

WESLEY COLLEGE CHARTER 2017

WESLEY COLLEGE

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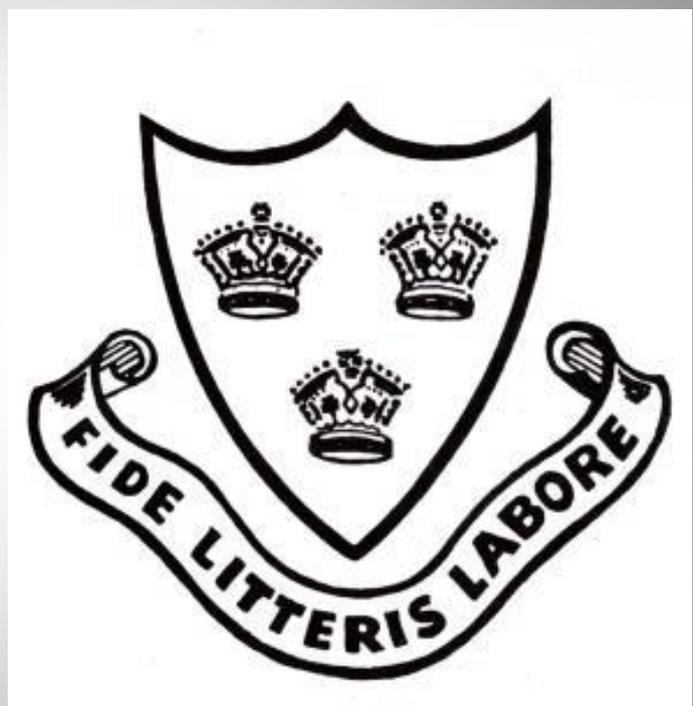


Table of Contents

Introduction.....	2
Vision.....	2
Mission Statement	2
Values	2
Principles	3
Maori Learners Enjoying Educational Success as Māori.....	4
For our student this means:.....	4
For our staff this means:	4
For school management this means:.....	4
Pasifika Success	5
For our student this means:.....	5
For our staff this means:	5
For school management this means:.....	5
The Special Character in the daily life of Wesley College –	6
The Special Character.....	6
Affiliation to the Methodist Church	6
The Methodist Ethos.....	6
The Wesley Educational Style.....	7

Introduction

Vision

Wesley College is a multi-ethnic Christian boarding and day school affiliated with the Methodist Church of New Zealand, Te Haahi Weteriana o Aotearoa. Wesley College was established to provide education with a Special Character.

Wesley College has special obligations to provide education for students of Māori descent, Pacific Island descent and orphans or otherwise disadvantaged students.

The Board of Trustees along with the Wesley College Trust Board and the Methodist Church of New Zealand has a plan to design and build a new school to replace the existing Wesley College Campus. This project and the transition to the new, fully co-educational larger school is a large part of the strategic vision for Wesley College over the next 10 years.

Mission Statement

Wesley College provides its students, from a range of social and ethnic backgrounds, with the opportunity to excel in academic, spiritual, sporting and cultural aspects of their lives.

Students of Wesley College will go on to contribute to the wider community as individuals of faith and integrity.

Values

The school motto states the core values for Wesley College.

The motto, “Fide Litteris Labore translates as faith”, learning and hard work. That is, the Christian faith, learning and academic attainment, and hard work are our core values.

Principles

School Prayer

The school prayer provides the guiding principles for Wesley College

Micah 6:8

And what does the Lord require of us?

To act justly, to love mercifully, and to walk humbly with your God.

God help me to:

Do all the good I can

By all the means I can

In all the ways I can

In all the places I can

At all the times I can

To all the people I can

As long as I ever can

Amen

Maori Learners Enjoying Educational Success as Māori

Wesley College recognises the National Education Priorities and is committed to improving the learning outcomes for Maori Students. High quality teaching is the most important influence on quality outcomes for diverse students. Effective teaching and learning depends on the relationship between teacher and student, and the active engagement and motivation of the students by the teacher.

