

# Taikura Rudolf Steiner School

## Strategic Plan 2018-2022

Welcome to Our Plan. It considers the views of our community including parents, teachers, support staff, students, management and governance. It is the conduit between our Vision, Mission and Values document and Annual Plans prepared by our senior management team. Together these three branches form our School Charter.

Our Plan centres on five broad, aspirational goals. Specificity and measurement of outcomes falls under these goals and gives a rich, well-rounded context to each focus.

We place the student at the centre of all our aspirations, planning and goal setting. Our core focus is that all students feel valued, represented, respected and 'seen' within their school and community. From that central point, all the work, thinking and actions we carry out have at their heart the child.

There are four principles we weave through our goals and the work ahead of us: Our living commitment to our special character as a Waldorf/Steiner school; Our cultural place in Aotearoa through our language and our actions; The value we place on sustainable practices, financially, environmentally, culturally and in human resources; and, our acknowledgment of communication as essential to our community. Across all our work, thinking and actions we are focused on the role we play in raising healthy, moral individuals supported by a healthy and moral community.

## Our Process

Initial draft goals were prepared by Kelly Sutton, Melissa Brignall-Theyer, Aimee Hawke and Jessica Soutar Barron on behalf of the Board of Trustees of the School. This working group then consulted with community on the goals through a series of face-to-face hui. As well as asking for feedback on the goals and their wording we also asked stakeholders three questions to focus their thinking on how each goal will look in our School: 1). What will this look like at Taikura? 2). What are the steps to achieve this at our school? And, 3). How will we know success when we see it?

The face-to-face hui consisted of four meetings with parents and caregivers in the last week of July 2017, as well as meetings with staff, BOP, BOT and the student council. Forty families were represented at these meetings. These meetings were followed up with an online survey giving stakeholders the opportunity to give feedback. There were forty respondents to the online survey. Material from the face-to-face meetings and the survey were then collated and analysed to provide actions, indicators and targets for each goal. Through this feedback we also amended the wording of many of the goals themselves. A draft strategic plan was then circulated among our community for further consultation. The draft plan was held in classrooms, the staff room and school office, kindergartens and at three businesses in Hastings and Napier to ensure as many stakeholders as possible could view and make comment on it. It was also circulated to all staff and parents electronically. During this phase of consultation, a group from Tu Mai Taikura held a hui to discuss the strategic plan with Jess Soutar Barron. A final strategic plan was ratified by the Board of Trustees on 21 August 2017. This plan is a condensed version of the Plan. It is action focused and designed to act as a useful resource for staff, families and the Taikura Steiner School community.



## Our Mission

- An education based on spiritual-scientific insight into child development.
- Reverence for the uniquely individual nature and pathway of each child.
- A commitment to educate and develop the whole child towards balance and roundedness; that they will experience Wellbeing/Hauora – In Body, Soul and Spirit.
- A broad curriculum though to graduation that presents the whole panorama of human development up to the present time in a form that is accessible, engaging and imaginative.
- A pedagogy that brings content, methods and skills in a creative manner to students at optimal times, based on the understanding that child development happens in stages which reflect developing soul faculties.
- An understanding that the relationship between teacher and student is of primary importance.
- A recognition of the destiny connection that exists between the teacher and the students in the class, and between the students themselves.
- A realisation that the best education of the child requires a close, mutually respectful working together of parents, teachers, staff and others in the community.
- A preparedness on the part of teachers to take on their own path of inner development, which includes a willingness to come to grips with Rudolf Steiner’s work on child development and education.

*Taha Tinana: The house I inhabit serves me well.*

*Taha Hinengaro: I experience the world and life to its fullest.*

*Taha Wairua: I know who I am in the world.*

## Our Values

That all students develop themselves as confident, connected, actively involved, lifelong learners.

## Our Vision

That every student progresses towards becoming a free, responsible and caring individual able to impart purpose and direction in their life, and contribute in manifold as well as unique ways to society.

In working towards this Vision, teachers work with the following inner orientation:

*Receive the child in Reverence. Educate the child in Love. Let each go forth in Freedom.*

(Rudolf Steiner, 1861-1925)



## Strategic Goal:

Our community works in relationship with our special character and each other to support the full potential of the child.

### Actions:

1. Establish a working group across governance, management, staff, parents and students to focus of the needs and future of the High School.
2. Develop parent and caregiver induction and ongoing learning programme.
3. Explore the formation of a Parents and Families Association to work in relationship with the School.
4. Bring consistency to parents' evenings to increase pedagogical knowledge, raise attendance and reinforce relationship with school families.
5. Support a community-held waiata and kapa-haka initiative to work alongside school festivals and events.
6. Develop a School-hosted lecture series to enhance Waldorf pedagogy and knowledge of Anthroposophy.
7. Explore the possibility of a parent space within the main school campus.
8. Survey parent-body throughout the year on specific issues and feed findings into work programme.

### Indicators and Targets:

Parents and caregivers are well inducted into Waldorf education and supported in their ongoing learning.

Opportunities are in place for parents and caregivers to grow their knowledge of te ao Māori, te reo me ona tikanga and Waldorf Special Character.

Community is actively engaged with the School with strong attendance at parent evenings, school meetings, working bees, workshops and craft meet-ups.

Festivals are well-attended and reflect our School and its place in the world both as a Waldorf school and a school of Aotearoa.

There is initiation of events by parents for parents.

Families feel connected to each other and well supported in their journey as part of a Waldorf school community, and heard in their concerns or challenges with the School.

Every parent meeting has a practical element of special character.

