

TAKE UP THE CHALLENGE

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BERKLEY

Normal Middle School

STRATEGIC DIRECTION

2024 - 2025

STRATEGIC DIRECTION

2024 – 2025

Berkley Normal Middle School's (BNMS) current strategic plan expires in December 2021. A new strategic plan is required [by the Board] for implementation in 2022.

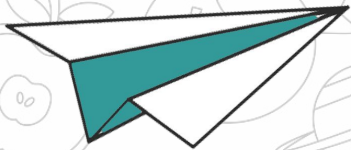
The Principal, Senior Leadership Team and Emeritus Professor, David Giles (Life-Centric Educational Consultancy LTD), as the working party, embarked on the construction of the new strategic plan with:

- a relational intent that 'involvement' in the construction, review, and or the endorsement of the draft plan would support shared understandings and the everyday 'expression' of this plan in the future
- some unique design features in the 'framework' of the plan as well as a 'strengths-based' orientation

A 5-P framework

The 5-P framework for this strategic plan was developed from the work of Giles (2019). The framework is made up of the following dimensions.

A concern for:



PURPOSE

Growing 'Emerging' adolescents and leaders of learning



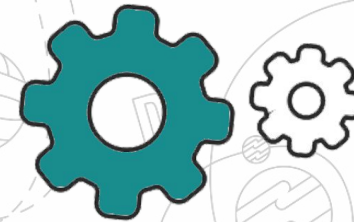
PROGRAMMES

Aligning resources in order to maximise learning opportunities



PEOPLE

Relationships and culture



PROFESSIONAL PRACTICE

"All practice can be improved"



PARTNERSHIPS

Strengthening and contributing to our community relationships



STRATEGIC DIRECTION

2023 – 2025

Enduring school-wide statements of intent:

The special character of Berkley is captured by several enduring statements of intent: 'Take up the challenge', 'The Berkley Way!', and 'Every child has a 'place' at Berkley'.

"Take up the challenge" implies that you can respond to an invitation, a challenge, a personally determined goal, a schoolwide focus, ... and that you will take part. At Berkley, we empower students to **take up the challenge** and, in the process, increasingly demonstrate the attributes of the IB Learner Profile. ([Slide 4](#))

"The Berkley Way!" seeks to grow independent and motivated emerging adolescents who are creative and caring. These young people will have developed the academic ability to contribute to our community and be able to make sense of an unknown future. The staff have a strong set of beliefs around growing young people that we know work for this age group. ([Slide 5](#))

"Every child has a 'place' at Berkley": we actively seek out opportunities so that all students can experience success in their learning. All staff will connect with learners on their level and understand what the emerging adolescent needs to thrive and succeed. ([Slide 7](#))

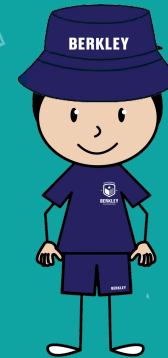
A 'strengths-based' orientation

A 'strengths-based' orientation seeks to identify individual and corporate 'strengths' located within the insider's narratives and stories that recount everyday life at Berkley. These recounts were explored for their life-centric nature, the **strengths** that were uncovered, as well as potential **opportunities** for individual and school-wide development. With ongoing analysis, opportunities enable the construction of **aspirations** and **results**. Integral to this strengths-based orientation are 'appreciative' and 'life-centric' techniques within an Appreciative Inquiry approach.

