

# FREEMANS BAY SCHOOL / WAIATARAU CURRICULUM

## Requirements for boards of trustees

Each board of trustees, through the principal and staff, is required to develop and implement a curriculum for students in years 1–13:

- that is underpinned by and consistent with the [principles](#)
- in which the [values](#) are encouraged and modelled and are explored by students
- that supports students to develop the [key competencies](#).

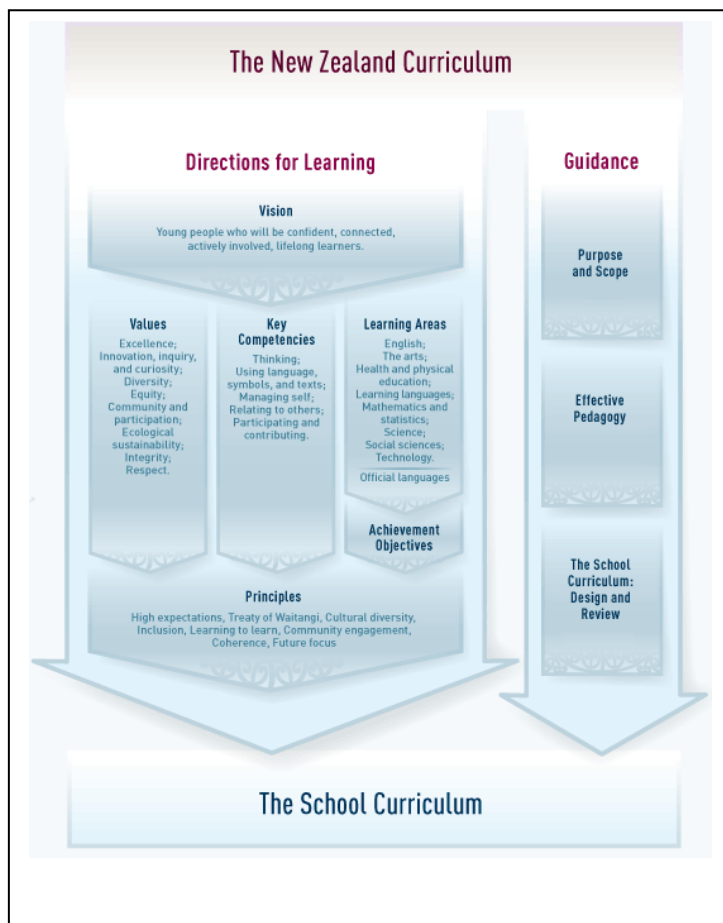
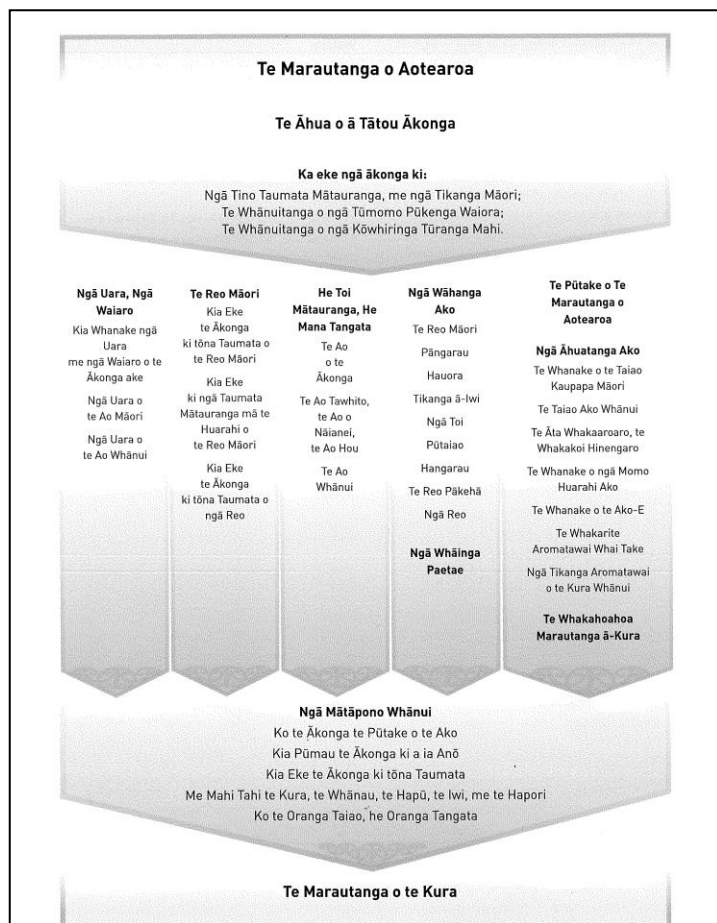
### *Te Marautanga o Aotearoa*

