



WESLEY COLLEGE CHARTER 2011

1. VISION SECTION

MISSION STATEMENT

Wesley College is a Christian boarding and day school affiliated with the Methodist Church of New Zealand, Te Haahi Weteriana o Aotearoa. Wesley College endeavours to provide the youth of today, from a range of social and ethnic backgrounds, with the opportunity to develop their spiritual, academic, sporting and cultural potentials. When this aim is achieved graduands take their places in the wider community as balanced individuals of integrity, sensitivity and purpose.

THE SPECIAL CHARACTER IN THE DAILY LIFE OF WESLEY COLLEGE - THE INFLUENCE OF THE ETHOS OF CONTEMPORARY NEW ZEALAND METHODISM

The Special Character¹

The special character states that “Wesley College is a multi-racial school which while being non-sectarian² has a direct affiliation with the Methodist Church of New Zealand and with the strength and support of this church affiliation provides education based on the beliefs and philosophies of the Christian faith. This includes religious observances.”

Affiliation to the Methodist Church

This material is based on the findings of the 1998 Review of Wesley College commissioned by the Trust Board.³ This review explored the extent to which Wesley College expressed the ethos of the Methodist Church and evaluated the extent to which the school reflected the priorities of the Methodist Church.

What is the Methodist Ethos?

The Review Committee described the Methodist ethos as:

¹ Wesley College Integration Agreement, November 1976.

There are other components to the Special Character related to the special obligation to students who are Maori, of Pacific Islands decent, orphans or otherwise disadvantaged, and the place of the hostels.

² Does not restrict enrolments to those belonging to the Methodist Church – Te Hahi Weteriana

³ Hill J and Hawk K, Educational Research and Development Centre, Massey University College of Education: Albany, Wesley College Review, July 1998

- Expression of the Christian faith and Wesleyan insights with passion, integrity and in the setting of here and now.
- Consideration of the needs of others, especially those who are different from us.
- Support for values which respect the integrity of persons and communities.
- Use of language and images which are inclusive and which express equality.
- Opposition to cultures of violence and to systems of domination and exclusion.
- Provision of safe environments and processes for dealing with conflict, harassment, abuse and violation.
- Openness to the future and to new insights, experiences and people.
- Treasuring our heritage and working to express it relevantly.

What are the priorities of the Methodist Church – Te Hahi Weteriana o Aotearoa?

The priorities of the Methodist Church are:

Presentation of the Christian Gospel in contextually relevant forms, and in ways that are sensitive to the needs and aspirations of the hearers, and development of theology which respects and reflects the time and place in which we live.

Commitment to a bi-cultural journey, including support for the Treaty of Waitangi, justice for Maori, and a process of decolonisation;

Exploration of expressions of power-sharing, both structural and personal;

Extension of social justice and positive interpersonal values throughout society;

Concern for the environment

What is the Methodist Educational Style?

Regarding education as ‘whole of life’; ‘whole of person’; holistic.

Evoking⁴ gifts rather than providing information. Seeking achievement in ways which acknowledge skill and progress, individual gifts, contribution and effort; not solely determined in academic and sporting terms.

Looking to empower for living.

Seeking to avoid undue competition, coercive methods, use of violence and dominating power.

Comment

The Special Character is the statement to which underpins everything that happens at Wesley College.

⁴ Evoke = to call or summon up

GUIDING PRINCIPLES

The needs of children and their learning shall be paramount.

Therefore, the school will ensure that all students are given an education which respects their dignity, rights and integrity. This education shall challenge them to achieve personal standards of excellence and to reach their full potential. All school activities will be designed to advance these purposes.

Curriculum

The school affirms that every student in school should have the best possible learning opportunity.

This involves the provision of a balanced curriculum, which enables all learners to acquire existing knowledge and skills while at the same time developing capabilities to create knowledge and practise new skills.

Basic skills will be learned. Physical and aesthetic abilities will be enhanced. Realistic personal standards of achievement will be set. Scholarship will be valued and encouraged at every level. Every student will be aware of the dual cultural heritage of New Zealand and the multi-cultural nature of our society.

Equity

The school affirms that equity objectives will underpin all activities in the school.

The school will ensure that this school's policies and practices seek to achieve equitable outcomes for students of both sexes, for rural and urban students; for students from all religious, ethnic, cultural, social, family and class backgrounds, and for all students irrespective of their ability or disability.

Two aspects of equity are:

Equal Educational Opportunity: The aim will be to ensure equal opportunity for all students to participate in and succeed in the full range of school activities.

The school will adopt policies and practices that identify and cater for the individual needs of each student in the school. These will affect the school's curriculum and how the school distributes resources.

They will include programmes that redress existing inequities and address the current and future needs of students, particularly.

- Maori
- Pacific Island
- Other ethnic groups
- Women and girls
- Students with disabilities
- Students with other special learning needs

Treaty of Waitangi: The school believes it has an obligation to develop policies and practices which reflect New Zealand's dual cultural heritage.