S **O** **A** **R**
STRENGTHS OPPORTUNITIES ASPIRATIONS RESULTS



TAKE UP THE CHALLENGE



TOUCH RUGBY

LIT QUIZ

MEDIA TECH

WAIMATHS

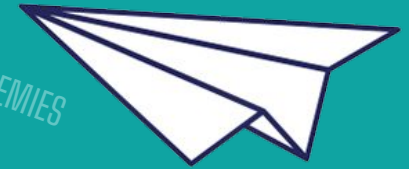
NETBALL

PROMOTIONS

ACADEMIES

PRODUCTION

CAMP

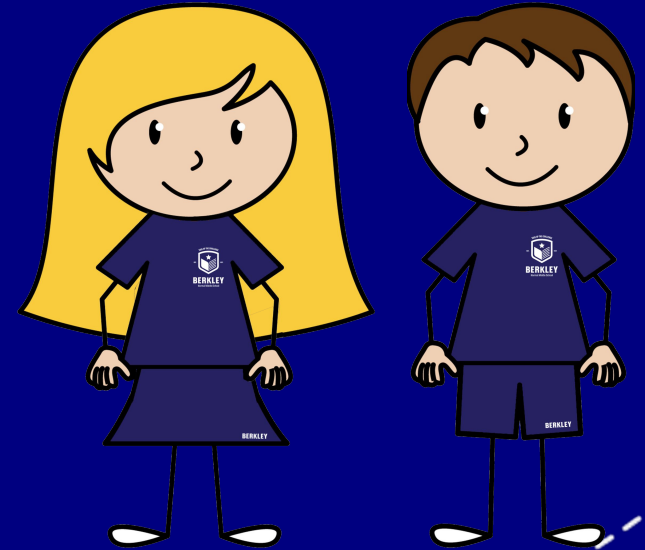


“**Take up the Challenge**” implies that you can respond to an invitation, a challenge, a personally determined goal, a schoolwide focus, ... and that you will take part.

At Berkley, we empower students to **take up the challenge** and, in the process, increasingly demonstrate the attributes of the IB Learner Profile.



THE BERKLEY WAY!



“The Berkley Way!” seeks to grow independent and motivated emerging adolescents who are creative and caring. These young people will have developed the academic ability to contribute to our community and be able to make sense of an unknown future.

EVERY CHILD HAS A PLACE AT BERKLEY



"Every child has a 'place' at Berkley": we actively seek out opportunities so that all students can experience success in their learning.

Staff connect with learners on their level and understand what the emerging adolescent needs to thrive and succeed.

PROGRAMMES

Aligning resources in order to maximise learning opportunities

NELP 1: Learners at the Centre - Learners with their whanau are at the centre of education

NELP 4: Future of Learning and Work - Learning that is relevant to the lives of New Zealanders today and throughout their lives.

1.5 SHARING THE DNA

strengths	opportunities	aspirations	results
Successful delivery of high quality EOTC Camp Aongatete programme	Opportunity to continue to mentor and grow staff with an interest in leading EOTC	Identify, mentor & upskill staff in EOTC capacity (at a range of different levels) to create a cycle of continual renewal	Continued cycle of growth of staff capacity from within
Current PYP is Inspirational force for PYP at Berkley	Build a shared understanding of the philosophy of the place of IB PYP at Berkley	Transition for new IB PYP Coordinator/s	
2023 - With the implementation of the NZC refresh and information from our schoolwide survey where staff, student and community voice was captured Berkley will transition from the IB programme to NZC during 2023.			
2024 - Implementing Berkleys new values WERO. A successful transition year moving away from IB.			

1.4 STAKEHOLDER VOICE

strengths	opportunities	aspirations	results
Stakeholder/Student voice	There is an opportunity to find ways to seek/access the voice and input of students across all aspects of school - teaching and learning - opportunities - social	Elevate the opportunities for students to respond to the life of the school in a genuine and impactful way	
Berkley is highly regarded in the community	There is an opportunity to find ways for the school to seek out and really hear the voices of a range of stakeholders	Evidence supports our assumption and provides Leadership with some guidelines for the future direction of the school.	Increased commitment to the school.
2023 - implement outcomes from the school wide survey in regards to communication. Leadership opportunities for teachers and Te Reo. Consultation with whanau and iwi needs to be paramount next year.			
2024 - Prioritising Whanau Hui once a term led by the Te Reo team and SLT. With a purpose linked to local stories around NZ histories for our students. Communities goals for students around Te Reo.			

