

BETHLEHEM COLLEGE 2022

Charter and Annual Goals



SCHOOL ID #77



**BETHLEHEM
COLLEGE**

EXCELLENCE
through CHRIST

INTRODUCTION

This Charter sets out the aims and objectives of Bethlehem College and is to be considered in conjunction with the College's Integration Agreement and all documents pertaining to that agreement.

MISSION AND VISION STATEMENTS

Mission

To provide a biblically-based, Christ-centred education, equipping students for effective service and leadership.

Vision

To be a Christian learning community of excellence where lives are transformed.

DESCRIPTION OF THE SCHOOL

Bethlehem College was founded to provide biblically-based, Christ-centred education for families and their children. Such education affirms the mainstream, evangelical Christian Faith that is based on revealed truth, beliefs and practice.

The College began 34 years ago as a vision in the hearts and minds of a group of local Christian men and women. After a public meeting in November 1985 to discuss the possibility of establishing a school, the Christian Education Trust (CET) was formed, and 46 hectares of rural land with beautiful, mature, English and native trees, was purchased. The first classroom block for Bethlehem College was built in March 1988 in a three-day 'quick build', which saw 400 volunteers co-operate, against the wind and rain of Cyclone Bola. The College began operating on 18 July 1988 with 110 students. The property had plenty of potential for future development.

Since the building of that first, four-room block, the College has grown three schools across two campuses and provides modern, well-resourced general and specialist classrooms to meet the requirements of today's students. Over 1,500 students now enjoy these facilities daily.

The CET initiated the development of Bethlehem College and, since the College's integration in 1999, it continues to support the Board of Trustees, providing expertise, resources and financial assistance. Four members to the College's Board are Proprietor appointees.

The first building at the Tauranga campus entrance is an historic chapel, which provides a visual statement of the school's Christian intent. It is a 130-year-old building, formerly St Mary's Church of Cameron Road, Tauranga.

The College provides a biblically-based education for students from Year 1 to Year 13. It forms part of a larger educational network of the Christian Education Trust that provides education from "the cradle to eternity" - preschool to adult education. The College shares a common vision with the Preschool and the Tertiary Institute in providing a seamless education system under a common theological perspective.

The College also receives quality support from the CET's service entities of finance and property, contracting to them for those services.

SPECIAL CHARACTER AND CURRICULUM

While Bethlehem College is committed to delivering the New Zealand Curriculum, it does so by reinterpreting it in light of the College's Special Character i.e. a commitment to education on the basis of a biblically-informed view of the world.

The Bethlehem College Curriculum is set out in the diagram found in **Appendix 2**:

The curriculum of the College aims to cover not just the traditional academic pursuits but also to directly include sport, performing arts, the Bible, service and leadership training. There are no 'extra-curricular' activities at Bethlehem College. Everything we do is part of our instructional curriculum aimed at training up our students to take their place in the world with a commitment to love God and love others using the gifts and abilities God has placed in them.

The goal of the implementation of this curriculum is graduates who exhibit the characteristics set out in Student Profiles. **Appendix 3** presents the BC Primary Learner Profile. Similar profiles for BC Junior Secondary, BC Senior Secondary and BC Chapman are under development.

The Christian Education Trust Statement of Belief forms the theological basis for all we are and do. See the Statement of Belief in **Appendix 4**. Through this biblical worldview the school encourages each student to recognise that:

1. God is the author of all creation.
2. All creation is subordinate to the will of God as expressed in the scriptures.
3. All truth finds its meaning and reality in God.
4. God gives purpose and hope to individuals, as well as redemption by virtue of the finished work of Jesus Christ.
5. It is the redemptive work of Jesus Christ communicated by the Holy Spirit operating in the human individual that gives substance to intellectual, physical, spiritual, ethical, emotional and social development of the student and the student's appreciation of the beauty of God's creation.

Students are encouraged to evaluate critically all experiences and viewpoints in the light of such a biblical worldview.

The College presents the biblical worldview by encouraging students to a personal Christian way of life, based on biblical answers to contemporary challenges; and teaches and models biblical truth and attitudes such as integrity, love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.

The College is a caring, learning community with an environment that is openly Christian. All fields of study and endeavour are permeated with a biblical perspective. Although the Christian worldview is paramount, its students also learn to understand and respect those of differing faiths and creeds as well as those of different abilities, cultures, and backgrounds.

The Christian Education Trust Statement of Special Character (see **Appendix 5**) sets out in more detail how the Statement of Belief affects all its operations, and the College in particular.

TIKANGA MAORI AND TE REO MAORI

The College provides for learning opportunities for tikanga Maori and te reo Maori as part of its Curriculum.

Students in Years 1 – 10 receive annual instruction in tikanga and te reo and for students in Years 11 – 13, instruction in te reo is provided through a combined Y11-13 class because of small numbers. A course in te reo is compulsory at Years 7 & 8 and an option at Years 9 & 10. Small numbers take Maori language once it becomes an option. The BOT employs a teacher to take classes even when they fall below the minimum class size threshold. This is our commitment to encourage te reo. The College and our Kahui Ako has a strategic initiative in place for staff to help them become more culturally responsive in their practice. **See Annual Plan.**

There has been significant progress in raising the profile and capacity of our kapa haka group over the past year. Opportunities are given annually for students to engage in kapa haka and powhiri. Last year the whole College learned a school haka. This haka was performed powerful

by students as a farewell to our Y13 cohort. It has now become part of The Way – our way of doing things at Bethlehem College.

The College has a special affinity with the Ngati Kahu (an iwi of Ngati Ranginui) – tangata whenua of this area. Scholarships are available for students affiliated to Ngati Kahu and the marae hosts all Year 9 students annually for a noho Marae. Primary cohorts visit the Marae every second year to study a cultural theme. In 2017, the College opened a Whare Manaaki.

The CET operates a Cultural Committee to ensure that racial harmony is maintained across the campus and where dialogue and interaction can take place between the CET and its operational centres such as the College, and Ngati Kahu. Some scholarships are also offered to Maori students through this committee.

BETHLEHEM COLLEGE STRUCTURE AND IDEALS

The College is structured around two main concepts:

1. Fulfilment of the mission and vision statements.
2. The stages of development of the students.

The diagram in **Appendix 6** outlines the leadership structure which is focused on the main activities the College sees as priorities in achieving the mission statement.

Bethlehem College Tauranga has two schools across Year 1 – 13, BC Primary and BC Secondary. These operate in three broad areas: Years 1 – 6 (Primary), Years 7 – 9 (Junior Secondary) and Years 10 – 13 (Senior Secondary). Bethlehem College Chapman is situated in Rotorua and is a Y1-8 Primary School. Each school has a Head of School and the College has a Principal.

Permeating all levels, structures and curriculum are themes which support the intent of the mission and vision statements. See the diagram in **Appendix 2** for an explanation of how this fits together.

The themes are explained as follows:

Biblical Thinking:

1. All that happens at Bethlehem College will be permeated by a reference to biblical principles.
2. The development of a biblical Christian worldview will be a major goal of instruction and activity.
3. The Cultural Mandate¹ and the Great Commission² will be fulfilled by implementing biblical principles and instructions across the whole curriculum.
4. The Hebrew concept of 'knowing' is adopted which implies that something is not 'known' until it impacts a person's life and actions.
5. Biblical Christian worldview will be more than a philosophical concept to be intellectually accepted, but will be reflected in a lifestyle lived in obedience to God's Word and will affect all of life for the student.
6. Acceptance of the existence of free will, with all its attendant responsibilities, will help prevent indoctrination at Bethlehem College where the goal is education. This is worked out in such a way that students will be challenged and even provoked to consider a Godly lifestyle but 'free' to choose otherwise.

¹ Genesis 1:26

² Matthew 28:18-20

Christian Character Development:

1. At Bethlehem College we are intent on developing qualities of biblical Christian character.
2. By Christian character, we mean those attributes exhibited by Christ himself while on earth and those qualities held up by the Scriptures as being the qualities demonstrated by those who have committed themselves to God and are being transformed by faith in the work of the cross and the indwelling of the Spirit of God.³
3. It is recognised that a student may exhibit qualities of Christian character but not be transformed spiritually.
4. The real goal is transformation of the spirit such that character qualities arise from a new heart and are not externally imposed.
5. Each student will be challenged to consider how they may or may not conform to such characteristics. To this end they will be regularly presented with biblically-based teaching.
6. All College activities will have as a major goal, the development of Christian character in students and therefore be seen, not as an end in themselves, but a means to an end.
7. Throughout their school years students are developing and growing to maturity so it will not be assumed that a student will necessarily achieve a thorough transformation of character while at school – they are on a journey of which their school years are only a part.

Leadership:

1. This is not focused primarily on being 'at the top'.
2. It rather directs the student to being the one who sets the trend in a Christ-like direction.
3. It acknowledges that leadership itself is a gift⁴ but that leadership skills and the act of leading can be learnt and practised by all.
4. It assumes that the leader will lead in a Christ-like way and acknowledges that leadership in and of itself is not necessarily 'good'.
5. It is characterised by an attitude of service such that even the act of leading is offered as a service to others rather than as an act of self-fulfilment or self-seeking.
6. The curriculum will both equip for leadership through intellectual, physical, emotional and spiritual growth and also provide opportunities for leadership to be practised.
7. Leadership will be seen in both a personal sense and a corporate sense.
8. Each student needs to exercise leadership over themselves in their learning, their behaviour and their relationships with others.
9. They also need to exercise leadership for and with others through opportunities provided by the College.

Service to Others:

1. This is essentially service to and for others.
2. It stems from the biblical belief that we are first called to love God with our whole being and then to love our neighbour as ourselves.⁵
3. It is effective in so far as it benefits others first and is an act of worship to God, thus fulfilling our primary call as created beings.