- that supports students to develop **Te Āhua o ā Tātou Ākonga** as expressed in *Te Marautanga o Aotearoa*
- that is underpinned by **Ngā Mātāpono Whānui** as expressed in *Te Marautanga o Aotearoa*
- in which **Ngā Uara, Ngā Waiaro** as expressed in *Te Marautanga o Aotearoa* are encouraged and modelled and are explored by students
- that supports students to gain confidence in **Te Reo Māori** as expressed in *Te Marautanga o Aotearoa*
- that takes account of **He Toi Mātauranga, He Mana Tangata** as expressed in *Te Marautanga o Aotearoa*.

Each board of trustees, through the principal and staff, is required to provide all students in years 1–6 with effectively taught programmes of learning in the seven key learning areas.

Each board of trustees, through the principal and staff, is required to implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines.

The New Zealand Curriculum principal function is to set the direction for student learning and to provide guidance for schools as they design and review their curriculum. (Gazetted 4<sup>th</sup> February, 2008)



## Te Āhua o te Ākonga Ka Puta

*Nā te mahi tahi a te kura me tōna hāpori, whānau, hapu, iwi kia tū tangata te ākonga, kia tupu hei ākonga mātau, ākonga pakari, ākonga whakawhitiwhiti kōrero i roto i te ao Māori, e whai oranga ai tōna hinengaro, tōna tinana, tōna wairua, me tōna pūmau hoki ki tōna tuakiri, ki tōna tūrangawaewae.*

### Ngā Tino Taumata Mātauranga, me ngā tikanga Māori

1. Ka tae rātou ki ō rātou taumata pūmanawa
2. Ka angitu te puta i te mātauranga
3. Ka māia te noho me te tū whakahī i te tū hei Māori
4. Ka kaha ki te tautoko i te whānau, te hapu, te iwi.

### Te Whānuitanga o ngā Tūmomo Pūkenga Koiora

1. Kua māia ki te whai i ō rātou ake ara whai oranga
2. Ka whakanui i ētahi atu, tae ra anō ki ngā tamariki, ō rātou ake tipuranga, me ngā kaumatua hoki
3. Ka whiwhi ia i ngā pūkenga hei whakatuwhera i ngā kuaha ki ngā whare wānanga e hiahiatia ai.

### Te Whānuitanga o ngā Kōwhiringa Mahi

1. Ka whiwhi i ngā pūkenga me ngā mātauranga ki te uru atu ki te mahi e hiahiatia ai
2. Ka kaha ki te whai ake i tōna ake huarahi
3. Ka nui ōna kōwhiringa mahi ki te ao Māori, ki te Ao whānui

## Vision

*In a safe and challenging learning environment we will foster the creative and critical thinking skills necessary to contribute to society.*

'Ma te Kura o Waiatarau hei whakahaere he kura ahuru mo nga tamariki katoa. Kia tu pakari ai ratau ahakoa pewhea te uaua o nga mahi ka tu tangata ratau katoa.'

Our students will be well prepared for their future. They will be expected to develop the learning capabilities that the NZ curriculum strives for and what those that our community values:

Our students will:

#### **Be Knowledgeable**

Have a solid foundation of core skills, use ICT naturally, enjoy music and the arts

#### **Be Thinkers**

Creative, innovative, reflective, enterprising

#### **Have a Can Do attitude**

Self-motivated, initiative, striving, resilient, confident, collaborative, healthy and well balanced

#### **Be Good**

Have integrity and values, will be tolerant and embrace diversity

#### **Collaborate**

Get along with others, be friendly, able to work co-operatively, manage impulsivity and know how to manage conflict.

**Rūmaki Reo  
Whānau Ata**

**Ngā Uara, Ngā Waiaro**

*Kia māhaki mārire tōna mauri  
Kia noho mārire tōna mana motuhake  
Kia ngākau māhaki ki ōna hoa  
tae noa hoki ki ngā iwi whānui*

**Kia Whanake ai ngā Uara o te Ākongā  
ake**

1. Kia tū pakari i te ngākau pono, te ngākau mahaki, me te rangimarie
2. Kia aroha atu ki ōna hoa, ki te whānau katoa o te kura.
3. Kia hiahia ki te uru ki te katoa o ngā mahi akoako o te kura, ahakoa whakaputa whakaaro, pānui, whakarongo rānei.