1.3 LOCALISING THE CURRICULUM THROUGH COMMUNITY SPECIALISTS

strengths	opportunities	aspirations	results
The School Calendar is not overly crowded for 'local community specialists' / Activities are well planned and prepared for / Community is informed in a timely manner of upcoming events	Bring in a widening range of community specialists to support or run speakers workshops Development of an Academy programme that offers opportunities for teachers, students & members of the community to engage in areas of passion/strengths.	A "range" & effectiveness of extra curricular activities as a basis for annual decision-making Every child takes up an opportunity to challenge themselves in a new area Programme that stretches beyond the classroom.	TUTC and academie programme highly successful this year. Continues into 2024 Programme of opportunities planned for the year that provides opportunities for all students to engage in their area of talent/strength. TUTC Day (Take Up The Challenge Day)

1.1 TIMETABLE

strengths	opportunities	aspirations	results
The school has been operating an effective timetable to date	A particular opportunity for the 2022 timetable: reconsider a 7 day timetable that reduces disruption to classroom learning time. Review and refine timetable to ensure our values and priorities (in terms of Literacy and Mathematics) are realised. Review our timetable so that we are confident that all learners have equal opportunities and access to programmes that are meaningful.	Feedback loops, developed for the timetable, from all stakeholders supports the achievement of Berkley's educational purposes	Feedback loops constructed and fed back to the SLT for action
2023 - Survey information collated from community, staff and students. Key findings from this survey were acknowledged and there are some changes to 2023: Tech Arts will split into two days and we are hiring a Te Reo specialist to upskill all students and staff in teaching Te Reo.			
2024 - Moving to a 5 day timetable to simplify and remove the feel of 'business' for staff and students. This is to maintain our dedicated focus around reading, writing and maths. In order for a 5 day timetable to be successful the school has moved to 5 teams of 5 classes.			

1.2 THE TEAMING PROGRAMME

strengths	opportunities	aspirations	results
The 'Teaming' programme has offered a unique and successful pathway for some students.	A timely opportunity to ensure/evaluate that the Teaming programme meets ongoing interest, and that strengths and additions to the Teaming Programme is considered: [PE, Digital Tech, Languages] by considering: - <i>Relevance,</i> - <i>Inclusion,</i> - <i>Effectiveness,</i> - <i>Efficiency, and</i> - <i>Success in terms of Outcomes</i>	A suite of high interest & strengths-based Teaming programmes are identified, co-constructed and delivered.	Suite of Teaming programmes monitored as 'fit for purpose'.
2022 - Take up the challenge programme initiated to cater to all learners. Students chose 3 activities to participate in in terms 2, 3 and 4. One of these being a second language this meant all students had the opportunity to take up the challenge.			
2023 - TUTC to be continued. PE, digitech and Te Reo were part of teaming in 2022 as of 2023 teaming will only be PE and Te Reo digitech will be done in classrooms and in specialist space			
2024 - Teaming to continue with Te reo and PE. Specialist PE teacher removed from classroom to support consistency in the PE programme. Te Reo tutor to support teaming teachers. All staff benefit from this extra PD due to releasing a PE teacher.			



PROFESSIONAL PRACTICE

All practice can be improved

NELP 3: Quality teaching and Leadership – Quality teaching and leadership make the difference for learner and their whanau