For our student this means:	For our staff this means:
<ul style="list-style-type: none"> • <i>Working with others to determine successful learning and educational pathways</i> • <i>Excelling and successfully realising their cultural distinctiveness and potential</i> • <i>Successfully participating in and contributing to te Ao Maori</i> • <i>Gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world.</i> • <i>Opportunity to study Te Reo Maori to a senior level¹</i> • <i>Opportunity to gain meaningful qualifications</i> • <i>An expectation to attend regularly</i> 	<ul style="list-style-type: none"> • <i>Know the learner, culturally responsive pedagogy</i> • <i>teaching content and environment; is reflective of the whānau, hapu and iwi of students</i> • <i>Students are able to be ‘Maori’ in all learning contexts</i> • <i>Teaching practices and learning experiences integrate an understanding of cultural identity;</i> • <i>Providing learning contexts that are meaningful for the learner and responsive and relevant to Maori identity</i> • <i>Increasing student involvement in and responsibility for decision-making about future education pathways</i> • <i>Assessment is accurate, appropriate and timely</i> • <i>Feedback is responsive and supports further learning</i>

For school management this means:
<ul style="list-style-type: none"> • <i>Effective evidence-based professional development and accountable leadership</i> • <i>Using and acting on evidence of what makes the greatest difference for and with Māori.</i> • <i>Analysing achievement related data for Maori students.</i> • <i>Setting specific targets related to improving achievement levels of Maori students.</i> • <i>Improved whānau-school partnerships focused on presence, engagement, and achievement establishing action plans to meet the above goals.</i> • <i>Improved transitions, resourcing and practice through leveraging COL membership.</i>

¹ [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.

Pasifika Success

A key goal for the Government is to create the conditions for Pasifika to accelerate literacy and numeracy achievement and gain NCEA Level 2 qualifications as a stepping stone to further education and employment. Pasifika Success is characterised by demanding, vibrant, dynamic, successful Pasifika learners, secure and confident in their identities, languages and cultures through all curriculum areas such as the arts, sciences, technology, social sciences and mathematics. This involves the deliberate and systematic use of a holistic approach and using existing communities, venues and networks to access Pasifika parents, families and learners to support their wellbeing and learning from beginning to end.

For our student this means:	For our staff this means:
<ul style="list-style-type: none"> • <i>Working with others to determine successful learning and educational pathways</i> • <i>Excelling and successfully realising their cultural distinctiveness and potential</i> • <i>Gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world.</i> • <i>Opportunity to gain meaningful qualifications</i> • <i>An expectation to attend regularly</i> 	<ul style="list-style-type: none"> • <i>Knowing the learner culturally responsive pedagogy</i> • <i>Using the home language(s), knowledge, and experiences of students as a valuable learning resource</i> • <i>Ensuring that students' prior knowledge is activated and used to build on what they already know.</i> • <i>Providing a range of culturally relevant texts, topics, contexts and perspectives.</i> • <i>Providing explicit instruction about language as well as learning content.</i> • <i>Providing high challenge with appropriate levels of support.</i> • <i>Providing multiple learning opportunities with learners using academic language.</i> • <i>Making productive links with family and community.</i>

For school management this means:
<ul style="list-style-type: none"> • <i>Effective evidence-based professional development and accountable leadership</i> • <i>Using and acting on evidence of what makes the greatest difference for and with Pasifika students.</i> • <i>Analysing achievement related data for Pasifika students.</i> • <i>Setting specific targets related to improving achievement levels of Pasifika students.</i> • <i>Improved fanau-school partnerships focused on presence, engagement, and achievement establishing action plans to meet the above goals.</i> • <i>Improved transitions, resourcing and practice through leveraging COL membership.</i>

The Special Character in the daily life of Wesley College –

The Special Character²

Wesley College is a multi-ethnic school that has a direct affiliation with the Methodist Church of New Zealand – Te Haahi Weteriana o Aotearoa. The Methodist Church of New Zealand – Te Haahi Weteriana o Aotearoa is a Treaty-based Church that expresses its governance in a bi-cultural, power-sharing partnership between Te Taha Maori and Tauwiwi.

Affiliation to the Methodist Church

This material is based on the findings of the 1998 Review of Wesley College commissioned by the Trust Board³. 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.

The Methodist Ethos

- *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.*

² Wesley College Integration Agreement, May 2010.

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.

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

The Wesley Educational Style

- *Regarding education as 'whole of life'; 'whole of person'; holistic.*
- *Evoke⁴ gifts rather than providing information.*
- *Seeks achievement in ways which acknowledge skill and progress, individual gifts, contribution and effort; and is not solely determined in academic and sporting terms.*
- *Looks to empower for living.*
- *Seeks to avoid undue competition, coercion, use of violence and dominating power*
- *The Special Character is the statement to which underpins everything that happens at Wesley College.*

⁴ Evoke = to call or summon up