

Strategic Plan 2024–2027

EXECUTIVE SUMMARY

The Board of Trustees is pleased to present the Strategic Plan 2024–2027 for Te Whare Tamariki o Montessori ki Wānaka/Montessori Children's House Wānaka (MCHW).

This plan has been prepared based on previous strategic plans, in consultation with MCHW employees and whānau, and with advice from local business consultant Mike Henderson. It outlines our specific goals and priorities for the next three years, and author/illustrator Laura Shallcrass has developed an image to articulate the new values of MCHW.

As part of the Governance, Management and Administration Standard, Education (Early Childhood Services) Regulations 2008 require early-learning service providers to have regard to the Statement of National Education and Learning Priorities (NELPs). The NELPs are a set of priorities designed to guide those who govern licensed early-learning services to focus their day-to-day work on things that will have a significant positive impact for tamariki. These priorities can be used alongside MCHW's strategic plan to help every ākonga/learner to progress and achieve their aspirations. These NELPs are attached as an appendix to our strategic plan.

Our Purpose: MCHW nurtures our tamariki to be resilient, positive, curious, and socially responsible in a prepared environment, guided by the Montessori principles.

Our Vision: To unlock the potential in our tamariki to make a positive difference in our world.

Our Commitment: Education and care weaving Montessori practices and philosophy with Te Whāriki and the New Zealand early-childhood curriculum.

Our Guiding Principle: Help me to help myself.

3 YEAR GOALS

1.	Next ERO Report findings to recognise an improvement in the use and application of te reo Māori and tikanga Māori at MCHW. <i>[NELP Objective 1 & 2 and Priorities 1–4]</i>
2.	Enviroschools Greengold Status and an entrenched sustainability journey, including completion of the Kelly's Flat and solar-panel projects. <i>[NELP Objective 3 and Priority 6]</i>
3.	Simplify and enhance the MCHW values and improve communication. <i>[NELP Objective 1 and Priority 2]</i>
4.	Review of Board of Trustee systems and processes.

12 MONTH PRIORITIES

1.	Employer of choice: recognise and celebrate our kaimahi through the development of a rewarding staff culture.
2.	Develop an action plan for improving on biculturalism in relation to the 2022 ERO Report.
3.	Develop an action plan to inform MCHW whānau and the wider community about who we are, the ECE services provided, our values, philosophy, and day-to-day practices.
4.	Develop an action plan for Enviroschools Greengold Status and progressing the Kelly's Flat project.
5.	Implement a new learning opportunity/activity for tamariki based on the feedback provided in the 2023 strategic plan questionnaire.

Mahere Rautaki 2024–2027

HE KUPU RĀPOTO

E hiamō ana te Poari Tarati ki te tāpae i te Mahere Rautaki 2024-2027 mō Te Whare Tamariki o Montessori ki Wānaka/Montessori Children's House Wānaka (MCHW).

Kua whakaritea tēnei mahere i ruka i kā mahere rautaki o mua, i ruka hoki i te whiriwhiri ki kā kaimahi me kā whānau o MCHW, ā, i ruka i kā kupu āwhina a te kaiwhiriwhiri kaupapa pakihi o te takiwā, a Mike Henderson. E whakarārangi ana i ō mātou Whāika motuhake me kā aroka tōmua mō te toru tau e tū mai nei. Waihoki, kua whakawhanake a Laura Shallcrass, he kaituhi/kaitā, i tētahi whakaahua e whakaatu ana i kā uarataka hou o MCHW.

E ai ki te Governance, Management and Administration Standard, Education (Early Childhood Services) Regulations 2008 me whai whakaaro kā kaiwhakarato ratoka ako-kōhukahuka ki te Statement of National Education and Learning Priorities (NELPs). Ko kā NELPs he kohika aroka tōmua kua hoahoatia ki te ārahi i ērā e whakahaere ana i kā ratoka ako-kōhukahuka whai raihana kia aro ā rātou mahi o ia rā ki kā āhuataka ka whai pāka pai ki kā tamariki. Whakamahia ai ēnei aroka tōmua i te taha o te mahere rautaki a MCHW hei āwhina i ia ākoka ki te whanake me te whakatutuki i ō rātou wawata. Kua āpitihia kā NELPs nei hei āpitihaka ki tā mātou mahere rautaki.