2.1 PRACTICE ANALYSIS CONVERSATIONS

	strengths	opportunities	aspirations	results
2.1A	The PAC process shifts [lifts?] the professional practice of teachers and leaders given that all practice can be improved.	There is an opportunity to enhance shared understandings of the PAC process and to showcase current achievements in the application of PACs.	That deliberate school wide conversations grow shared understandings, language, and ownership of the vision of PAC.	Interactive school wide conversations are co-constructed and delivered to further legitimise the priority and resourcing of PACs.
2.1B	The PAC is a tool that can be used to grow leaders and their practice, alongside teachers and their practice.	Developing shared understandings of PAC and its process would revisit the vision, priority and rationale for this school-wide initiative.	Data from PAC is collated in a systematic manner in order to drive PLD across the school.	The storage of PAC data supports the efficient and effective retrieval of evidence and analysis.
2.1C	The PAC process involves growing towards the vision of being critically reflective. It is a tool to build staff culture and encourages teachers' critical inquiry	There is an opportunity in regards to building momentum and synergies for the greater expression of the PAC process. There is an opportunity to build opportunities for voice, choice and ownership in relation to the PAC process for different groups of staff	A personalised group philosophy is developed to deepen our knowledge and understandings of PAC practices.	The vision of quality teaching is achieved through the commitment to PAC for all
2.1D <small>Professional Growth Cycle</small>	Established processes of teacher review (JD, PAC, Appraisal).	Implement the processes of the new Professional Growth Cycle at Berkley.	The professional cycle of growth becomes a way of working at Berkley.	Rigorous professional growth cycle for staff reflects the strategic plan.
2023 - New focus around implementing the new PGC and going the capacity of new leaders to undertake PAC.				
2024 - SLT observations to occur when required, videoed practice to be undertaken by all staff and TL's to continue to grow the capacity to hold practice analysis conversations.				

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2.2

2.3

2.3 BEING AND BECOMING A 'SCHOOL OF LEADERS'

strengths	opportunities	aspirations	results
We have grown many strong leaders	Opportunity to further develop the special character of Berkley as a 'School of Leaders' at all levels An opportunity for leaders and potential leaders to determine (have a voice) areas of responsibility/leadership.	Intentionally designed and developed contextualised leadership programmes for all staff	Contextualised in-situ leadership programmes developed annually -PAC -Camp -Mentor roles -COL -Curriculum
21C role worked effectively in 2022 evidenced through successful Team Leader applicants undertaking 21C roles and the David Giles PD			
2023 - Embed the 21C role and offer curriculum leadership across the school and within teams in order to broaden leadership opportunities.			
2024 - Maintain the success of this for 2024			

2.2 TEAM LEADERS

	strengths	opportunities	aspirations	results
2.2A	The Principal has 'full confidence that the Team Leaders we have in 2021 are the right ones for us'.	Opportunity for the SLT to prioritise the growth of our Team Leaders towards exemplary leadership & teaching practice. Opportunity for Team Leaders and SLT to share and contribute to building a culture of positive challenge within the school.	Documentation is in alignment with current thinking about the role of Team Leaders (Job Descriptions, Leadership agreements, Professional Growth Cycle documentation) A culture of positive challenge is celebrated by all.	Team Leader practice contributes to the growth and mentoring of others. We initiate a positive challenge process where students come first and teachers have the 'difficult conversations'
2.2B	TL have engaged with and completed the Relational Leadership development with David Giles	Opportunity for TL to take their professional learning further through engagement in an Impact Project or equivalent idea.	Share the results/outcomes and aspirations from relational leadership PLD	
2024 - Team Leader practice contributes to the growth and mentoring of others. We initiate a positive challenge process where students come first and teachers have the 'difficult conversations' is still a major goal for 2024.				

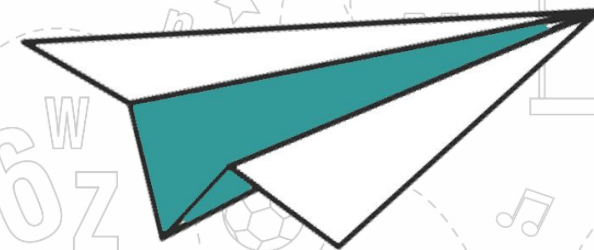


PURPOSE

Growing 'Emerging' adolescents and leaders of learning

NELP 4: Future of Learning and Work - Learning that is relevant to the lives of New Zealanders today and throughout their lives.

