

Tau tahi, tipu tahi Collaborating together, learning together

- X GROW the intention to collectively grow and transform.
- WAITAHA the abbreviated Māori name for the Canterbury area.



Whakamanahia te Tiriti | Honouring te Titiri

Te whakahaere panonitanga Sustaining change

The goal of Grow Waitaha is to enable schools and kura to reimagine education for young people across the region.

We continually review our work and get input from the sector to ensure we remain future focused. Grow Waitaha also aligns with the aspirations of the National Education and Learning Priorities. We support kura to collaborate and learn from each other to create better outcomes for all ākonga. We continue to support kura undertaking rebuilds and teaching in new environments.

We aim to promote collaboration between kura by fostering self-sustaining networks of kura, kaiako and ākonga.

Our work aims to extend and support the thinking of kaiako and school leaders to meet the current and future needs of ākonga. Putting learners at the centre of change recognises their unique perspectives on how they learn.

We see Te Mātaitipu, a vision for young people that was created by young people, as a critical lens as we look to the future.

Ngā whanaungatanga Relationships

We are strengthening relationships with Papatipu Rūnanga of Ngãi Tahu in Canterbury including Tuahiwi Education (Ngãi Tūāhuriri) and Kõia Te Mātauraka (representing seven Papatipu Rūnanga, Koukourārata, Ōnuku, Te Hapū o Ngāti Wheke, Te Taumutu, Waihao and Wairewa). We value their partnership and involvement in all aspects of our mahi.



Our focus is on sustainable transformation through celebration, consolidation and collaboration.

Ko tā mātou mahi | What we do

Our mahi is designed under four impact areas to guide our approach

We collaborate with schools and communities to action initiatives and solutions that will make an impact.

Futures



Ākonga are future focused and demonstrate global citizenship.

A broad definition of success is widely understood and implemented.

Learners have increased agency over the direction of their learning.

Pathways



There are smooth and seamless pathways into, between, and out of schools.

A connected, collaborative, coherent and learner-centred schooling system.

Equity and Inclusion



Authentic, rich curriculum and pedagogical approaches reflect our bicultural nation.

As te Tiriti partners, schools actively collaborate with mana whenua/rūnanga to support Ngāi Tahu aspirations.

Inclusive education practices are used to identify and remove barriers so that learning is accessible for all.

Wellbeing



Kaimahi and ākonga have a sense of identity, belonging and place.

Students and teachers are empowered to support their own wellbeing.

Collaborative leadership is grown, enabled and informed.

What this looks like for you

- x Communities of practice
- x Events such as webinars, workshops and hui
- x Navigation supporting schools through change and new learning environments



Me pēhea mātou e āwhina atu ai? How we can help you?

- x Identify areas of common need for learners at the centre of change and use these as starting points for initiatives.
- x Support kura undergoing building programmes, providing a navigator to walk alongside you.
- x Support kura to understand the best ways to utilise new learning spaces for the benefit of ākonga.
- x Provide a wealth of online resources developed in collaboration with the sector.
- Widen our impact by celebrating stories so everyone can learn from each other.

Karawhiua mai! Get involved!

Identify a problem, solution or resource to make an impact on our sector.

x Have a k\u00f6rero with one of our facilitators or email us at growwaitaha@gmail.com

Be part of an initiative – participate, share and collaborate.

- x Sign up for an event or learning opportunity at www.growwaitaha.co.nz/events
- x Collaborate with other kura & facilitators on an initiative.
- x Share your story of your school journey or change experience. Read and share our stories www.growwaitaha.co.nz/our-stories

Contact us



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