³ Galatians 5:22-24

⁴ Romans 12:8, Ephesians 4:11-13, 1 Timothy 3:1-10

⁵ Matthew 22:37-39

4. It does not rule out the possibility of providing leadership in a situation through serving.
5. The curriculum will provide opportunities for service through a practical outworking of itself and through the general classroom culture in which curriculum is delivered.
6. Evidence of the development of Christian character will show itself through the extent to which students engage in service willingly and voluntarily.
7. The College will develop a service programme as a specific way that students can voluntarily serve others in life situations very different from their own.
8. One of the over-arching components of the higher order plan put in place by our Kahui Ako is 'Service learning'.

Excellence:

1. This is grounded, not in the sense of purely excelling beyond others, but rather of doing that which pleases God.
2. It is that which goes beyond the norm for any given person or situation and takes the doer to the limits of personal potential.
3. Biblical understandings of purity, holiness, perfection and right motive undergird this type of excellence.
4. This excellence is defined more by a person's desire and motive than by standards established by comparison with others.
5. This will never be excellence achieved at the expense of others but is based on a sense of maintaining the dignity of oneself and others.
6. That person is destined to excellence who does something as an act of worship in accord with a biblical understanding of what God requires of them.
7. The entire curriculum will have excellence as a baseline expectation.
8. Excellence is also seen as being relative to the stage of the student's development. What is excellent for a primary student will not necessarily still be excellent for a senior secondary student. Growing maturity brings with it growing responsibility and expectation.



The Way

TE HUARAHI

LIVING EXCELLENCE THROUGH CHRIST

Dear Friends

As a Christian College we require clarity around why we do what we do, in order to be authentic and determined in purpose. Therefore, we need to be strategic in our planning and also in evaluating progress against our statements of intent. Reflective questions and evaluation help us align our thinking and actions with higher order objectives.

The notion of nurturing young people to develop hearts that are turned towards God, heads that know and discern, hands that serve as a continual act of worship and habits that keep them in God's will; this is aspirational, inspirational and a worthwhile pursuit. Equipping them in this way is a combination of God's Holy Spirit at work in their lives and our continuous encouragement, prayerfulness and modelling, through deliberately fostering

these virtues by the four pillars, in day to day teaching and learning, both in and out of the classroom.

We have a deep hope for each young person in our learning community. It is that a confident faith and a Christ-like character is formed in them, which leads to a life of joy, purpose and service. We believe that the good work begun by God will continue until it is finished and each of us hear the words,

“Well done, good and faithful servant”
(Matthew 25:21).



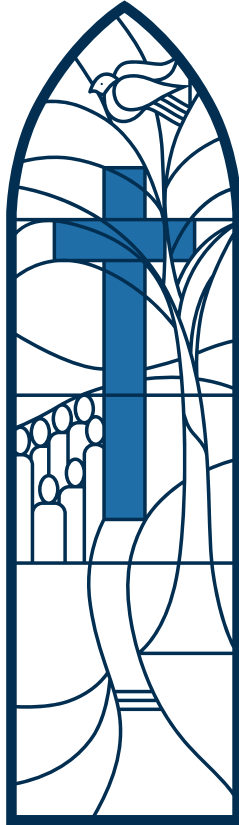
Shalom
Larne Edmeades
Principal

VISION

To be a Christian learning community of excellence, where lives are transformed.

MISSION

To provide biblically-based, Christ-centred education equipping students for effective service and leadership.



CHRIST
CENTRED

BIBLICALLY
BASED

The Heart

TE NGĀKAU



PROV 4:23

Above all else, guard your heart, for everything you do flows from it.

DEUT 6:5

Love the Lord your God with all your heart.

1 SAM 16:7

Man looks at the outward appearance but the Lord looks at the heart.

PSALM 51:10

Create in me a pure heart, O God, and renew a right spirit within me.

EZEK 36:26

I will give you a new heart and put a new spirit within you. I will remove from you your heart of stone and give you a heart of flesh.

TO BE YOU

To know one's unique identity in Christ; to know one's worth, gifts and talents.

TO BE CHRIST-LIKE

To demonstrate godly characteristics, to show resilience, humility, perseverance, passion and joy, to trust and obey.

TO BE CONNECTED

To grow in love of God; to love one another; to respect diversity; to show kindness; to collaborate; to contribute; to nurture good friendships.

The Head



TE HINENGARO

ROM 12:2

Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind.

Then you will be able to test and approve what God's will is, His good, pleasing and perfect will.

MATT 22:37

Love the Lord your God with all your heart, with all your soul, and with all your mind.

2 PETER 1:5

...make every effort to add to your faith goodness, and to goodness, knowledge.

1 COR 14:20

Stop thinking like children. In regard to evil be infants, but in your thinking be adults.

MATT 10:16

...be as shrewd as snakes but as innocent as doves.

1 COR 8:1

Knowledge puffs up while love builds up.

2 COR 10:5

Take captive every thought to make it obedient to Christ.

1 PETER 3:15

Always be ready to make your defense [apologia, a reasoned defense] to anyone who demands from you an account for the hope that is in you.

TO BE CURIOUS

To ask questions, to see God's handiwork, to inquire, to grapple with complexity, to observe, to understand, to interpret, to wonder.

TO BE WISE

To seek, to examine, to reflect, to know and apply God's truth in order to discern what is right. To be teachable.

TO BE REDEPTIVE

To be courageous, to seek information, to restore, to transform, to be a change maker for good and for God.

The Hands

NGĀ RINGA



COL 3:23-24

Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.

MIC 6:8

He has shown you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.

PHIL 2:3-4

Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, looking not only to your own interests but each of you to the interests of others.

MATT 22:37-39

Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is to love your neighbour as yourself.

TO HOLD

To have conviction that you are called to serve with a heart of gratitude. To work out your faith as a disciple of Jesus.

TO SERVE

To work faithfully as a steward of the gifts, abilities and talents that God has given you. To show manaakitanga, and to bless others.

TO LEAD

To exhibit courage, humility, vulnerability and selflessness in modelling servanthood to others.



The Habits

NGĀ HANGAHANGA



DEUT 6:6-7

These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.

ROM 12:9-13

Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in brotherly

love. Honour one another above yourselves. Never be lacking in zeal, but keep your spiritual fervour, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer. Share with the Lord's people who are in need. Practice hospitality.

1 JOHN 4:16

We know and rely on the love God has for us. God is love. Whoever lives in love lives in God, and God in him.

TO REFLECT

To take time to be still, to be alone, to contemplate, to connect with God and others.

TO PRAY

To have conversations with God that focus on God's nature, our need of Him, our thankfulness and our requests.

TO READ

To study, to memorise, to meditate on and to apply God's word.



CHALLENGING THE INTELLECTUAL

ROMANS 12:2

Be transformed by the renewal of your mind.

Children flourish in an environment which affirms that life has meaning and greater purpose.

At Bethlehem College, learning is a process of guided discovery. We are constantly seeking to apply biblical truth to all our thinking, and the actions and activity that result.

Our approach is one of teaching, modelling

and example; allowing students freedom of choice and remaining committed to their best welfare.

At junior level, our classes are designed to plant seeds that will grow in the minds of our young students. The focus at senior level is preparation for young adulthood, by stretching students intellectually, physically, socially and spiritually.



EXERCISING THE PHYSICAL

1 CORINTHIANS 9:24

Do you not know that in a race all the runners run, but only one receives the prize? So run that you may obtain it.

Sport is a cornerstone of our curriculum, supporting the school's goal of producing graduates who are balanced and committed to success.

Our range of indoor and outdoor facilities provide students with a superb environment to excel in their chosen sporting arena.

Students are encouraged to take part in a wide range of sporting activities. The Bethlehem College Events Centre provides an excellent venue for indoor sports. Extensive outdoor facilities cater to other popular codes.



DEVELOPING THE CULTURAL

PSALM 150:6

Let everything that has breath praise the Lord.

The arts are an essential part of a well-rounded education. The provision of the wonderful Performing Arts Centre in 2009 has greatly enhanced the teaching of music, drama and dance within the school.

Opportunities in the arts are wide and varied, with students able to showcase their abilities in instrumental, vocal groups, dance and drama.



SHAPING THE MORAL

MATTHEW 22:37-39

You shall love the Lord your God with all your heart and with all your soul and with all your mind... and you shall love your neighbour as yourself.

We shape the moral character of our students, teaching that integrity and a strong relationship with Christ, will serve throughout their whole lives. We help them to look outwardly and see what they can do for others, at a time when the world is becoming increasingly self-absorbed.

One of the great lessons Christ gave us was the value of an attitude of service and leadership. Our biblical worldview prepares our students to go out and make a positive difference in the world, and to serve the communities in which they live.

