



TIMATANGA
Community School



Charter 2020

Section 1: Introduction

This section of our charter summarises our vision, values, and educational aims in the light of our special character. Granted by the Ministry of Education in 1979, our special character forms the basis of our charter and the core of our educational philosophy.

Te Take Motuhake o Timatanga/Timatanga's Special Character

Timatanga is an integrated open plan alternative primary school with students from year one to year eight. It is a secular, parent co-operative school, where parents have input into the day to day running of the school.

Timatanga has adapted and applied the educational philosophy of A.S. Neil, John Holt, and New Zealand Playcentre; with the emphasis being on education and learning that is inquiry based, child centred, and where possible child initiated.

The children, parents and teaching staff are involved in establishing and facilitating natural areas of interest of the individual child to enhance self-regulation, self-management and self-discipline.

The school operates in a village like atmosphere, surrounded by the Timatanga Community, in which learning is a normal, integral and continuing element of life, not something that occurs separate from other elements. As an important part of this, parents, whanau, community members and teachers are all welcome teacher-learners. Regular meetings and coordination through the principal ensure that continuity, connectedness and clear direction is maintained in the school.

The key components of our special character:

1. All learning at Timatanga is child centred
2. Much learning at Timatanga is child initiated
3. We are a secular school
4. We are a parent cooperative
5. We operate in relationship with Timatanga Community

Te Tirohanga o Mātou/Our Vision

We will support our children to become self-motivated, resilient, connected, life-long learners and self-responsible, caring, citizens through a stimulating, happy, challenging, inclusive, and highly social learning environment where everyone is respected and valued, personal choice is maximized, most decisions are democratically made, and a high degree of self-management is expected.

Self-motivated, resilient, life-long learners:

- pursue their own passions and so feel that learning belongs to them
- develop at their own pace and so respect their own and other people's learning and ways of learning by being encouraging and non-competitive
- understand the inquiry process deeply
- can plan a project, work hard to see it through, and feel proud of the result without extrinsic motivation
- **have a love of learning that lasts for their whole lives**

Self-responsible, caring, members of society:

- respect themselves and others
- listen actively and share their own opinions confidently
- make agreements with others and abide by them
- resolve conflicts in a way that leaves everyone's mana intact
- are emotionally resilient and actively seek feedback on their ideas and actions
- share happily
- are kind
- **co-operate with others to come up with innovative solutions to problems for the rest of their lives**

Nga Manaakitanga o Mātou/Our Values

Our school values are:

Connectedness

Discovery

Play

Resilience

Self-management

Compassion

These values are deeply embedded in the culture of our school. Our culture supports each student's developing understanding of our values in a number of concrete ways, which are explained in-depth in our *Guide for Timatanga Parents*.

On-going, self-reflective learning discussion about our values and how we live them as a school community are also an integral part of our monthly parent and teacher meetings.

Nga Whāinga o Mātou/Our Aims

We aim to support our children to become self-motivated, independent, life-long learners and self-responsible, caring, members of society through the culture of our school and through our pedagogy (the way we teach and learn).

We aim to:	Our culture supports this by:	Our pedagogy supports this by:
<p>Support each student to become a self-motivated, independent, life-long learner</p>	<ul style="list-style-type: none"> • Maintaining a seamlessness between home and school • Respecting everyone's learning and pace of learning • Granting students the freedom and opportunity to initiate their own activities 	<ul style="list-style-type: none"> • Expecting a high degree of self-management • Giving students a high degree of choice in both lesson content and the daily schedule • Providing a stimulating environment • Enabling children to challenge, question and inquire; to discover and explore • An integrated, inquiry led, approach to curriculum that combines curricular areas • Responsive planning that is based around the children's current interests • Being a constantly reflective practice that regularly reviews each student's progress and asks how their on-going needs can best be met. • Ensuring lots of fun and no bells!
<p>Support each student to become a self-responsible, caring, member of society</p>	<ul style="list-style-type: none"> • Maintaining a seamlessness between home and school • Respecting and valuing everyone and everything at school • Providing opportunities for the children to make decisions affecting their school life via meetings, discussions and other interactions between adults and students • Basing discipline on consideration of the needs of others 	<ul style="list-style-type: none"> • Rostering parents at school sessions so that children can benefit from relating to a wider range of adults, and from the skills, interests and resources that they bring • Allowing students to progress at their own pace as individuals in a non-competitive atmosphere • Valuing creative expression of all kinds, free from competition or prescription • Including the wider school community in our learning environment, both formally and in an ad hoc way • Maintaining a lively Te Ao Maori programme that includes te reo and taha Maori • Integrating Te Ao Maori into all curriculum areas in a natural way • Assisting the children to gain skills through support rather than by comparison or competition (except where competition is deliberately used in sports)

Section 2: Strategic Aims and Direction for 2020-24

This section of our charter presents the Board's strategic aims and direction for the next five years, and expands this via our strategic plan. Parents have also been consulted as to what they would like to have included here.

In this section, the Timatanga Board of Trustees identifies our current and future priorities for student progress and achievement. This strategy is set after a process of review, analysis of achievement data, and the analysis of variance; and in accordance with Timatanga's current vision and aims (see previous pages) and the current National Educational Guidelines (NEGs).

Vision 1: Curriculum

A personalised and integrated learning and teaching programme tailored to each child developing the attitudes, skills and knowledge on which a lifelong love of learning can be built.

Goals

- 1.1 Maintain or raise the current level of achievement in maths for all students
- 1.2 Maintain or raise the current level of achievement in literacy for all students
- 1.3 Maintain or raise the current level of metacognitive understanding about learning for all students
- 1.4 Enhance our Maori and Pasifika curriculum
- 1.5 Ensure that our curriculum is an expression of our special character and current pedagogical understandings, and that it weaves the NZ Curriculum into our school in a way that targets and embraces each child's interests and supports our special character
- 1.6 Ensure that parents' talents and skills are effectively used to support the curriculum
- 1.7 Ensure that students with special education needs are catered for within our whanau based, student centred pedagogy, in a way that supports our special character

Vision 2: Staff and Administration

A strong cohesive school of happy, thriving and purposeful students, parents and staff.

Goals

- 2.1 Fund the employment of a teacher aide for Maori tikanga and Te Reo for Y1-8
- 2.2 Fund the employment of a teacher for Mathematics for Y1-8
- 2.3 Provide targeted PLD and support to teacher-learners
- 2.4 Hire a service provider to administer the accounts
- 2.5 Hire a support staff fiscal administrator to administer wages and family accounts

Vision 3: Property and Finance

Responsibly providing for our needs in order to support our pedagogy and our goals.

Goals

- 3.1 Manage finances in accordance the MoE accounting recommendations
- 3.2 Allocate financial resources to meet strategic goals
- 3.3 Fundraise \$10,400 p/a for staffing
- 3.4 Fundraise \$20,000 for a music room
- 3.5 Ensure that property maintenance and development plans are well managed and carried out in a timely fashion, liaising with the proprietors

Vision 4: Environment and Pastoral Care

A safe, stimulating, attractive school environment that is kind to our world and valued by the children and their families.

Goals

- 4.1 Continue to consult with families about meeting the needs of their children
- 4.2 Continue to provide inclusive support to children with special education needs and their families
- 4.3 Continue to develop the premises and gardens so that they reflect our targets, and are beautiful, interesting and child friendly; and demonstrate sustainable practices
- 4.4 Continue to develop our sustainable recycling programme
- 4.5 Continue to upgrade Health and Safety policies and procedures to align with the current Health and Safety legislation
- 4.6 Continue to develop the school playground and outdoor school