NELP 2: Barrier Free Access - Great education opportunities and outcomes are within reach for every learner



3.1

3.2

3.3

3.1 TE AO MĀORI

strengths	opportunities	aspirations	results
The school is committed to an ongoing integration of Te Reo and Tikanga Maori	We have an opportunity to evaluate the engagement with, and response to our partnership to Te Tiriti o Waitangi, Te Reo, Tikanga Maori, Bi-lingual, Full immersion	A statement of intent and action plan has been co-constructed with stakeholders during 2022	Statement of Intent completed. 'Next steps' for 2023 being actioned.
Application for PLD pending for 2023 to continue work with facilitators. Poutama reo used as evaluation tool at end of 2022. Survey results show positivity towards potential bilingual class however we still need community consultation and input for hapu/iwi in decision making moving forward. Mark will be released for a fixed term trial as a Te reo tutor in order to build capacity across all staff and students in Te Reo and to continue the strong work undertaken in teaming this year. Consultation with whānau hui is an ongoing focus			
2024 - The ministry funding is completed in Term 1. Evaluation documentation reflects positive growth in student and teacher content knowledge. Working on assessment around Te Reo is a focus for 2024. Looking at Ta te akonga aromatawai Student Assessment tool. Focus for 2024 is establishing a Te Reo team across the school and ensuring that the team dynamic is positive. Mark to create a year overview in order to prepare for school wide events powhiri, marāiki etc.			

3.2 PEDAGOGY AND RELATIONSHIPS IS ADOLESCENT FOCUSED

strengths	opportunities	aspirations	results
The pedagogy is student centred.	Increase the capacity of teachers to know their learners and their associated needs.	From the beginning of the year, teachers have a deep knowledge of the individual learning needs of the learners in their classroom.	Teachers engage in learning and assessment experiences that allow them to build a deep understanding of the specific strengths and needs for individual learners.
Lockdown and the Writing Inquiry deepened some teacher understandings of their students.			
Increasingly proactive communication from teachers to whānau	Opportunity to deepen teacher's knowledge of the learner through engagement with whānau and their perspective	Positive, effective relationships between teacher and whānau established early in the year	Parent/Teacher relationships have priority focus early in the year.
		Empower teachers to engage in conversations with parents/whānau	Formal and Informal opportunities to engage with whānau are broadened and maximised
2024 - Continue to focus on 'Increasingly proactive communication from teachers to whānau' with new staff and some existing staff			

3.3 LEARNING ENVIRONMENTS

strengths	opportunities	aspirations	results
The environment is well resourced and of a high standard	Opportunity for upgrades and developments of school resources to be student focused and to be designed to meet the unique needs of the emerging adolescent	To sustain the quality of the Berkley environment for learners and staff	Annual review completed
<ul style="list-style-type: none"> 2023 - to change signage around school to reflect Te tiriti o Waitangi Develop our own set of school values for display (as we will no longer use the learner profile) Explore the possibility of opening some spaces using glass sliders. 			
2024 - adding sliding doors to 5 classrooms throughout the school to support our beginning teachers. One per teams between the TL and PCT. - Signage around school to be replaced with new values which reflects Te Tiriti			



PARTNERSHIPS

Strengthening and contributing to our community relationships

NELP 4: Future of Learning and Work

4.1 LOCAL IWI

strengths	opportunities	aspirations	results
We have strong iwi partnerships that are culturally responsive	Opportunities exist to: 1 Strengthen our existing partnerships; 2 Build teacher knowledge of our local iwi partners; 3 Connect to expertise in our community; 4 Grow CRP in our team; 5 Implement the new NZ Histories Curriculum; 6 Ensure our environment expresses that all people have a place and belong; 7. Leverage connections through the Kahui Ako.	Berkley is a place where all learners feel that they have a place and belong A stronger presence of local iwi is established in the school. Teachers can articulate and plan for culturally responsive practice.	We continue to strive to better meet the needs of Te tiriti o Waitangi. Maori students and whanau identify Berkley as ...
2024 - Need to continue and prioritise this in 2024.			

4.4 KAHUI AKO

strengths	opportunities	aspirations	results
Relationships with the Hillcrest KA are established. The Hillcrest KA resource growing leaders in our school.	Harness the ISL roles to benefit and grow the strategic direction of the school.	ISL roles support the development of the school's own strategic plan.	KA resources contribute to the growth of leaders.
Ongoing growth of leaders through David Giles relational leadership			
2024 - Releasing ASL in the mornings to support with the attendance requirements and family needs ASAP.			