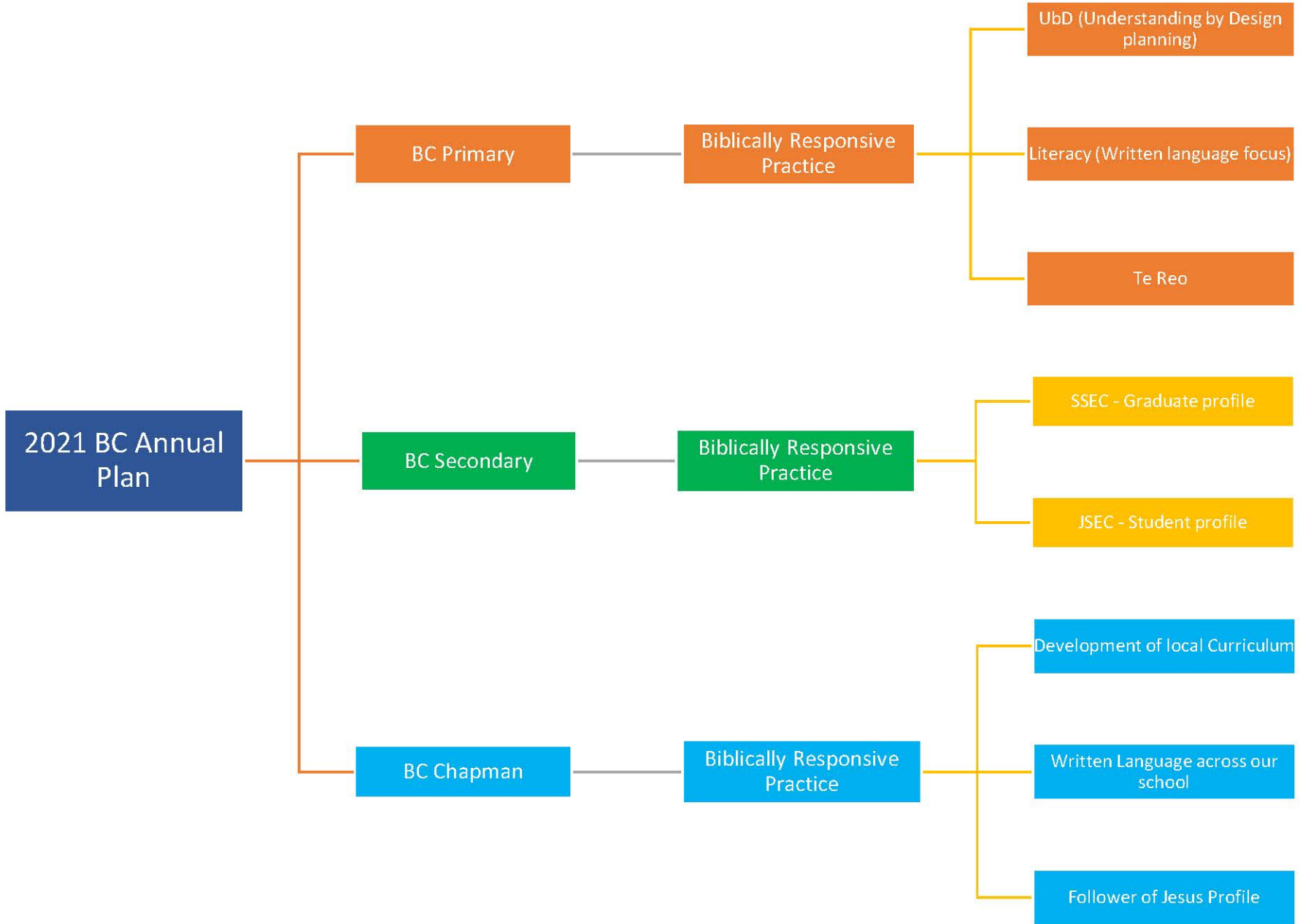
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BETHLEHEM COLLEGE
EXCELLENCE
through CHRIST



VARIANCE REPORTS AGAINST 2021 GOALS

BCP-P to P3	
Biblically Responsive Practice	
Targets	Variance
<p>1. Develop a shared understanding of BRP that will lead to greater alignment in what we believe and practice as Christian educators.</p>	<p>Partially Achieved</p> <p>Beginning with a focus on what BRP means was important and this continued through staff meetings, team meetings and as part of the Professional Growth Cycle.(PGC)</p> <p>The text Transformation by Design (TbD) has been used to develop a shared understanding of BRP.</p> <p>WST's & team leaders worked to encourage ways that BRP is outworked in classes.</p> <p>Teachers have been encouraged as part of PGC to consider how the Teachers Council standards can be viewed through a biblical lens and lead to BCP.</p>
<p>2. All teachers will use the UbD framework to plan units of work that demonstrate a sound biblical base.</p>	<p>Partially Achieved</p> <p>All staff have a copy of Transformation by Design which we began the process of working through to develop consistency in planning for our school wide units.</p> <p>A focus on evidence for learning – assessments and the use of a Biblical lens to plan all parts of their units is being encouraged.</p> <p>Term 4 Science and Literacy units were planned using UbD. The PLT and team leaders have reviewed our UbD template in readiness for the planning for 2022.</p>
<p>3. Teachers will collaborate as they plan using UbD and evaluate as they go to ensure the units align with BRP.</p>	<p>Partially Achieved</p> <p>Staff have engaged in Professional learning focusing on the various stages of UbD and then applying this knowledge and understanding to the planning and evaluating of Primary wide units.</p> <p>Further to this work has been done on understanding a biblical perspective using the CFRR (Creation, Fall, Redemption, Renewal) schema as a tool.</p>
<p>4. Teachers will include in their UbD unit planning authentic Te Reo teaching and Tikanga opportunities.</p>	<p>Partially Achieved</p> <p>Te Reo has been included at each staff meeting to equip and encourage teachers in their use. Karakia and waiata across the levels are being established. Matariki resources were shared along with further karakia. To further build each teacher's kete.</p>

<p>5. Establish common understanding, language and practices for the teaching and learning of written language.</p>	<p>Partially Achieved</p> <p>Professional development sessions allowed for teams to feedback current practice. This was then synthesised to create a consistent message for all children for mechanics and practice of writing.</p> <p>Teachers worked in their teams to discuss and agree on the language used in the writing exemplars as part of the moderation of writing samples using the NZC progressions.</p> <p>Time allocated on Accord day allowed for further Prof dev work on written language development. Write That Essay (WST) work was undertaken along with IDEal updates.</p> <p>Year 5 & 6 teachers had additional support in learning about the online tool and scope and sequence for WST.</p> <p>All Year 3-6 teachers were involved in group sessions with WTE coaching.</p> <p>Staff had Pro Dev with a rubric Jo West has developed through a variety of resources aligning with WTE and the NZC. This has led to more consistency in moderating writing samples.</p>
<p>6. To raise the quality of writing content through developing specific writing skills that are transferable across the curriculum.</p>	<p>Partially Achieved</p> <p>The introduction of the IDEAL tool for establishing spelling levels across all levels provided consistent baseline data for teachers to plan for learning needs. Year 4-6 plus WST's and representatives across Primary were involved in WTE workshops to upskill. June Write that Essay professional learning provided teachers with excellent learning around sentences - this was well received.</p> <p>To ensure there is consistency between Primary and J.Sec PLT had an action plan session with J.Sec lead team for WTE.</p>
<p>General Comments:</p> <p>The targets are still to be embedded, hence they are indicated as being partially achieved. As with the past year teachers have been developing their planning using the UbD framework and this is increasingly becoming the norm.</p>	

Biblically Responsive Practice





Targets

Variance

1. Term 1 - Whakapapa – Identity - Knowing who we are in Christ, knowing our whanau, knowing our ākonga. Focusing on identity and being made in His image – Imago Dei.

Partially Achieved
















Wednesday morning professional learning followed a thematic approach. Starting the year with the reminder that we are grounded in Christ and made in his image before we acknowledge ones whakapapa is foundational to being a Christ centred community. A natural next step is identifying what students bring into the classroom with them – previous academic data for example.

Topic	Presenter	Resources	Date
Biblically Responsive Pedagogy Introduction	Steve	 Biblically responsive	17 Feb 2021
Knowing Your Students - Whakapapa	Joella/Maddy	 Knowing Your...  Knowing Your...  PAT Report READING...	2 March 2021

2. Term 2 - Whānaungatanga – Right Relationships. Focus on the importance of having right relationships and growing in a cohesive manner. The Bible ranks healthy relationships as a very important thing in life. A Jewish religious expert asked Jesus (Matt. 22:36), “Teacher, which is the great commandment in the Law?” Jesus replied (Matt. 22:37-40): “You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.” This is the great and foremost commandment. The second is like it, ‘You shall love your neighbour as yourself.’ On these two commandments depend the whole Law and the Prophets.”

Partially Achieved

Staff investigated, affirmed and pulled into their own quiver of teacher strategies - what relationships look like in a classroom and how this was achieved. Many interactions are dependent on the relational currency. When relationships are strong then behaviour modification is much more malleable.

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Whanaungatanga	Sue Baker BTI		2nd June 2021										
<p>3. Term 3 - Mahitahi – working together as one.</p>	<p>Not achieved</p> <p>Me Mahi Tahī tātau mō te oranga o te katoa - We work together for the wellbeing of everyone.</p> <p>There are many Biblical parallels with the importance of collaboration and working as “one body”. What this looks like as staff and in a classroom was explored. This was interrupted by lockdown and the interruption of school exams.</p>												
<p>4. Term 4 – There are 2 foci - Staff - Whenuatanga - History of this land – origins of BC, Ngati Kahu and Tauranga moana.</p>	<p>Partially Achieved</p> <p>A bus trip to Gate Pa and to Pyes Pa was organised for the whole staff. The purpose was to learn about the history of the local area, particularly the influence of the local missionaries. This context could then be considered as teachers investigate how to tweak and include aspects of the local curriculum into Unit plans.</p> <p>To gain a sense of a place-based identity and its importance for Bethlehem College was also investigated.</p>												
<p>5. The specific actions are</p> <ul style="list-style-type: none"> • Launch Biblically Responsive Pedagogy • Knowing Your Students • Parent & Student Conferences • Continue to grow mana of Māori students in BC • Professional Growth Groups 	<p>Achieved</p>												
<p>General Comments: Terms 2-4 we introduced Professional Growth Cycle groups where teachers chose to join based on the topics. The topics offered are below.</p>													

Points 1-4 are highlighted as 'Partially achieved' as we only scratched the surface of these large, rich areas. We plan to dig deeper in 2022 into being a Biblically responsive kura in Bethlehem, Tauranga, New Zealand.