The class liaison parent network is strong and useful to the School community.

Parents, caregivers and School staff model commitment to life-long learning.

The Community works collaboratively to address health and wellbeing.



## Strategic Goal:

Our School is supported by a robust, resilient and effective organisation.

Actions:

1. Review all systems and policies regularly – including community feedback – and develop a culture of self-review and continual improvement.
2. Develop and implement a communications strategy.
3. Create a sustainable management and leadership structure with clear roles and responsibilities.
4. Explore new revenue streams and continue to improve financial stability.
5. Develop an environmental sustainability policy.
6. Scope new and strengthened approaches to student behaviour management.
7. Begin process of review of School Charter.
8. Provide clarity and consistency around enrolment and entry waiting-list priorities.

Indicators and Targets:

Well-maintained natural and physical environment supporting quality head, heart and hands learning.

Excellence is aspired to throughout the organisation including robust systems, effective policy and strong governance.

Special character and its cultural setting in 21<sup>st</sup> century Aotearoa is reflected in all parts of the School.

Effective, transparent and consistent communication enables a culture of trust throughout the School community.

Environmental, cultural, social and economic sustainability enables the School to be resilient.

All staff are a vital and valued part of the School community.

Students feel a strong connection to the School environment.

The School community takes pride in the School environment and uses it with respect and enjoyment.

Staff feel confident in the systems they use.

Students, staff, parents and the School community have a clear understanding of the School's direction, policies and successes.

Management structure is functioning well and staff feel empowered and sustained.

Alumni are happy to contribute to the life of the School.



## Strategic Goal:

Our Waldorf curriculum inspires well-rounded lifelong learners who can successfully step into the world of their time.

### Actions:

1. Provide opportunities for staff and community to co-construct a shared picture of what success and excellence mean with the context of a Waldorf pedagogy.
2. Develop quality professional learning to ensure all teachers have a comprehensive understanding of what each student needs in response to human development as described by Steiner.
3. Put in place diagnostic processes and supports to ensure students who may need support or extension across the curriculum are identified.
4. Explore the best ways to deliver new-media and digital competencies within the Waldorf pedagogy.
5. Establish a curriculum review cycle in both the high school and the lower school that aligns with Federation Curriculum Development Goals and Community of Learning achievement targets.
6. Embed He Reo Puawai into the curriculum with its specific focus on Main Lesson curriculum and age and stage appropriateness in terms of relationship to Waldorf pedagogy.
7. Establish a working group to carry out a scoping exercise to strengthen the School's foreign language offering.

### Indicators and Targets:

Learning culture that has a shared picture of success and excellence between the community and the School.

Curriculum is consistent in its delivery, meeting the child through the lens of human development as described by Rudolf Steiner/our Special Character.

Students have the skills necessary to independently access all parts of the curriculum.

Increased participation with other schools in cultural and sporting co-curricular activities and interschool competitions and opportunities.

A 'success and excellence' statement is articulated for our School, belonging to both School and Community.

Special Character is evident and abundant in all aspects of curriculum delivery and student activity.

Quality and consistent curriculum delivery is experienced by students and demonstrated via planning and appraisal cycle.

Teachers can articulate with some depth the pedagogy underpinning the lessons they teach and this is clearly shared with parents and caregivers.

A variety of experiences and associated assessment practices is available to students to demonstrate their learning and achievement.



## Strategic Goal:

Our staff know they are valued and nurtured, and are consciously held to support the child in their development.

### Actions:

1. Put in place formal professional development frameworks and informal personal pathway conversations for all staff.
2. Strategically invest in professional learning, research and pedagogy that supports staff to be leading practitioners.
3. Develop and implement an appraisal system that merges the needs of the recognised professional bodies (Education Council, College of Teachers, Federation).
4. Recognise and actively support a plan for mentoring and succession for all staff.
5. Embed robust self-review as a tool to consciously reflect and respond to the needs of all students.
6. Give high priority to resourcing teachers' aspirations.

### Indicators and Targets:

Staff are afforded multi-faceted opportunities to achieve goals both professionally and personally.

All staff undergo formal induction and ongoing support in Waldorf pedagogy and Anthroposophical learning.

All staff undergo learning and support in te reo me ona tikanga.

Formal appraisal systems are developed, maintained and engaged with.

Staff have a strong commitment to School life and feel fully engaged and supported.

Staff have robust pathways to achieve their goals.

Special Character and te ao Māori is evident in appraisal systems, goal pathways and professional learning and development.

Open dialogue is taking place around teachers' support, succession planning and learning pathways.



## Strategic Goal:

Our rich cultural foundation is expanded by a strengthened relationship with te ao Māori through te reo me ona tikanga.

### Actions:

1. Implement the te reo me ona tikanga Strategy.
2. Review the implementation, development and progress of the Strategy.
3. Ensure our organisational structure reflects the values and intentions of the te reo me ona tikanga Strategy.
4. Carry out a three-yearly review of the make-up of our School community's culture and ensure our School is reflecting that.
5. Work with festivals group and wider teaching staff on how best to incorporate other cultures into the life of the School alongside our Special Character and te ao Maori.
6. Develop a programme for the community to engage in learning to support their decision to have their child educated in a Waldorf school.

### Indicators and Targets:

Develop a te reo me ona tikanga strategy that is embedded in all domains of School life and integrate it so it is a living document in the daily life of our School.

Through a lens of anthroposophy and te ao Māori reflect and acknowledge other cultures in our festivals and school rhythms.

Create greater understanding of anthroposophy so our community is engaged in festivals and has an understanding of the meaning behind our observances.

