Deep Learning Lead Team Implementation Plan, 2025

Key:

■	Completed
■	In progress - on track
■	Minor holdup, some areas to resolve
■	Major issues, at risk of failure
■	Not Yet Started

Sub-goal	Key Actions	Responsible	Time	Status
Support for the NPDL lead team and staff	Fortnightly meetings with Derek and Rebbecca	Derek	Ongoing	In pr…
	Maintaining our DL website	Lead team	Ongoing	In pr…
	Ongoing whole-staff PD now on Odd weeks Monday whole staff PD time. Also input to Curriculum Leaders' meetings on Odd Tuesday	Lead team	Ongoing	In pr…
	Use staff noticeboard to maintain "public" record of progress	Lead team	Ongoing	Min…
1. **Relationships**: *Establish school wide practices that build relationships, making learning safe and inviting.*				
1.1 Establish and embed an Ōtaki College community culture	1.1.1 Design an **induction programme** for all incoming staff and students (this incorporates Wāhi Tapu, Onboarding School Joy, introduction of the 7C's, NPDL student self assessments, cyber safety, creating/updating blog profile)	JPR	By end Feb	Co…

	1.1.2 Ensure all **staff and students complete the induction process**, including those joining the school through the year	JPR	By end March then ongoing	Co… ▾
	1.1.3 Schedule regular **house based activity/connection time** through the school year	JPR	By end Feb then ongoing	Co… ▾
	1.1.4 Provide **activities for in-class connection** for staff to deliver as appropriate through the school year	JPR	Term four	In pr… ▾
1.2 Reinforce staff understanding of relational best practice	1.2.1 **Brain breaks** and best practice reminders are compiled, made accessible and regularly modelled to all staff	MNL	End term four	Co… ▾
	1.2.2 Culturally Sustaining Classrooms - 5 things all teachers must do. (meet n greet, karakia, lesson purpose, lesson review, next steps)	JPR	Mid term one	Co… ▾
	1.2.3 PD is delivered to selected staff on **trauma-informed practice (BSEM) -** 2025 VLS, SFS, EFG, DHT, Dane (alt ed); Deans /other select staff attended 2024.	JPR	Term 1 2026	In pr… ▾
	1.2.4 Ongoing updates provided for staff re **restorative practices**	JPR	Mid T3	In pr… ▾
1.3 Celebrate success and involvement in a variety of ways	1.3.1 Ensure acknowledgement of **positive contributions** is a regular feature of all staff hui and school assemblies.	HWD	ongoing	In pr… ▾
	1.3.2 Schedule **student showcase** days at regular intervals through the school year (as part of Student Led Conferences - trialled by Y7&8 in Term 2; to be extended to Y9&10 in Term 4) - Digital portfolios, personal blogs, project presentations and displays (held alongside Matariki Night Market in Term 2 and then in Term 4) Student work reflecting DL competencies/ Student oral presentations Parent/community attendance	JTY	End Feb then ongoing	In pr… ▾

2. **Pedagogy**: Collectively identify and implement valued practices for designing engaging learning experiences for all learners				
2.1 Develop a common language and vocabulary, alongside a range of sample resources/ templates and models relating to PBL/DL (7 Cs)	2.1.1 Develop **guidelines on the use of language and phrases** to describe key concepts and approaches to be shared with all staff and used consistently across all departments (includes updated student rubrics, guide for parents, etc.)	VLS & SWL	Term two	Co… ▾
	2.1.2 Make a **bank of resources and templates** available on DL website, and incorporated into the induction process.	SWD	Term two	In pr… ▾
	2.1.3 Establish a common online space to **make cover sheets accessible** for sharing as examples	JTY	Term one	Co… ▾
	2.1.4 Develop and implement a **tracking Sheet for 7 Cs** to ensure coverage across curriculum and year levels	JTY	Mid March	Maj… ▾
2.2 Provide staff with the opportunity to reflect, share good practice and observe examples of good practice on an ongoing basis	2.2.1 Expose staff to **effective practice and models** for PBL via staff engagement in passion projects, EPro8 and other PBL activities	AFS	Term 2&3	Min… ▾
	2.2.2 **Staff observing other staff** in classrooms - template required for use in 2026. Trial template in 2025.	AFS	Terms 2 & 3	Co… ▾
	2.2.3 Provide opportunities and support for staff to share practice and **upload resources to the website**	SWD	Term 2&3	In pr… ▾
	2.2.4 Organise **staff-run workshops to refresh/upskill on Digital Tools** - links to Manaiakalani tutorials and resources	MNL	Terms 1-3	Co… ▾
	2.2.5 Maintain regular updates on the **staff bulletin board** to share information on and examples of effective practice	SWL	End Feb then ongoing	Min… ▾
2.3 Explore cross-curricular	2.3.1 Provide **support for the year 7/8 team** as they develop cross-curricular programmes to be used as a model across the school	MNL	Terms 1 & 2	In pr… ▾