We found that the themes which sat comfortably beneath our vision and mission and comfortably within 'being Biblically responsive' require more time and focus so will be continued next year. Within the professional learning for next year we also plan to introduce Service learning, in line with the CoL higher order plan.

Professional Learning Groups

1. Te Reo for beginners – What are phrases I could use in a classroom? Greg Haumaha
2. Culturally responsive pedagogy – How could I outwork this in a classroom? Hayley George.
3. What is Strength finders all about? Simon Hayward
4. Christian Education looking at different approaches to CE and how we roll at BC - Tom
5. Mentoring boys to men. Truths and myths. Wayne Lambert
6. Staff kapa haka – learn the history, understand and perform the school haka – Hamuera Tamihana
7. What does it mean to be Biblically responsive? How is this outworked in the classroom? Joella
8. Courageous conversations – Andrew
9. 101 Leadership. Wanting to enter Leadership? Larne
10. How to interview students effectively and maintain mana? E.g. how not to ask leading questions... Hannelie
11. How do we develop young leaders? Mike T
12. Te Tiriti o Waitangi – Sue Baker/Gayle Te Kani/ Lindsey Fish
13. How to bring Christ into the class room– Priscilla
14. Answering faith questions in life from our student body – Brendon/Charlotte
15. Refreshing your knowledge on the Biblical story – addressing areas of uncertainty, developing greater confidence in sharing these stories. Wayne Fraser.
16. Does knowledge still matter? A Biblical view? – Jess Moore
17. Creating a strong team environment – Chelsea
18. Teaching International students – Miriam A and Esther
19. Want to know more about DMIC – Ben Fletcher

BCSS-S1	
BRP SSEC Graduate Profile	
Targets	Variance
1. Consolidate and refine the current information.	Not achieved The focus on being Biblically responsive took priority. This will be targeted next year.
2. Confirm revised Unit plan to incorporate Graduate Profile.	Achieved Incorporation of graduate profile – Wisdom, strength and compassion into the Unit plans.
3. Commission graphic design of profile.	Not achieved
4. Communicate Graduate Profile.	Not achieved
General Comments: It has taken a while for clarity to be achieved regarding the language we wanted to convey for students and staff. The decision to have a clear set of words for the Secondary profiles has allowed us to consider what needs to be established as part of a 2022 roll out of Wisdom, Strength & Compassion.	

BCJS-S2**BRP JSEC Student Profile**

Targets	Variance
1. Commission graphic design of profile.	Not achieved
2. Students can articulate, aspire to and identify with the Student Profile. We will see increased transformation in our learners and within Junior Secondary as a whole.	Partially Achieved
3. Share and embed the Student Profile within Rotations, Options and non-core Y7-9 programmes.	Partially Achieved This will need to remain a focus for next year.
4. Teachers who embrace, own, contribute and provide learning experiences that lead to the flourishing of the Student Profile.	Achieved The Student Profile is becoming more embedded in Junior Secondary classrooms.
5. Further develop the Junior Secondary Service Leadership Award to provide greater opportunities for student transformation.	Partially Achieved
6. Align our Junior Secondary Pastoral Care to the Student Profile.	Achieved Will be an ongoing focus.

General Comments:

The Student Profile is an embodiment on our school vision. 2021 has seen further embedding of this all areas of our practice. In 2022, we will continue to be intentional in our Christ-centred and biblically responsive practice through a focus on the Student Profile.

BCC-C	
Biblically Responsive Practice	
Targets	Variance
<p>1. Design a BCC Planning format which fits with our Christian worldview and enables us to integrate Biblical Truth</p>	<p>Partially Achieved</p> <p>We have the questions formed: <i>What does this teach us about God-Creator</i></p> <p>God's Story is the overarching narrative that informs and shapes all our practice and by which all practice is tested. It provides the framework tool by which students and teachers understand life and the world. 'Our story' and 'My story' are understood and shaped by 'God's story'. Creation - Fall - Redemption</p> <p>Viewed through the lens of this framework we can ask the following questions of any aspect of the world we study: Creation - What is its creational design? What is God's purpose for this aspect? Fall - How has it been twisted by sin? Redemption - What do paths of redemptive healing look like?</p> <p>Creation (how it all began); Crisis (How it fell apart); Community Old (How God restores through Israel); Christ (Jesus the climax of history); Community New (How God restores through His Church); Consummation (All things new).</p> <p>Conserve the Gospel story - discern the spirit of the times - reform society as signposts of God's coming Kingdom.</p>
<p>2. Determine content of Biblical Studies Programme Year 1-8.</p>	<p>Partially Achieved</p> <ul style="list-style-type: none"> • Philip Brown (WST 2021) -is currently working on this and we hope to have an Overview by 17th December for Staff discussion Term 1 2022. • Resources have been sourced as in Websites; Programmes; Practical Resources for Teaching purposes • Foundational Truths in respect to a Biblical Worldview • Key Memory Verses connected to a Biblical Worldview over 2 year period (presented for Staff discussion).
<p>3. Explore Service-Learning Opportunities connected to our Integrated Curriculum Theme 'Woven'</p>	<p>Partially Achieved</p> <ul style="list-style-type: none"> • Art Exhibition • Year 7 & 8 rangitahi making books for teina across the school on Science Topics • Production-The Voyage of the Dawn Treader-filmed & the potential through the distribution of this to impact more widely with the embedded Biblical messages of Truth. • Tuakana/Teina-Art Blast/Tabloids/team activities • Jireh Kura Project-Return to School

	<ul style="list-style-type: none"> • Choir Concerts for Extended whanau & wider Community • House Blessings in English/Te Reo Maori • Meals to those in need within our Community • Some Wood Tech Projects • Shared Resources with local ECE Contexts
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General Comments:

This is and will continue to be the essence of why we exist as a Christian kura. What has happened to date we will now build upon moving into 2022. The Biblical Studies overview prepared by Philip Brown (WST) will be our first major whole kaimahi focus as we want to work more intentionally and systematically so that we are building a very sound understanding of a Biblical Worldview and of Scripture.

We need to formalise/make practical application using the questions we have determined as key in our Teaching and Learning Programmes. This will be able to then be seen more overtly in our Planning Format for Units of learning-a BC Chapman Planning Template e.g. Inquiry which we can use across our kura and across Curriculum. We can definitely do more with the practical outworking of our faith, hope and love for the Lord and carry this into 2022 as part of our Biblically Responsive Practice which IS Love in WORD and ACTION. We have already formed plans for 2022 in light of 'service' as part of BRP.

BCC-C1	
BRP Development of Local Curriculum	
Targets	Variance
1. To grow learner understanding of NZ History; Te Arawa arrival and settlement; Te Tiriti; European settlement of Rotorua.	<p>Partially Achieved</p> <p>We undertook Inquiry related studies during Term 2 as part of growing the knowledge and understanding of our tamariki re the history of Aotearoa and Rotorua. Foci included the arrival of Te Arawa at Maketu and settlement in Rotorua with a number of notable sites e.g. Ohinemutu, our local Lakes, The Tarawera Eruption; The Buried Village; Government Gardens.</p>
2. Explore and examine the positive impact of Christianity including Rev Thomas Chapman and his wife Anne in Rotorua.	<p>Achieved</p> <p>Philip read the biography of the Rev Thomas Chapman and shared the main details with our kaimahi as part of PLD and to feed into the early local history as well as our own kura story.</p>
3. Network within our Community to access Resource Personnel from Te Arawa; Nga Pumanawa e waru; Healthy and Active Programme; Local Tourism operators/guides; whanau connections.	<p>Achieved</p> <p>We built connection with Matua Anaru & Whaea Maria Kapa, having 2 full kaimahi only days of PLD (Terms 1 & 2) with them centred on Te Ao Maori worldview.</p> <p>Philip went with Year 13 BC History akonga & Kaiako to Waitangi to learn more of the history of Aotearoa. Upon return he led our kaimahi meeting and shared his learning.</p> <p>Hazel also attended a full day Workshop run by Whaea Kirsty Maxwell-Crawford centred on Te Tiriti & the impact of Colonisation in Term 3 holidays.</p> <p>We fully engaged with Healthy and Active 2021 with Kimiora Insley and had several BCC Kaimahi PLD Meetings centred on health & PE and which included learning Maori Games.</p> <p>A planned visit to Mitai was unable to be carried out due to Covid Lockdown restrictions and the subsequent realities within our Teaching and Learning Programmes.</p>
4. Read some of the Te Arawa stories which provide knowledge and give greater understanding of significant historical events, people and places.	<p>Partially Achieved</p> <p>While some stories fit with our Christian kura & provide greater understanding of our local history and significant figures, stories of our tangaata whenua, Te Arawa, others do not</p>

	given some of the content therefore we were selective in which stories we selected.
5. Learn some Maori Games.	Achieved As stated above we had a PLD session centred on Maori Games and one of our Kaiako attended a Course which focused entirely on Maori Games.
6. Learn about the place and uses of weaving 'harakeke' flax by Maori as ways of capturing story, using for food and clothing etc; tukutuku, kete.	Achieved In our Te reo Mori year 7 & 8 class Whaea Robyn taught our rangitahi the tikanga around harakeke, the process and skills of weaving; symbolism, and the various uses for weaving by Maori pre and post European settlement. Meaning within the wharenuī and the telling of story through it.
7. Increase the use of Te Reo Maori across our kura through integrating it within our Teaching and Learning Programme and our daily interactions.	Partially Achieved We have extended our use of Te reo Maori within the classroom and across our kura, however we still have far to go with this.
8. Engage with our own kaumatua (Whaea Bessie; Matua Dave; Whaea Kirsty; Matua Robbie.... and learn about them and their stories of growing up in Aotearoa and the changes they have seen during their lifetime.	Not achieved This remains a hope and a commitment and hopefully in 2022 we can do this.
9. Local Tunohopu/Ohinemutu 'Noho Marae' for our Kaimahi.	Not achieved Another TO DO! NOT easy with Covid constantly interfering with what we might aspire to do. God's timing is perfect so that might mean another day!
10. Kaimahi commitment to learn Te Reo and use it daily across our kura.	Partially Achieved While we have made some progress with this we really need to have more focus on it with one of our kaumatua in 2022. In Term 4 the 'PLD bites' provided through the kahui ako and Hamuera really were brilliant! We are hopeful that there might be more opportunity to engage with these in 2022 if possible as the learning is immediately transferable to korero in our kura.
11. Consider within a Biblical Worldview, how our Christian faith, and the Truth of the Gospel, can be lived in ways which positively serve others as we express our faith in practice and the love of God.	Partially Achieved It was emphasised through looking at our Inquiry Learning, the preparation & learning of our mihi, the creation of a woven tapestry

	which includes all of our tamariki & examining of the interdependent nature of humankind and of how we live and serve one another. Tuakana/Teina is part of our Kaupapa and time is intentionally given to fostering this as well as reaching out to the immediate and extended community.
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General Comments:

While we can look over 2021, recognise progress and identify key learnings, we are well aware that with the NZ Histories Curriculum being a 2022 reality there is knowledge to acquire, and careful consideration of content and perspective. The excellent Resource materials produced by David Mann and the hope Foundation really do need to be factored into the equation. Noho Marae; Other Local Historical sites; Trip to Mitai; further PLD with Kirsty Maxwell-Crawford as a whole kaimahi and learning Te reo Maori are ongoing 2022 foci. Better use of the available resources from the local Rotorua Museum Education Team could be worth pursuing.

BCC-C2	
BRP Written Language across our School	
Targets	Variance
1. Development of shared language and understanding throughout our school.	<p>Partially Achieved</p> <p>We are well on track with this journey however there is still more to do and as we have looked forward to 2022 we have a clear set of foci determined.</p>
2. Build consistency of approach and practice evident in the Teaching and Learning Programme across the school.	<p>Partially Achieved</p> <p>This has happened through intentionality of PLD sessions and the commitment kura wide to implement the learning through regular planning and practice. Lisa (WST) & Hazel have been working with kaimahi in Staff Meetings and Kaimahi Only days to ensure there is consistency in our approach and practice. Write That Essay Tutors and Lisa as Coaches modelling practice has fuelled consistency. This will be an ongoing focus as we are 18months down the track.</p> <p>An overview of Writing Knowledge/understanding/Skills-Content of the Teaching and Learning Programme has been presented to Staff from Years 1-8.</p>
3. Progress writers at each Year level to consistent use of the appropriate average Sentence length e.g. Year 1 & 2-12 words; Year 3 & 4-15 words; Year 5 & 6-15 words; Year 7 & 8- 16-18 words.	<p>Partially Achieved</p> <p>We are noticing that tamariki at various year levels are doing particularly well in the casting of sentences and that some have nailed the recommended sentence length consistently. Others are still coming to understand remaining within the sentence length guidelines. Year 5-8 can use the 'online tool' to check their Sentence length which is extremely useful because it gives them the instant feedback they need to then make any necessary alterations deletions/additions to sentence length to maximise flow and impact.</p>
4. Progress writers in their ability to cast a variety of Sentence Styles age appropriately.	<p>Partially Achieved</p> <p>Junior school Year 1-4: can Cast 'Simple', 'ly', 'w', and 'prep' start sentences</p> <p>Years 5-6 Can cast 'Simple', 'ly', 'w', 'prep' 'short' Power', 'ed' 'Explore the Subject', 'Em-dash' and Short Sentences with confidence.</p>

<p>5. Focus on the teaching of 'Expansion' of ideas Years 4-8.</p>	<p>Partially Achieved</p> <p>Year 2: Although we were targeting Years 4-8; our Junior School kaiako Year 2 level has successfully worked with her stronger writers to 'expand' on their ideas; 2 to 3 sentences.</p> <p>Year 3 and 4: Have begun this process.</p> <p>Years 5-8- have put the expansion of ideas into the context of paragraph writing using the Lawyer and Hammer paragraphs. We will be continuing to build on this concept going forward into 2022.</p>
<p>6. Regular use of the Online Tool (Year 5-8) for daily Writing practice and analyses of strengths, weaknesses and identification of next learning steps to progress writing effectiveness.</p>	<p>Achieved</p> <p>Given the Lockdown Level 4 reality of 2021, we were using the online Tool and the Daily challenge (Years 5-8) as a daily Writing activity so therefore the tool provided our young people with the ability to access immediate feedback and to then, make adjustments, in light of the specific recommendations given.</p> <p>Year 7 & 8 Speeches were written using the Online Tool & once again this was helpful to these young people as they followed the recommendations and used the tool to help them increase their accuracy and their percentage.</p> <p>The tool gives instant analyses of Writer strengths and weaknesses and also provided the Video clip and or other resourcing e.g. Vocab to lift their achievement.</p>
<p>General Comments:</p> <p>We recognise that we are in the midst of a 3-year PLD with Write That Essay (now renamed/branded as Writer's Toolbox). The progress has been significant, and we can see by the uptake by Kaiako and tamariki and the positive responses of whanau, that it is making a definite positive difference in the motivation to, the skills of how to and the success in Writing.</p> <p>We wholeheartedly believe in this approach and see it as successful because it follows a Biblical model of precept upon precept on a solid foundation. There is intentionality, purpose, clear structure, and value of knowledge, understanding and skills. It is age and stage appropriate and works for ALL akonga e.g. a young person with dyslexia can write successfully and articulate their understanding. Tamariki are equipped and enabled to write effectively.</p> <p>Lisa & I have met with Jessica Hartin (Lead WTE Tutor/Supervisor/Kura Liaison) and determined the foci for 2022 which will translate into our Strategic Planning Goals centred on Written Language. Our Year 4-8 tamariki redid the Diagnostic Survey and we are waiting for the feedback from this to give us further information regarding any other focus/foci within Written Language for 2022 before we set our goals.</p>	

BCC-C3**BRP Follower of Jesus Profile**

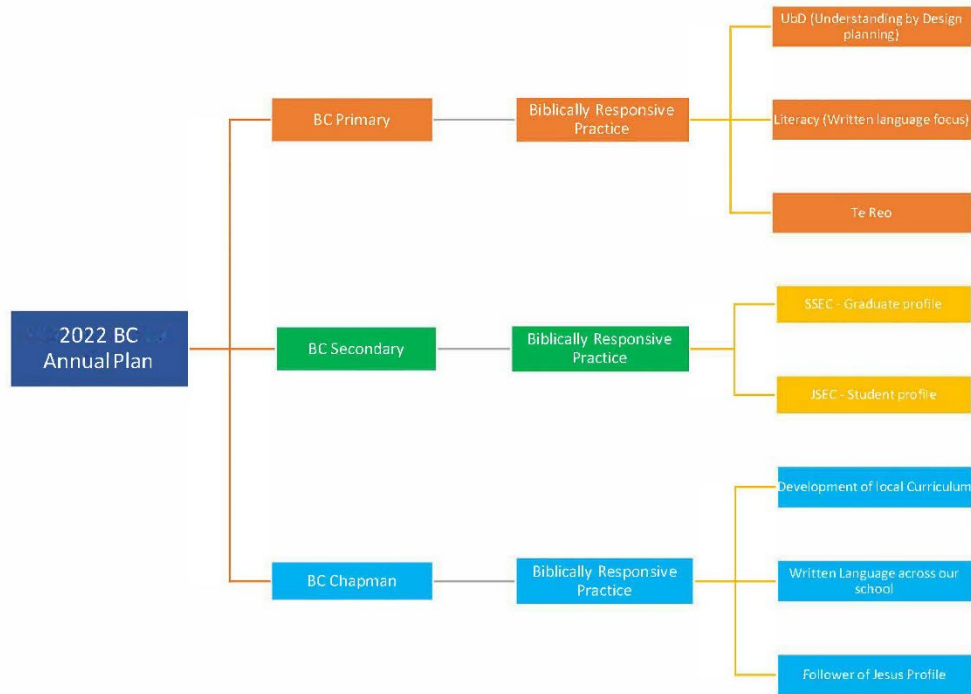
Targets	Variance
1. Unpack each aspect/symbol and develop learner knowledge and the meaning of each part.	Partially Achieved
2. Kete-Identity.	Partially Achieved
3. Korowai-Character.	Partially Achieved
4. Waka-Community.	Partially Achieved
5. Fishing Hook/Net.	Partially Achieved
6. The Cross.	Achieved
7. The Word of God-Scripture.	

General Comments:

We have really engaged with the various different symbols within our Follower of Jesus/Disciple profile which hold the cornerstones of a biblical worldview and of the personal/individual journey and corporate journey as the 'body of Christ'. We are on our way.

Hazel needs to put to paper the thinking behind the symbols and bring to Staff at the beginning of 2022 so that we are all aware of the ways in which we can relate these to our BRP, to our Teaching and Learning Programme, our kura culture, community, service and outreach. Hazel to discuss more with our kaumatua and glean from their knowledge and input.

2022 ANNUAL PLAN



There are a number of initiatives being undertaken in 2022. Each initiative has a run sheet. Targets are within each of the run sheets in **Appendix 1**.

The Board of Trustees accepts this Charter as an undertaking to the Minister of Education.