Tō mātou koroka: Ka poipoi a MCHW i ā mātou tamariki kia manawanui, kia kākau whakapono, kia pākikī, kia noho haepapa ā-pāpori i tētahi taiao kua whakaritea, e arahina ana e kā mātāpono o Montessori.

Tō mātou moemoeā: Ki te tūhura i te pitomata i ā tātou tamariki me te whai pāka pai i te ao.

Tō mātou takohaka: e mātauraka me te manaakitaka, te tuitui i kā mahi me te tautake Montessori ki Te Whāriki me te marautaka ako- kōhukahuka o Aotearoa.

Tō mātou mātāpono ārahi: Āwhina mai kia kuhu ai ahau i ahau anō.

KĀ WHĀIKA O TE TORU TAU

1.	Ko kā kiteka i te Pūrongo ERO ka tohu i te whanaketaka o te whakamahika me te whakauruka o te reo Māori me kā tikaka Māori ki MCHW. <i>[NELP Whāika 1 & 2 me kā aroka Tomua 1-4]</i>
2.	Enviroschools Greengold Status me tētahi ara whakauka kua whakaūngia, tae ana ki te whakatutukitaka o Kelly's Flat me kā kaupapa papa hiko kōmaru. <i>[NELP Whāika 3 me te aroka Tomua 6]</i>
3.	Te whakakāwari me te whakakaha i kā uarataka o MCHW me te whanake i kā whakawhiti kōrero. <i>[NELP Whāika 1 me te aroka Tōmua 2]</i>
4.	Arotake i kā pūnaha me kā hātepe a te Poari Tarati.

KĀ AROKATŌMUA O TE 12 MARAMA

1.	Ka kōwhiria hei kaitukumahi: kia mihia, kia whakanuia ā mātou kaimahi mā te whakawhanaketaka o tētahi ahurea whakamihi kaimahi.
2.	Te whakawhanake i tētahi mahere mahi hei whanake i te kanorutaka i te wāhi ki te Pūrongo ERO o 2022.
3.	Te whakawhanake i tētahi mahere mahi hei whakamōhio i te whānau me te hāpori whānui o MCHW e pā ana ki ā mātou, kā ratoka ECE e tukua ana, ō mātou uarataka, te tautake, me kā mahi o ia rā.
4.	Te whakawhanake i tētahi mahere mahi mō Enviroschools Greengold Status me te whanake i te kaupapa o Kelly's Flat.
5.	Te whakauru i tētahi ara/mahi ako hou mā kā tamariki e ai ki kā kōrero whakahoki i tukua i te pātaitai mahere rautaki o 2023.



Nurturing independence
Te poipoi i te motuhaketaka



Joy of learning
Te kahau o te ako

help me to help myself

Āwhina mai kia
āwhina ai ahau i
ahau anō



Bicultural commitment
Takohaka kanorua



Multicultural understanding and global awareness
**Māramataka kākano maha me
te tūhotaka huriao**



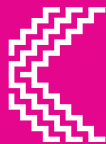
Respect for people and planet
**Te whakaute i
te tākata me te ao**

OUR CORE VALUES
Ō MĀTOU UARATAKA MATUA

Implementation of the Statement of National Education and Learning Priorities in licensed early learning services



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern licensed early learning services, including ngā kōhanga reo, to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside the service’s own local priorities, to help every learner/ākonga to progress and achieve their aspirations.



The Education (Early Childhood Services) Regulations 2008 require licensed early learning service providers to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard.