Key Values

Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution. During the 2008/09 round of community consultations undertaken by the College in reviewing its strategic plan, participants were invited to identify the values which they considered ought to be emphasized by the College. As a result of that enquiry key values which should underpin the culture of the school have been clarified. Those key values are:

- Respect – for self, others and property
- Self esteem
- Honesty and integrity
- Tolerance and appreciation of diversity
- Caring and compassion
- Excellence

These Key Values align themselves with the Values that are to be encouraged, modeled and explored in the New Zealand Curriculum, such as;

- ***Excellence***, by aiming high and by persevering in the face of difficulties;
- ***Innovation, Inquiry, And Curiosity***, by thinking critically, creatively, and reflectively;
- ***Diversity***, as found in our different cultures, languages, and heritages;
- ***Equity***, through fairness and social justice;
- ***Community and Participation*** for the common good;
- ***Ecological Sustainability***, which includes care for the environment;
- ***Integrity***, which involves being honest, responsible, and accountable and acting ethically; and to
- ***Respect*** themselves, others, and human rights.

THE MAORI DIMENSION

The school recognises the National Education Priorities and is committed to improving the learning outcomes for Maori Students.

For our student this means:

- An opportunity to study Te Reo Maori to senior level.

[The Board notes that section 61 (3) (a) (ii) of the Education Act 1989 contains a section that includes the aim of ensuring that all reasonable steps are taken to provide instruction and tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full time students whose parents ask for it.

Te Reo Maori is a compulsory part of the Languages curriculum in Year 9 and is offered as an option subject for students in Years 11, 12 and 13 leading to achievement in Levels 1, 2 and 3 of the National Certificate of Educational Achievement (NCEA). The Board does not have the resources at this point in time to offer instruction in Te Reo Maori for other subjects in the curriculum.]

- Having a culture of positive achievement
- An expectation of high achievement
- An expectation to attend regularly

For our staff this means:

- having an understanding of Tikanga and Te Reo Maori
- having a culture (expectation) of positive achievement outcomes for Maori students

For school management this means:

- Analyzing achievement related data for Maori student
- Setting specific targets related to improving achievement levels of Maori students
- Working with teachers and parents and “wider community” in establishing action plans to meet the above goals.

2. STRATEGIC PLAN 2010 - 2014

1. TEACHING AND LEARNING

Wesley College will provide quality teaching programmes and learning opportunities, consonant with its special character and based on national educational guidelines, that enhance the knowledge, skill, attitudes values, and key competencies of its students and help students work towards their potential.

We Will:

- 1. deliver quality curriculum, assessment and teaching practice that engages students in their learning and inspires them to achieve to their full potential whilst equipping them with skills to pursue lifelong learning.*
- 2. actively promote, through a key focus the improvement of literacy and numeracy skills across the whole school*
- 3. identify students who are at risk of not achieving and provide them with extra support, this extends to gifted and talented students.*
- 4. encourage a climate of excellence and commitment to academic, sporting and cultural pursuits.*
- 5. endeavour to provide a range of extra-curricular activities which encourage staff and student engagement and promote healthy relationships between staff and students*
- 6. ensure the special character of the college permeates the planning and delivery of teaching and learning experiences .*

2. EQUIP FOR LIFE

Students at Wesley College will leave well equipped to take on the challenges of life beyond compulsory education

We will

- 1 ensure that programmes are in place which allow Wesley College students every opportunity to gain nationally recognised qualifications.*
- 2 ensure that students at the College have an appreciation and understanding of citizenship and community awareness enhanced through the schools' special character and values.*
- 3 ensure that students have access to careers and guidance education and where appropriate to work experience opportunities.*

- 4 *Ensure that students have the opportunity to develop Key Competencies so they can continue to be lifelong learners*
- 5 *provide leadership and role modeling opportunities for students.*

3. SAFE ENVIRONMENT

Wesley College will be a safe environment and will foster a school culture which supports the physical and emotional well being of students and staff and promotes the College's key values through restorative practices

We will:

- 1 *provide structures, procedures and staff to meet the pastoral needs of students and to assist in the identification and support of students who are at risk.*
- 2 *provide rules and procedures for behaviour management and reporting which are common knowledge, clear, timely, fair and consistent.*
- 3 *provide clear guidelines for dealing with emergency situations.*
- 4 *provide clear and well-documented risk management strategies as appropriate for school activities.*
- 5 *ensure that the key values are modeled and emphasised always and are recognised as the principles of decent behaviour expected of everyone at Wesley College.*
- 6 *provide guidance and mentoring to staff to assist with implementing restorative practices between staff and students*

4. STAFF DEVELOPMENT

Wesley College will promote high levels of staff performance which support the school's policies and plans

We will

- 1 *promote a culture of continuous professional improvement through the College's performance management system and access to quality professional development.*
- 2 *prioritise whole of staff professional development programmes to ensure a common focus on and direction towards school wide goals and emphases.*

5. COMMUNITY ENGAGEMENT

Wesley College will promote strengthening the communication to and involvement of parents, families and communities in their children's education and learning at the College.

We will:

- 1 ensure strong and effective communication links between the college and parents, family, Hostel and the community.*
- 2 provide opportunities for parents, families, Hostel parents and the community to be involved in their children's education and learning through the College's scheduled events, such as Choral, Fiafia night and the Service of Beginnings.*

6. LEARNING ENVIRONMENT

Wesley College will provide suitable accommodation and resources to support effective teaching and learning

We will:

- 1 provide pleasant, safe and functional learning environments that are well maintained, appropriately resourced, clean and secure.*
- 2 provide for the necessary replacement of resources.*