This Charter is submitted to the Ministry of Education for the Minister's approval on:

Principal:  Date: 28 February 2022

Chairman:  Date: 28 February 2022

Minister of Education: _____ Date: _____

APPENDICES

1. Run Sheets for 2022 Annual Plan
2. Bethlehem College Curriculum
3. Bethlehem College Learner Profile – BC Primary
4. Christian Education Trust's Statement of Belief
5. Christian Education Trust's Statement of Special Character
6. Bethlehem College Management Structure

APPENDIX 1

BCP – P-P3

Strategic Run Sheet 2022

P **Biblically responsive practice (BRP)**

P1 BRP **Understanding by Design Planning (UBD)**

P2 BRP **Literacy** (Written Language focus)

P3 BRP **Te Reo**

PART A:

Initiative Number: BCP - P-P3

Team Leader: Karen, Jo, Nathan

Description: Biblically responsive practice (BRP) undergirds all that we do as Christian educators and aligns with our school vision and mission. Planning, Te Reo and Literacy (written language focus) have been identified as areas for growth. Differentiating for learners is also an area needing refinement.

Date: 10/02/22

Version Number: 1

PART B: Baseline data, drivers and targets

B1: Baseline information/data:

What is the starting point in terms of solid information known, specific achievement data or observations?

Biblically responsive practice (BRP)

This has been recognized as an area that needs to develop a common understanding of what this means for Christian educators in BC in terms of their beliefs and understandings and how these impact their practice and the learners in their care.

Understanding by design (UbD) planning

We have identified the need for engaging a biblically based unit planning framework that will allow teachers to intentionally and collaboratively plan and teach units through a biblical worldview. Intentional differentiation of learning is also an important feature of good planning to meet all students' learning needs.

Te Reo

The use of and purposeful planning of Te Reo from observation is inconsistent across the Primary. The need to have this intentionally put into unit planning is evident. Feedback through the 2019 CoL suggests that this is an area that needs strengthening.

Literacy

Our 2020 written language survey revealed inconsistencies in teacher practice and a majority of students to be working at expected levels.

B2: The drivers:

What is driving this?

We continue to have a three-fold focus. Firstly, and most importantly, that our practice is Christ-centred and biblically-based. We recognise that to do this we have to have alignment between what we believe and our pedagogy. Secondly, our practice aligns with an understanding of future-focussed education here in Aotearoa, ensuring that we are responsive to the needs of all students and preparing them for a future in a world that is ever changing, carefully considered planning is essential to this. Finally, as a curriculum area of focus we want to create consistency in teacher practice, lifting student level achievements in writing, as identified in the CoL achievement target.

B3: The Targets:*What specific targets are being set?*

1. Continue to refine our shared understanding of BRP which will lead to greater alignment in what we believe and practice as Christian educators.
2. All teachers will use the UbD framework to plan units of work that demonstrate a sound biblical base across all curriculum areas.
3. Teachers will collaborate as they plan using UbD and evaluate as they go to ensure the units align with BRP.
4. Teachers will include in their UbD unit planning authentic Te Reo teaching and Tikanga opportunities.
5. Establish common understanding, language and practices for the teaching and learning of written language.
6. To raise the quality of writing content through developing specific writing skills that are transferable across the curriculum.
7. To develop greater intentionality and practice in differentiating curriculum and instruction through the planning process.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
<p>Standing items at each staff meeting and team meetings will ensure each target is addressed. BRP, Te Reo, UbD and Literacy. <i>Evidence will be in meeting minutes/observations/walkthroughs.</i></p>	PLT & Team leaders		Ongoing throughout the year with the end of each term progress updates.
<p>In team meetings WST's will lead discussions around BRP to develop common understandings and language that will impact teacher practice and learning <i>Evidence will be in team meeting minutes/observations/ walkthroughs. Planning will evidence consideration for how practice impacts the learners e.g. establishing routines, teaching methods etc.</i></p>	All staff		Ongoing throughout the year with the end of each term progress updates.
<p>Staff will use Transformational Education as a text to develop and reinforce BRP alongside relevant shared readings focusing on biblical practice <i>Evidence will be in meeting minutes/observations/walkthroughs.</i></p>	All staff with WST leading.		Ongoing throughout the year with the end of each term progress updates.
<p>Transformation by Design will continue to be used as a text to develop UbD planning across the curriculum. <i>Evidence will be in meeting minutes/observations/walkthroughs.</i></p>	All staff		Ongoing throughout the year with the end of each term progress updates.

Staff will establish a common understanding of differentiation. Agreement on ways to differentiate their student's learning using the collaborative planning process as a means to action and apply differentiation.	All staff		Ongoing throughout the year with the end of each term progress updates.
Staff will continue to embed the agreed upon mechanics and structures of literacy to be used across the school, as a means of providing consistency in our teaching practice.	All Staff		Ongoing throughout the year with the end of each term progress updates.
Staff will use the developed Writing Rubric based on NZC Literacy progressions and Writer's Toolbox to analyse and collaboratively moderate writing samples in order to improve the quality of writing.	All Staff		Ongoing throughout the year with the end of each term progress updates.
All staff will engage in PLD using Writer's Toolbox to continue to develop and sustain skills for teaching sentence types, structure and paragraph types.	All Staff		Ongoing throughout the year with the end of each term progress updates.
All staff will continue to use the IDEAL platform - <i>Individualised, Diagnostic, Explicit Approach to Learning</i> , to inform practice and improve student achievement in Spelling, Writing and Reading.	PLT, All Staff		Ongoing throughout the year with the end of each term progress updates.

PART D:

How will we know?

- There will continue to be an increase in the frequency and use of Te Reo across classes and all contexts.
- All unit plans will follow the UbD framework.
- BRP will be evident through language and action during daily interactions, planning and walkthrough observations.
- Differentiated learning will be evidenced in planning and practice.
- Literacy levels will improve, evidenced by data. Teacher confidence in teaching written language will improve, and students will understand their purpose and audience in written work, and also will know their 'next learning steps'.

S Biblically Responsive Practice (BRP)**S1 SSEC Graduate Profile****S2 JSEC Student Profile****PART A:****Initiative Number:** BCS S-S2**Team Leader:** Steve Te Whaiti

Description: This Run Sheet articulates how the vision and mission will be developed through Biblically Responsive practice within BCS in 2022

Date: 20 December 2021

Version Number: 1

PART B: Baseline data, drivers and targets**B1: Baseline information/data:**

What is the starting point in terms of solid information known, specific achievement data or observations?

At Bethlehem College, our aim is to provide a biblically based, Christ-centred education that equips students for effective service and leadership. We seek to be a Christian learning community of excellence in every aspect of our practice and community. This is our on-going Vision and Mission.

B2: The drivers:

What is driving this?

- School Vision and Mission
- NZC and NCEA Refresh
- L1 Literacy and Numeracy Changes
- MOE WTE Writing PL Contract

B3: The Targets:

What specific targets are being set?

1. Embed Whanaungatanga He Tika- Right Relationships, within the culture and pedagogy of BCS
2. Curriculum Refresh
 - a. Departments prepare for NCEA course changes
 - b. Prepare for the 2023 L1 Literacy Changes
 - c. Prepare for the 2023 L1 Numeracy Changes
3. Embed the WTE Writing Toolbox across Y7-9 practice.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

Actions to achieve targets	Team Members	Budget	Timeframe
1. Whanaungatanga He Tika- Right Relationships <ul style="list-style-type: none"> • Wed am PL delivery. • Know students- effective use of data • Responsive Practice- evident in planning. • Engage Whanau. 	BC Sec SLT	SLT	2022

<ul style="list-style-type: none"> • Model as a staff. • Pastoral Care practices align with Whanaungatanga He Tika. 			
2. Curriculum Development <ul style="list-style-type: none"> • Articulate principles of B.R.P. 	SKJ LAM BC Sec	SLT	2022
3. NCEA Course Changes <ul style="list-style-type: none"> • Departments to develop Targets and Actions. 	Sec Depts SKJ	Dept. PL	2022-23
4. L1 Literacy <ul style="list-style-type: none"> • Monitor 2022 pilots. • HOD to lead discussion within Dept. and identify actionable steps. • Develop 2023 plan. 	Eng. Dept SKJ LAM RRM Sec Teachers	Dept. PL	2022-23
5. L1 Numeracy <ul style="list-style-type: none"> • Monitoring 2022 pilots • HOD to lead discussion within Dept. and identify actionable steps. • Develop 2023 plan. 	Maths Dept. SKJ LAM Sec Teachers	Dept. PL	2022-23
6. WTE Writing Toolbox <ul style="list-style-type: none"> • Y7-9 Staff participate in WTE PL. • All teachers and students have access to Toolbox. • Utilise WTE resources. • Embed use of Toolbox for cross curricular writing. 	LAM RRM Y7-9 Teachers	PL 7-9 Eng	2022-23

C Biblically Responsive Practice (BRP)C1 BRP **Unit Planning** with a specific focus on 'Aroha' expressed through Service 2022C2 PRP **Literacy** (Written Language focus)C3 BRP NZ Histories **Local Curriculum** and **Te Reo Maori****PART A:**

Initiative Number: BCC C-C3

Team Leaders: Lisa and Hazel

Description: Biblically Responsive Practice (BRP)

is the outworking of our commitment to Christ-centred education which is our kura Vision and Mission as Christian educators. This is evidenced in our Unit and daily Planning, our culture and service; the teaching of NZ History and the learning of Te Reo Maori, our Written language practice. These are areas we recognise as foci for continual growth.

Date: 21/12/21

Version Number: 1

PART B: Baseline data, drivers and targets**B1: Baseline information/data:**

What is the starting point in terms of solid information known, specific achievement data or observations?

Biblically responsive practice (BRP)

We are committed to seeking to maintain BRP as central to our BCC culture, planning and practice recognising that to develop a consistent Christian Worldview, we must intentionally explore and critically examine Curriculum content and pedagogy as well as Hidden Curriculum.