design/teaching; provide examples of possible models.	2.3.2 Invite staff to volunteer in pair/teams to **create cross-curricular semester courses** (e.g. Humanities/Drama; Humanities/Māori; Science/Maths etc)	HWD	Terms 2&3	Co… ▾
3. Assessment: *Establish alignment (coherence) and visibility (transparency) in all assessment approaches across the school and develop assessment literacy in all staff, students (and whanau).*				
3.1 Build assessment capability of staff and students across the school, including the developing a common language for assessment and reporting across the curriculum.	3.1.1 Establish a framework for Curriculum Leaders to **report regularly against the achievement targets**.	HWD/JTY	Terms 1	Co… ▾
	3.1.2 **Monitor cross-curricular use of updated competency rubrics** for classroom self, peer and teacher assessment.	JTY	End term 2 and 4	Min… ▾
3.2 Enhance Student Digital Portfolios for Holistic Growth and Achievement	3.2.1 **Evidence-Based Reflection**: Teachers will systematically plan and facilitate regular archiving sessions, guiding students to reflect on their work against competency rubrics.	JTY	Terms 2-4	In pr… ▾
	3.2.2 **Digital Showcase Integration**: Collaborate with Manaiakalani to develop a dedicated portfolio showcase page, providing students with a platform to exhibit their best work and achievements.	JTY	Terms 2-4	Co… ▾
	3.2.3 **Kaiārahi/Pastoral Care**: Establish a holistic inter-house buddy system integrating Kaiārahi to enhance peer support, digital literacy, and personal growth. (To be postponed to 2026)	JPR	Terms 2-4	Not … ▾
	3.2.4 **Micro-credentials**: Develop a micro-credential and digital badge system to recognise learning outside of the traditional academic lines, including service and special awards (e.g., Duke of Edinburgh, First Aid)	AFS	Terms 2-4	Not … ▾
3.3 Develop student capacity to share with	3.3.1 Explore and develop a **student-led conference format and process** for students to share their learning with whanau (and	DHB	Term 2 then ongoing	In pr… ▾

community and whanau their ŌC Student Learning and Citizenship (community service and involvement, roles at kura) Journey	potentially community).			

	3.3.2 Schedule and hold a variety of regular events to celebrate learning.
	(This might include Semester Showcase days / student-led conference days to celebrate Success, progress, involvement and performances at kura.
	    a. Kaiarahi Jr-Sr Buddy classes may be used to support conference time.
	Eg. Could make it a Student-led Whanau day too -
	    —>students share Learning and Citizenship Journey in morning
	    —-> sausage sizzle and family kai time at lunch hosted by
	      Student leaders (student council and House captains or other
	      leaders)
	    —-> entertainment - performers and / or house games in the afternoon.)
		JTY	End Feb then ongoing	`In pr… ▾`

4. Professional Development: *Grow the professional capability of staff through inquiry and exposure to effective practice. Ongoing programme of PD around the spiral of inquiry to enable staff to design, implement, and review Deep Learning experiences across the college.*				
4.1 Create PD plan for whole staff/dept DL PD rotation	4.1.1 Create **roster of events** for regular and ongoing reflections and sharing within the **early finish PLD time**	JTY	End Feb then ongoing	`In pr… ▾`
	4.1.2 Develop and share an **online calendar for PD** planning and shared with staff	JTY	Mid Feb	`Co… ▾`
4.2 Design and Implement opportunities for staff to learn from observations and experiences about deep learning	4.2.1 Create opportunities for staff to engage in 'team activities' - **learning PBL roles** from the perspective of the student	HWD	Term 2 & 3	`Min… ▾`
	4.2.2 Create and implement a schedule of opportunities for **staff to visit other classes or schools** (either in person or online)	AFS	Terms 2 & 3	`Co… ▾`
	4.2.3 Build opportunities for **staff to share experiences** into the fortnightly PD schedule through small group conversation or whole staff sharing	JTY	Ongoing	`In pr… ▾`

5. Strengthening Literacy Teaching: Develop teacher capability in key pedagogical strategies that will enhance student literacy skills and increase student achievement across curriculum areas.				
5.1 Develop school-wide approaches to the teaching of literacy	5.1.1- Fully implement RPI across yr 7-8 (Year 7&8 staff needed to complete structured literacy training and are waiting on updated curriculum before further moves on RPI implementation)	MNL		Min… ▾
	5.1.2 - Send two of the Y9/10 Humanities staff on the Manaiakalani Reading Practice Intensive (RPI) course with a view to extending RPI practice into Year 9/10 in 2025 - JTY & SOL	MNL		Co… ▾
	5.1.3 - Upskill all staff on the Critical Literacy model - w/ Manaiakalani	MNL		Min… ▾
	5.1.4 - Upskill all staff on the Pillars of Practice - w/Manaiakalani	MNL		Min… ▾
	5.1.5 - Provide refresher PD for all staff on cross-curricular effective literacy strategies	MNL		In pr… ▾
				Co… ▾

5 Step RASCI Matrix

R

Responsible

Executes the task and ensures its completion.

A

Accountable

Ultimately owns the success of the task and answers for its outcome.

S

Supportive

Provides resources and assistance to facilitate the successful completion of the task.

C

Consulted

Offers expertise and insights to inform decision-making on the task.

I

Informed

Stays updated on the progress and outcomes of the task.