4.2

4.2 COMMUNICATION SYSTEMS

strengths	opportunities	aspirations	results
We have strong systems to communicate and report on everyday experiences, including the 'Agenda Book' and reporting to parents.	Opportunity to explore the purpose, implications, impact and other ways of assessing school-wide communication. To appraise the effectiveness and quality of our social media communications and School website.	Let communications with whanau reflect the digital capacity of students and school. Continue to build on effective communication with the community.	A proactively engaged community positively impacts the school and student learning.
2024 - Flexibility around agenda book and creating a new system to communicate with parents. Continue to imbed the above.			

4.3

4.3 ITE / UNIVERSITIES

strengths	opportunities	aspirations	results
We maintain a strong relationship with The University of Waikato. As a Normal School, we offer a rich experience for ITE - student teachers	To explore what our ITE partnership means for us. To engage in the wider conversation about ITE. To make visible to staff their opportunities of being a mentor teacher (and the scholarship involved).	Appraise the life-centric nature of the ITE partnership, identifying strategies to enhance the reciprocity of the relationship, initiating dialogue amongst the stakeholders	
2024 - SLT attending the Normal School Conference. Is continually supporting the university and other providers in a positive way to grow our new teachers. Mentoring LA's to look at teacher as an option.			



PEOPLE

Relationships and culture.

NELP: 1 and 2

5.1 RELATIONSHIPS

strengths	opportunities	aspirations	results
Relationships are valued across the School. We reflect on this because we are growing a school where everyone has "a place".	To grow an organisation where all learners 'have a place'. To continue to prioritise people first and the wellbeing of individuals and the Berkley Family. All forms of communication reflect restorative practice.	Provide opportunities for teachers to share that which 'gives them life'. All members of the Berkley family feel empowered to contribute to the wellbeing of the organisation.	All learners feel valued and that they have a voice. All members of the Berkley Family 'take up the challenge' in all aspects of life and learning at Berkley. We celebrate success at all levels.
Strong feedback form the survey that we are doing this effectively. TUTC supports teachers with giving them opportunities in other areas.			

5.1

5.2

5.2 A WELCOMING CULTURE

strengths	opportunities	aspirations	results
Visitors to our school comment on our welcoming culture. Student feedback reflects that they 'belong' and feel safe /Staffing is stable/	To identify the deliberate strategies that create this environment in order to build on them.	School entrances reflect the diverse nature of our school roll. Grow the role of students as leaders.	Students have a role in designing/creating more of the school environment and systems.
2023 - Students and the wider school community will be involved in designing and creating school wide values and an environment that reflects the diverse culture of our school.			
2024 - Have worked hard to develop our Tikanga in 2023, continue this growth in 2024 as well as look at other ways we can grow our support for other cultures.			

5.3 EMPLOYMENT

strengths	opportunities	aspirations	results
We make strategic employment decisions. Strong HR processes in the School. Recruitment processes ensure that the best person for a position is employed and strong induction processes ensure that new team members are strategically inducted.	Explore further, flexible staffing options.	The quality of existing HR processes are sustained with a minor annual review	Berkley culture is maintained and strengthened. The best people are consistently in front of learners.
2024 - We made a strategic move in 2023 to appoint early which was highly successful with the calibre of applicants and experience we were able to choose from. Continue this in 2024. New role established due to the extreme increase in ELL learners now attending Berkley a teacher has been employed .8 of 2024 to manage and maintain the ELL learners.			

5.3

5.4 LEARNING ASSISTANTS

strengths	opportunities	aspirations	results
The commitment of Learning Assistants has been developed to a high level. The LA team bring a range of strengths and talents that are utilised for the benefit of learners.	Continue to maintain the diversity of the LA team. To provide continued career pathways for LAs.	Through their teaching responsibilities and pastoral care, the Learning Assistants play a significant role in the life of the school.	The LA team makes a strategic contribution to life and learning at Berkley.
2023 - continue to establish relationship with Waikato Rugby. Have established relationship with Te Rito Maioha to begin the teacher training process for some of our LA's			
2024- continue to embed this philosophy around LA's. Strategic employment of an LA who is fluent in mandarin due to the high amount of Chinese students now enrolled in berkeley.			

