regular bases (70% of a school week).</p> <p>We will lift this to 67% (1323/1975), a 20% shift by the end of 2022. This will mean shifting 388 additional students attend school on a regular bases.</p> <p>We will achieve a 20% shift over 3 year.</p>	<p>Year 3 to 10:</p> <p>Within our overall goal of shifting 388 additional students:</p> <p>Māori: We aim to lift attendance of all our Māori students from 40% (374/937) to 67% (626/935), a 27 % shift by the end of 2022.</p> <p>This is a shift of 252 additional Māori students</p>

What we will use

The 'theory of improvement' Te Korowai Kakahu o Manurewa will be adopting is Russell Bishop's research. We will use a cultural pedagogy of relationships that listens to and is informed by and responsive to students needs through activating and listening to the voices gathered. In order to carry out the work a PLD application will be submitted in the February 2020 round for 80 hours to support our schools to adopt 'Relationships based Learning' through Culture Counts. The external partner will work alongside the across school and within school leads and the Principals to work towards achieving the 'achievement challenges' developed in collaboration with the Kāhui Ako.

The theory of improvement will encompass our first bullet point of our vision "develop and implement best practice across our schools and ECEs. Our across school leads will develop inquiries alongside the Lead Principal and our within school leads will demonstrate in their classrooms, best practice.

Using GPILSEO/AREA is a means of evaluating the impact of their and their students' creating of extended family-like contexts for learning in their classrooms, and their students' dialogic interactions within this context, modifying practices in response to this evidence. AREA measures attendance, retention, engagement and achievement. The leadership model is GPILSEO and AREA. This is how we will work towards meeting our achievement challenges. For each of our achievement challenges we will use the model below alongside the relationship learning based pedagogy.

Motivation & Writing

- Learning engaging. Develop a fun curriculum that is meaningful, engaging, authentic so children are motivated to want to learn
- Integration of curriculum where writing context supports students to write across the curriculum
- Celebrate success and provide multiple opportunities to write

Attendance & Transition

- Learning engaging – fun curriculum
- Whanau/aiga support and involvement to get children to school every day
- Strong relationships with teachers/students
- Reciprocal relationships with students, families and teachers

Outcomes targets

- Students to leave with NCEA achievement rates that are at least as high as National Data
- Priority learners (Māori, Pacific and male learners) are at least as high or at the same level as their class mates

Processes

- Clear transition processes commonly understood by all stakeholders
- Support families to build the relationships to ensure they want to engage
- Identify ways to support families/whanau/aiga to continue the learning journey through our local schools

How we will achieve this

GPILSEO/AREA model will use an inquiry process around this model to inform individual and collective actions. Learning is about what works and sharing across the settings of our Kāhui Ako.

Reporting to boards of trustees

All our schools will have the 'achievement challenges' as part of our Strategic Planning documents as part of the annual plan targets.

Our model for inquiry

	Attendance- what are the patterns and trends we notice over time?	Retention- to what extent are students achieving in relation to what other students across our schools, different years and class programmes	Engagement- teachers using classroom data to disaggregate trends and patterns for students	Achievement- what is the extent and quality of the information collected about student achievement for students
Goals specific and measurable equity goals and a vision for reducing disparities				
Pedagogy- what pedagogy is required to meet the goal?				
Institution- what support structures, practices and routines are required to ensure the pedagogy is practiced.				
Leadership- implementing proactive, responsive, and distributed leadership to ensure that the institutions and conceptual depth of the pedagogy is embedded.				
Spread- what strategies need to be developed to align the new norms to more classrooms, school policy and community.				
Evaluate- the evidence of impact – building capability at all levels to evaluate the impact of practice on educational outcomes, monitoring for both intended and unintended consequences.				
Ownership- intrinsic accountability, motivation and capability to continue the focus on reducing disparities				

Monitoring:

Monitoring is an important aspect of reaching our achievement challenges. Therefore our Kāhui Ako will partake in ongoing and regular evaluation of our progress towards achieving our initiatives. Therefore we will focus on:

- Implementation of the plan - ensuring there is a clear and universal understanding of the identified achievement challenges of the Kāhui Ako and an implementation of pedagogy and school practice that aligns to and supports these achievement challenges.
- Emerging evidence of any changes in pedagogy, school practice or culture that may affect the proposed desired outcomes of the plan.