BRP- Planning

In 2021, we identified the need for BRP being evidenced in our daily/weekly planning, with clear differentiation of learning. While we did achieve this, we now need to determine a BCC biblically based unit planning framework. This will enable teachers to intentionally and collaboratively plan and teach units through a Biblical worldview, with a specific focus, on the outworking of faith, hope and love through service.

BRP-NZ Histories/Local Curriculum/Te Reo Maori

Local Curriculum with emphasis on NZ/Rotorua History was one of our foci in 2021. Given the new NZ History Curriculum, implementation in 2022, we believe we need to intentionally engage from a BRP perspective. Having undertaken PLD in 2021, in growing our understanding of Te Ao Maori Worldview, we will focus on a BRP approach to teaching NZ History with emphasis on 'shalom'. The learning of Te Reo Maori is integral to honouring Te Tiriti and to building stronger understanding of Te Tangaata whenua.

Written Language

We have been working with Writer's Toolbox for the past 2 years and are now entering our third year of PLD with 75 hours of MoE allocated PLD funding. Our data shows that our tamariki are making consistent gains and in particular the motivation and success of both our boys and writers with literacy challenges show definitive gains. Our focus in 2022 is on consistent kiako/across kura, practice, editing, proof-reading and moderation of Writing.

B2: The drivers:

What is driving this?

Firstly, our kura Vision and Mission is Christ-centred, and Biblically-based. This is foundational to and informs our professional practice as Christian kaiako, our integrated Teaching and Learning programmes and our BC Chapman culture as we align our Christian faith with our practice. Service is a natural part of

outworking BRP. Secondly, the History of Aotearoa, viewed through BRP provides opportunity to walk out the faith, hope and love we profess, as we engage with Te Tiriti, Te Arawa, our local Rotorua history and continue to learn Te Reo Maori. Thirdly, our ongoing focus on Written Language allows us to target consistent kaiako and across kura practice, including editing, proof-reading and moderation of Writing.

B3: The Targets:

What specific targets are being set?

1. Intentional growth of BRP through kaimahi/staff study of Scripture, Christian educational texts, articles and discussion.
2. Implementation of BRP in BCC culture, Follower of Jesus, planning and service.
3. All teachers will use the BC Chapman framework to plan units of work that demonstrate BRP across Curriculum.
4. Teachers will plan collaboratively and evaluate to ensure their units align with BRP.
5. Develop Units of Teaching and Learning in NZ History/Rotorua History/Local Curriculum from a BRP
6. Teachers will meaningfully include Te Reo Maori/Tikanga learning opportunities
7. Continue to develop a shared understanding, language and practices (including 'editing and proof-reading'), for the teaching and learning of Writing across our school.
8. Develop sound 'moderation practice' when evaluating Writing across our kura.
9. To raise writer achievement through developing specific writing skills that are transferable across the Curriculum.

PART C: Development Requirements:

Identify key development tasks, who is to do the work and estimate the time needed for each team member to complete the tasks they are involved in and any costs.

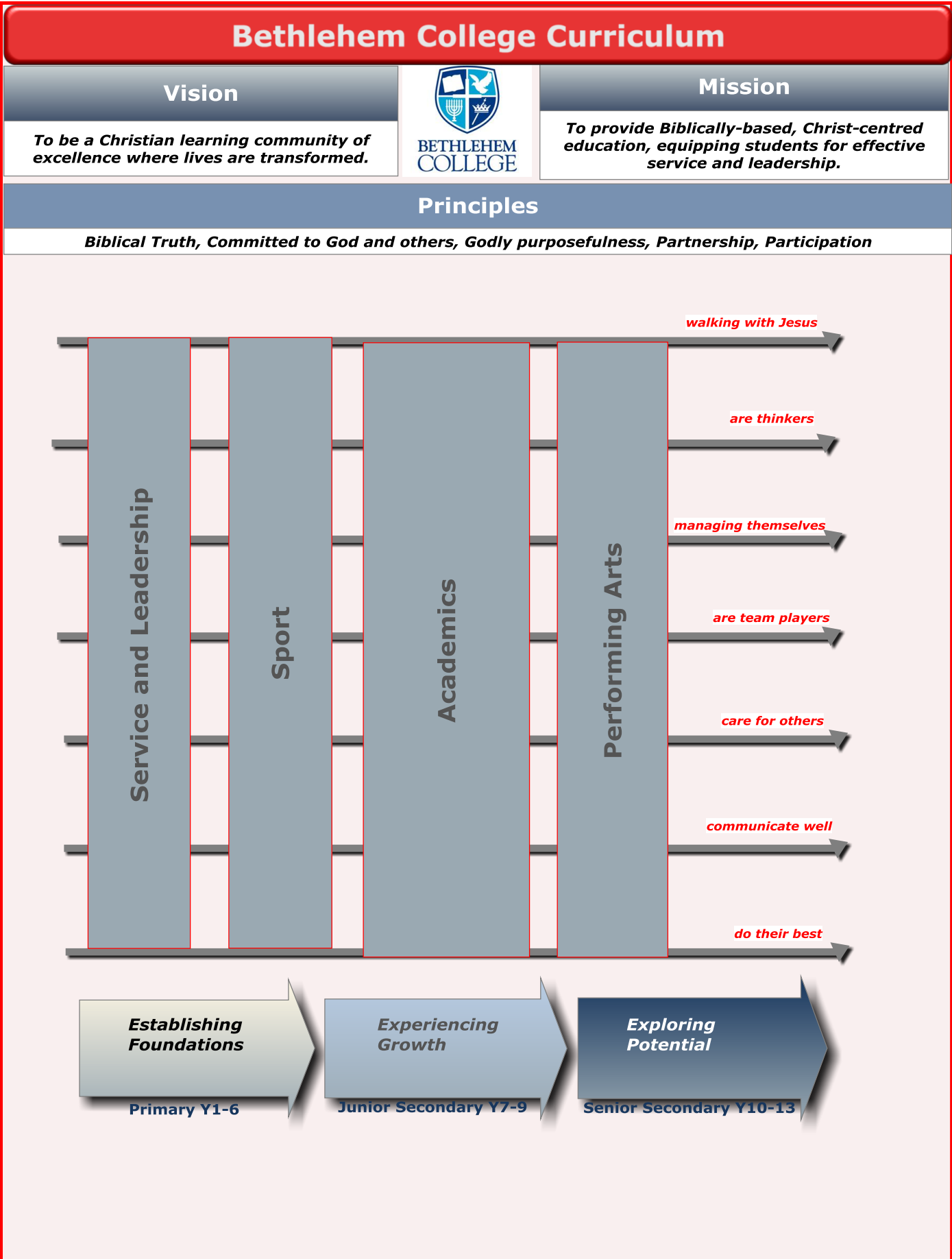
Actions to achieve targets	Team Members	Budget	Timeframe
PLD days, Staff meetings and Team meetings will ensure each target is addressed. BRP, Planning, NZ Histories/Local Curriculum, Te Reo Maori and Written Language. <i>Evidence will be in PLD notes, kaimahi/Staff meeting minutes/observations/walkthroughs.</i>	Lisa (WST Written Language); Delwyn (WST NZ Histories/Local Curriculum) and Hazel BRP, Service, Te Reo foci		Ongoing throughout the year with mid and end of year progress updates.
Every second Staff meeting there will be a study in Romans led by Philip Brown as part of growing understanding of the foundational truths of a Biblical Worldview. <i>Evidence will be in staff/kaimahi meeting minutes.</i>	All staff/kaimahi		Ongoing throughout the year with mid and end of year progress updates.
Biblical Studies programme will be discussed, finalised and implemented at various year levels across our kura to ensure consistent coverage of the main components of the Grand Narrative of Scripture. <i>Evidence in Devotions planning and Biblical Studies Programme for Year 7&8.</i>	All staff/kaimahi		Discussion and determination of Overview PLD beginning Term 1 2022 Mid and End of Year Progress update
Ongoing use of Scripture, Transformational Education and other Christian Education texts and articles to	All Staff/kaimahi		Ongoing reading and discussion as a kaimahi team

guide BRP when planning for Teaching and Learning <i>Evidence found in weekly planning One Note and in Unit Planning.</i>			
Development and use of BC Chapman Unit Plan <i>Evidence found in Unit Plans</i>	Lisa and Hazel		Ongoing throughout the year
Follower of Jesus-intentionally develop student age/stage appropriate understanding of the components of this as BRP the authentic living of Christian faith, hope and love. <i>Evidence found in ability of tamariki to articulate their understanding and in our BCC culture/practices-the way we live.</i>	All kamaahi/staff		Ongoing throughout the year
Development of NZ History/Rotorua History/Local Curriculum Units of Teaching and Learning at Junior, Middle and Senior School Levels. <i>Evidence found in Units planned, resources sourced and Kaimahi meeting PLD.</i>	WST/Delwyn to lead All Staff		Ongoing throughout the year with Mid and End of Year progress updates.
Grow our knowledge and use of Te Reo Maori/Tikanga across our kura <i>Evidence in kaimahi/tamariki confidence/competence.</i>	Hamuera and CoL resourcing, Whaea Maria, PLD as BCC Kaimahi in Te Reo Maori		Ongoing throughout the year with Mid and End of Year progress updates.
Lisa will continue to coach other colleagues as part of Writer's Toolbox/WST role <i>Evidence will be in PLD notes, meeting minutes/observations/walkthroughs.</i>	Lisa to lead in conjunction with Writer's Toolbox tutors		Ongoing throughout the year with Mid and End of Year progress updates.
Staff will continue to consistently apply the principles, pedagogy/approaches, mechanics and structures of literacy kura wide, as a means of providing consistency in our teaching practice and learning programmes. <i>Evidence found in Writing Planning, Tutor/WST/Peer Observations of kaiako classroom practice.</i>	All Staff/kaimahi		Ongoing throughout the year with Mid and End of Year progress updates.
NZC Literacy progressions and Writer's Toolbox will be utilised by Staff to analyse and collaboratively moderate writing samples with consistency. <i>Evidence found in Moderation Meeting minutes.</i>	In conjunction with Writer's Toolbox tutors and All BCC Staff/kaimahi		Ongoing throughout the year with Mid and End of Year progress updates.