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5.4



PROGRESS

Student Achievement

NELP: 1, 2 and 3

6.1

6.1. Historically

Strengths opportunities aspirations results

Berkley has historically tracked schoolwide achievement data using e-tap to capture and analyse student data. (Hard copy evidence previously maintained by Deputy Principal)

In 2019 Berkley decided to limit the amount of standardised testing undertaken, and to place value on formative practices alongside moderation of OTJ data.

2024 - Continue to embed OTJ assessment practices. We have an awareness that there may be new legislation that could impact this.

6.2

6.2 2022 Evolving Data gathering

Strengths opportunities aspirations results

Berkley has strong systems to support positive student learning outcomes, which include: effective transition data gathering, interim assessment of student learning in first 3 weeks of school, OTJs made 3x per year and reporting to our community about student learning through face to face meetings and written reporting twice yearly. In addition teachers place a significant focus on the 'Approaches to learning tool' which are integral to students achieving positive learning outcomes. Historically data has been gathered by the Deputy Principal using e-tap to analyse and report to the Board. Some schoolwide initiatives around student learning were driven by data relating to student achievement.

As formative assessment and moderation processes have become embedded there is an opportunity for team leaders and teachers to become more deeply involved and engaged with student achievement data and formative assessment.

ERO identified a need for us to clearly show shifts toward equitable and excellent outcomes for our Maori learners.

Currently the LA academy programme evidenced some learning outcomes for this group of students. There is an opportunity for us to utilise e-tap data over the year in order to address this.

Team leaders to enact the Teaching As Inquiry based on their Team's data picture.

SLT to support Team Leaders with e-tap analysis.

Strengthen the e-tap analysis around outcomes for Maori, Pacifica and ELL students and include gender and year group.

Inquiry

Strong engagement from all teaching teams. All Inquiry tracking information shared after approximately 10 weeks of intervention. Some Inquiries demonstrated greater effectiveness because:

- Team leaders maintained a clear and narrow focus on student selection
- Team leaders supported their teachers to address issues such as attendance
- Approximately 8/24 teachers understood the significance of inquiring into their teaching pedagogy and could maintain a 'drive' around this practice over time.*
- All teachers captured evidence of student achievement however positive learning outcomes for students was impacted by * above.

Data

Time 2 data and analysis was shared with our ERO adviser. Our attempts to disaggregate data were acknowledged. Now that this system has been established it will be important to continue with this to embed this analysis so that data can be compared over time.

2023: To build understandings of the NZ Curriculum refresh 'Phases' and 'Learning Progressions' as these are released to the teaching community.

To consider implications of reporting to parents as curriculum levels are phased out (current practice will remain at Berkley for 2023) ... transitioning to a new reporting format.

2024 - Induct new staff to embed the above. Look at a new way of reporting to parents for 2024.

6.3

6.3 Potential

Strengths opportunities aspirations results

To embed the Teaching as Inquiry way of working

To strengthen teacher capacity to undertake individual inquiries.

Strong links can be made between student learning outcomes, PAC and the Professional Growth Cycle.

To develop coherence between Learning Outcomes for students and evidence based data gathering.

2023: To embed the systems established around OTJ disaggregated data.

To continue to build Leadership capacity to lead effective inquiry into student progress and achievement.

To connect our Inquiry learning to the 'Truancy' attendance focus within the Kahui Ako.

2024 -To continue to build Leadership capacity to lead effective inquiry into student progress and achievement.

To connect our Inquiry learning to the 'Truancy' attendance focus within the Kahui Ako.



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TEAMS

TE AROHA



KIA KAHA



MAHI TAHI



TECH ARTS



PERFORMING ARTS



ARANUI



TAINUI



RANGAHAU