Licensing criteria will be amended to align with and support the GMA Standard.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Make use of targeted Ministry of Education funding to reduce parental fees and help address other financial barriers, such as food, clothing and transport, and support whānau and Pacific families to apply for funding available to reduce the costs of early childhood education	Build on the language learning, literacy, and numeracy practices learners/ākonga experience in their own home or community, including dual or multi-lingual households, and value the cultural knowledge each child and their whānau bring to literacy education	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako, educators and staff to strengthen teaching, leadership and learning support	No actions for early learning services	
Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	Ensure disabled learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga, are safe and included in their early learning service, and their needs are supported	Offer multiple opportunities for interaction and conversation - regularly conversing with individual or small groups of learners/ākonga using descriptive vocabulary, reading stories together, playing verbal games or singing waiata to support their language development; and incorporate regular opportunities for learners/ākonga to explore symbols from their own and other cultures, including mathematical symbols	Provide opportunities for teachers/kaiako and educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori, and support them to strengthen their teaching practices to integrate te reo Māori throughout implementation of the curriculum	Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches		
Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing and participating in early learning	Provide consistency of teachers/ kaiako, educators and caregivers, so young learners/ākonga can develop attachment and positive relationships to support learning and wellbeing	Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching		



Actions for early learning services

Implementation of the Statement of National Education and Learning Priorities in licensed early learning services (continued)

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
Delivering Te Hurihanganui to address racism, strengthen equity and accelerate the educational achievement and wellbeing of Māori learners/ākonga and their whānau Implement the actions committed to in the Action Plan for Pacific Education Investing in and supporting the development of programmes and pathways for learning in Pacific languages Allocating \$50 million to provide immediate support for any learning, social and emotional, mental, behavioural or other wellbeing issues for learners/ākonga in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships Establishing Curriculum Leads to support early learning services, schools and kura with the teaching of mental health and healthy relationships and promote learner/ākonga wellbeing	Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hurihanganui Support education services to develop their capability to engage with Māori learners/ākonga and whānau in partnership Deliver Talanoa Ako programme to support Pacific families Developing professional learning resources based on the Tapasā: Cultural competencies framework for teachers of Pacific learners Supporting the development of programmes and pathways for learning in Pacific languages Developing tools for rich records of learning which are collaboratively generated with learners/ākonga and their families/whānau to capture aspirations, strengths and learning progress	Support places of learning to build their capability to identify and understand learner/ākonga needs and barriers to success Funding innovative Pacific education initiatives designed and/or delivered by educators, and education providers that respond to curriculum and wellbeing needs exacerbated by COVID-19 Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and to support them to maintain strong relationships with education providers Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive. Reviewing equity A and B and targeted funding for disadvantage in ECE Strengthen early identification of learning support needs through the development of screening tools Reduce waiting times for existing early interventions and Improving early intervention for young children and their family and whānau	Developing tools to support kaiako and teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning along the pathways	Allocating \$100 million to support Kōhanga Reo and revitalise te reo Māori Allocating \$200 million to support ākonga Māori and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te reo Māori into all students' learning Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau Delivering Kauwhata Reo, the online hub for te reo Māori resources, and the development of localised te reo Māori curriculum resources through Te Aho Ngārahu Implement Ka Hikitia and develop skills and capacity in the education workforce	Extending Te Ahu o te reo Māori to support the education workforce to integrate te reo Māori into their practice Providing professional learning and development (PLD), guidance and support to strengthen the governance and management of Pacific early learning centres Extend the PELP (Pacific Early Literacy Projects) and realm languages projects into early learning services to help teachers and families grow Pasifika children's language and early literacy capabilities Increasing qualification requirements for home-based educators, and the re-introduction of the 100% certificated funding band, in early childhood education Allocating funding for ECE pay increases Reinstating the 100% certificated teacher funding band from 1 January 2021 Developing an oral language resource to support early learning kaiako to enhance children's oral language learning and development.	Begin initial work to co-construct a range of tools to help early learning kaiako to understand and respond to children's progress	

Actions Government is taking that support the implementation of the NELP in early learning services