Year 0-3 kaiako will focus on teaching and learner mastery of the 'family of 5' sentence types and the skills involved in the casting of each of these. <i>Evidence found in kaiako planning, observations and in the sharing of learner achievement.</i>	Year 0-3 Staff/kaimahi		Ongoing throughout the year with Mid and End of Year progress updates.
All staff/kaimahi will engage in PLD using Writer's Toolbox to continue to develop and sustain skills for teaching casting of the 12 different sentence types, paragraph purpose and structure, and age-appropriate editing and proof-reading. <i>Evidence in kaiako PLD notes and reflections, Growth Cycle.</i>	All Staff/kaimahi		Ongoing throughout the year with Mid and End of Year progress updates.
All Staff/kaimahi develop, teach and apply consistent age/stage appropriate editing and proof-reading of Writing to improve writing achievement level and quality <i>Evidence in in kaiako PLD notes and reflections, Growth Cycle.</i>	In conjunction with Writer's Toolbox tutors and All BCC Staff/kaimahi		Ongoing throughout the year with Mid and End of Year progress updates.
BCC staff/kaimahi will trial the use of the IDEAL platform - <i>Individualised, Diagnostic, Explicit Approach to Learning</i> , to inform practice and improve student achievement in Spelling, Writing and Reading.	All Staff/kaimahi		Term 1-Lisa and Hazel to work with Karen, Jo and Nathan to understand the approach and share with BCC Staff/kaimahi Ongoing throughout the year with the end of each term progress updates.
Year 0 - 2 staff will continue to use Yolanda Soryl Phonics and investigate IDEAL as part of their literacy program to ensure all students have a strong phonological awareness in readiness to assist them with writing.	Y0 - 2 staff/kaimahi		Ongoing throughout the year with Mid and End of Year progress updates.

<p>PART D: <i>What strategic outcomes (4H's) does this initiative impact?</i></p> <ul style="list-style-type: none"> ● Head-our beliefs, how we think, critique, evaluate and understand ● Heart-our character, attitude, commitment and conviction which determine our priorities ● Hands-our application and service, the outworking of our faith, hope and love in practice ● Habits-Christian values and disciplines within our daily lives 	<p><i>How will we know?</i></p> <ul style="list-style-type: none"> ● All unit plans will follow our BCC determined BRP framework. ● BRP will be evident through language and action during daily interactions, classroom and kura wide culture, planning, service outcomes and walkthrough observations. ● Service will be an intentional learning outcome from Units of Teaching and Learning. ● NZ History/Local Curriculum will be explored and implemented through a BRP lens
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| | <ul style="list-style-type: none">● Te Reo Maori will be used kura wide and an ongoing Kaimahi/Staff PLD focus● Written Language data will provide evidence of learner improvement.● Kaiako confidence/competence in teaching of Writing will be reflected in their Growth Cycle.● Learners (age/stage appropriate) will be able to articulate their understanding of sentence/paragraph styles, structure and skills.● Learners (age/stage appropriate) will understand their purpose and audience when writing● Learners can identify and articulate their 'next learning steps'. |
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I take ownership of my learning. I am reflective and can talk about my next steps.



I dream, imagine, explore, design and build. I marvel at God's creation. I take risks in my learning and seek to discover God's truth in what I learn about.



I know where I fit in the world and understand that I have been uniquely and creatively designed to partner with others to serve God's purpose.



I develop and use my God given gifts to serve and grow others.



I understand that I can have a personal relationship with Christ. He is able to speak into my life and I am able to trust him at all times.



CHRISTIAN
EDUCATION
TRUST

STATEMENT OF BELIEF

I BELIEVE IN:

1. The Unity of the Father, the Son and the Holy Spirit in the Godhead.
2. The Sovereignty of God in creation, revelation, redemption and final judgement.
3. The divine inspiration and trustworthiness of Holy Scripture, as originally given, and its supreme authority in all matters of faith, practice and conduct.
4. The universal sinfulness and guilt of human nature since the fall, rendering man subject to God's judgement and condemnation.
5. Redemption from the guilt, penalty, pollution and the power of sin only through the sacrificial death of the Lord Jesus Christ, the incarnate Son of God.
6. The working of the Holy Spirit in the individual's life to bring about justification and reconciliation to God by repentance and faith in Christ alone.
7. The Deity and Humanity of Jesus Christ; His bodily resurrection from the dead; His ascension; His mediatorial work and His personal return in power and glory.
8. The indwelling and sanctifying work of the Holy Spirit in the believer, developing each individual in their personal ministry to the Lord.
9. The One, Holy, Universal Church, which is the Body of Christ, to which all true believers belong and in which they are united through the Holy Spirit; and the importance of each local church in the life of the individual.
10. The bodily resurrection of the dead and life everlasting.
11. Christ's Commission to His people as expressed in Matthew 28:18-20.
12. The honour due to the Jewish people and the land of Israel in the light of Scripture, typically, Isaiah 54:10; Jeremiah 32:37-42; Romans 11:28-29.

APPENDIX 5



STATEMENT OF SPECIAL CHARACTER

1 CONTEXT

- 1.1 The Christian Education Trust founded Bethlehem College in 1988 for parents seeking an evangelical, non-denominational, Bible-based, Christ-centred education for their children. To this end, it has required all staff and the curriculum of the school, to honour the Statement of Belief as set out in its Trust Deed and annexed hereto.
- 1.2 The Christian Education Trust's goal is for quality Christian education from the "cradle to eternity". To date, therefore, the Christian Education Trust has developed an organisation incorporating early childhood centres, a combined primary and secondary school, an English language school and tertiary training to degree level in teaching and counselling.
- 1.3 The Christian Education Trust has established Bethlehem College Limited as Proprietor (as defined in the Private Schools' Conditional Integration Act) to oversee, audit and supervise the maintenance of the Special Character in the school for the age groups from Year 0 to Year 13.
- 1.4 All staff of other entities operated by the Christian Education Trust, are also required to support the Statement of Belief. The supervision of the special character of these entities is monitored by the General Manager of the Trust, on behalf of the Trust.

2 SPECIAL CHARACTER OF CAMPUS

- 2.1 The campus and facilities are shared co-operatively between the school and other entities operated by the Christian Education Trust to assist in the development of seamless Christian education. This includes providing Bethlehem Tertiary Institute the right of involvement in the early childhood centres and school to prepare Christian educators and counsellors and to actively and critically engage in research associated with Christian education and family life.

3 SPECIAL CHARACTER OF CURRICULUM – Bethlehem College

- 3.1 The curriculum, resources and teaching personnel are always to honour the Statement of Belief.
- 3.2 In honouring the Statement of Belief, the Christian worldview which the school presents helps each student to recognise that:
 - a. God is the author of all creation and that all creation is subordinate to the Will of God as expressed in the scriptures;
 - b. All truth finds its meaning and centre in God;
 - c. God gives purpose and hope to individuals, and to all creation by virtue of the redemptive work of Jesus Christ;

d. It is the redemptive work of Jesus Christ, communicated by the Holy Spirit and operating in the human individual that gives substance to intellectual, physical, spiritual, ethical, emotional, social, and aesthetic development of the student.

- 3.3 Students are encouraged to evaluate critically all experience and viewpoints in the light of such a Christian worldview.
- 3.4 The School outworks the Christian worldview through encouraging students to a personal Christian way of life, based on Biblical answers to contemporary challenges. Through the policies and practices of the School and its staff, Biblical attitudes such as love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control are taught and modeled.
- 3.5 The Christian worldview requires a curriculum that includes opportunities to share the Christian faith, ideals and activities, locally, nationally, and internationally.
- 3.6 The school is a caring, learning community with an environment that is openly Christian. All fields of study and endeavour are permeated with a Biblical perspective. Although the Christian worldview is paramount, students also learn to understand and respect those of differing faiths and creeds as well as those of different abilities, races, and backgrounds.
- 3.7 The school believes that each child has been created in the image of God and as such is the object of God's redemptive work through Christ. This gives hope that students will be able to fulfill God's purpose and plan for their lives. The school desires to see students:
 - a. Aspire to excellence in every endeavour, and in particularly in their areas of giftedness.
 - b. Develop a commitment to :
 - God – responding to the Holy Spirit.
 - Others – seeking to serve their fellow man with Christ-like humility.
 - Creation –acting as responsible stewards of their environment.

4 PROTECTION OF SPECIAL CHARACTER

- 4.1 The Proprietor reserves the right to determine from time to time the interpretation of "Special Character" and the safeguards necessary to establish, preserve and maintain it and to audit periodically the implementation of the Special Character within the school.

5 IMPLEMENTATION OF SPECIAL CHARACTER

- 5.1 The Bethlehem College Board of Trustees, principals and staff are responsible for implementing the Special Character throughout the school. Because the Christian worldview encompasses and permeates all aspects of school life, it is expected that all staff and members of the Board of Trustees will demonstrate a commitment to the Statement of Belief and to the school's Special Character.
- 5.2 All Bethlehem College students and their families are expected to demonstrate a commitment to the School's Special Character.
- 5.3 All staff employed by other operating entities owned by the Christian Education Trust (including support staff), are required to demonstrate a commitment to the Special Character, and the Statement of Belief.

Leadership Structure Bethlehem College





**BETHLEHEM
COLLEGE**

EXCELLENCE
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