Evaluation:

In collaboration with the community, Principals, Kāhui Ako Leader and across and within school leadership we will develop an effective evaluative model. A wide range of methods and tools will be utilised to measure the progress of the Kāhui Ako in working towards or successfully attaining targets and engaging all learners in our community. This model will include:

- Analysis of student achievement data from the beginning and at the end of the year -with supporting commentary that evaluates results in relation to the targets.
- Analysis of evidence of any changes in pedagogy, school practice or culture that has had an effect on the proposed outcomes of the target areas within the plan.
- Collate and analyse the roles of parent, whānau, student and teacher voice being an integral facet in the delivery of the plan.

Some tools and measures the Kāhui Ako will utilise include:

- E-AsTTle writing
- GPILSEO/AREA evaluation tool
- Te Whariki fine motor skill data
- NCEA
- NZCER student wellbeing survey

REPORTING:

Reporting to the Boards of Trustees of the Kāhui Ako - The Kāhui AKo Leader will coordinate the preparation of reports for Boards of Trustees to be supplied at designated times throughout the year.

These reports will cover:

- Achievement challenges and priorities.
- Key aspects of implementation of the plan in regard to the achievement challenges.
- Analysis of student achievement data from the beginning and the end of year with supporting commentary that evaluates results in relation to set targets.
- Analysis of evidence of any changes in pedagogy, school practice or culture that impacts the proposed outcomes of the plan.
- Commentary on any issues that may arise in relation to any and all facets that concern the plan or those influenced by the plan.
- Issues arising.

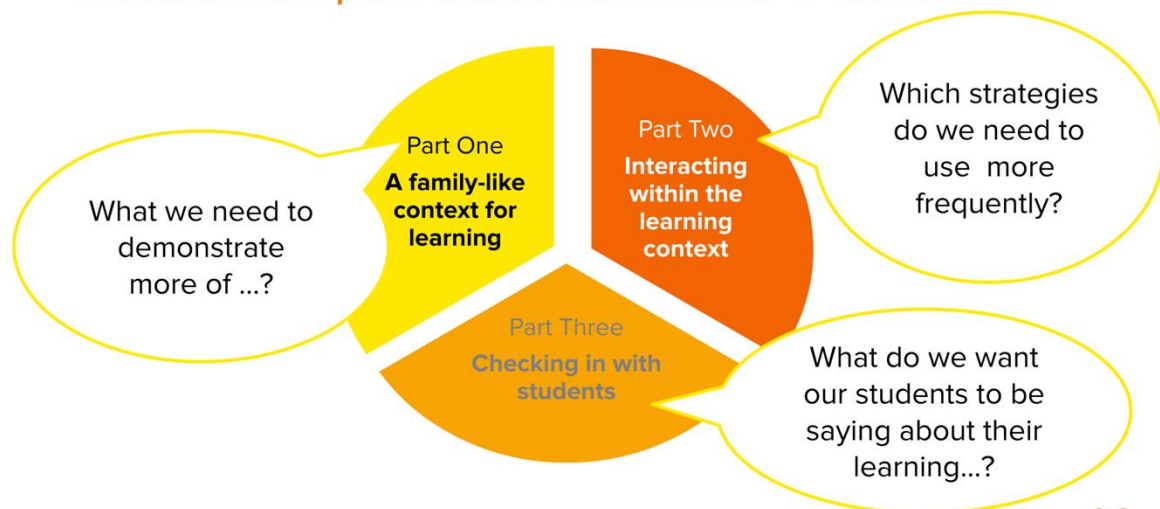
How we will work

The across school and within school leaders will work alongside the lead principal and External Partner to develop an inquiry around using the research model GPILSEO/AREA to achieve our goals.

A relationship based Learning Pedagogy framework will be used to achieve our four goals. An External Partner will be sourced to support the development of the pedagogy in collaboration with the leadership team, across school teachers, within school teachers and stakeholders. By gathering and activating voices from our stakeholders, our aim is to achieve optimal learning opportunities for all students. The external partner will support the evaluation.

A Relationship-based Learning Pedagogy framework;

Relationships-based Learners' Profile



Our organisational structure is underpinned by our values of: Whakamana. Manaakitanga. Pono. Whanaungatanga. The child is at the centre of our structure and our feathers that surround the child are all our stakeholders that work in collaboration for children. Our feathers of our cloak are all equal as we work together to develop opportunities for our children to achieve our vision 'Nurturing Success'.

Organisational Structure

Te Korowai Kakahui o Manurewa's structure will be one of 'nurturing success' through collaboration with all stakeholders centred on the ako.