**Kia Mōhio te Ākongā ki:**

1. te manaaki, te tiaki manuhiri
2. tōna ake tuakiri, tōna tūrangawaewae
3. tōna whakapapa, ngā hononga, ngā waka, me ngā iwi
4. te mahi tahi rātou ko ōna hoa, ko ngā rōpū

**Ngā Uara o te Ao Māori**

1. kia mātau ki ngā uara o tōna whānau, o tōna hapu, o tōna iwi
2. kia poipoi e nga whānau rātou ko ngā Kaiako

**Mārama ki ngā Uara o te Ao Whānui**

- kia aro ki te tangata ahakoa ko wai ahakoa kei hea, ahakoa pēhea rānei tōna āhua
- kia māhaki ki ngā mana, ngā wairua o ia tangata, o ia whānau, me ō rātou ake uara, waiaro hoki ahakoa he rerekē ki ōna ake.



**Freemans Bay Primary School/  
Waiatarau  
Values**

The parents, children and staff were surveyed in 2008. They agreed that the values of the New Zealand Curriculum were important to them. The following five values are the ones our school community agrees are our priority.

**Respect - Tumanako**

- We will respect each other, our selves and the environment
- We know how to speak and act respectfully
- We are courteous and polite
- We will be responsible for our own things
- We will be responsible for the school environment

**Honesty - Whakapono**

- We are honest
- We can be trusted
- We strive to be fair and just

**Friendship – Tiaki Pai / Aroha**

- We will encourage and work collaboratively with others
- We will be kind and caring towards others
- We know how to behave in a conflict situation
- We will listen carefully to what others have to say.
- We will value the skills, talents and efforts of other people

**Reaching for Success**

- We are motivated to learn and try new ways of doing things
- We will strive to do our best
- We will have a “can do” attitude
- We are passionate about learning

**Celebrating Diversity**

- Celebrate our unique and rich diversity of cultures
- We will be tolerant and appreciative of other cultures

We will respect each others ideas, needs

## Ngā Mātāpono

*He mea hanga ngā mātāpono i runga i te whakapono ko te ākongā te pūtāke o ngā mahi ako katoa. Mā ngā mātāpono anō e arataki ngā mahi ako ki te kura.*

### **Ko te ākongā te Pūtāke o te Ako**

- e hāpai te oranga ā-tinana, ā-wairua, ā-hinengaro, ā-whatumanawa o te ākongā
- kia eke ai ki ōna taumata o ngā whaingā ako o ngā wāhanga ako

### **Kia Pūmau te ākongā ki a ia anō**

- he whakamana i te whānau me te iwi
- he āwhina i te ākongā kia tū tangata ai i te ao Māori me te ao whānui
- he whakarite wheako me te mātauranga e taea ai te ākongā te uru mātau ki te ao whānui

### **Mahi Tahī te Kura, te whānau, te hāpori me te Iwi**

- he whakangāwari i te huarahi kia whai wāhi atu te whānau ki ngā kaupapa whakaako katoa o te kura
- he poipoi i te reo me ngā tikanga o te whānau me te iwi

### **Ko te Oranga Taiao he Oranga Tangata**

- kia toitū te taiao
- kia whanake i ngā huarahi ako ka whaitake te tū a te tamaiti ki te taiao
- ki te whakarite kaupapa hei here i ngā wāhanga ako
- kia whakamana te mahi a te whakatipuranga ki tōna ake ao.

## **Freemans Bay Primary School / Waiatarau Principles align with the New Zealand Curriculum:**

### **Learning Community**

Learning to learn is at the heart of our school culture. We have an expectation that at Freemans Bay School priority is given to developing the capacity to learn as well as content. We believe in creating learning environments that inspire and support our students to develop positive dispositions towards learning.

### **Learning in the Community**

Freemans Bay School has a belief in connecting with its community for learning. Our students need to know that they can give positive effect to resolving issues in their community.

### **Partnerships for Learning**

Freemans Bay School has a belief in the importance of building learning relationships between the teacher, parent and student that are constructive, open and respectful. We believe in supporting parents to know and understand where their students are achieving and how they can support improving students learning at home. Teaching practice will give effect to assessment for learning pedagogy. Our students will know how to get better at their learning.

### **Treaty of Waitangi**

Freemans Bay School/ Waiatarau will endeavour to develop an awareness of Te Mana o Aotearoa and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi. Our school will promote Whakopono (Honesty), Tumanako (Respect) Aroha and Tiaki pai (Caring) in our daily practices.

### **Cultural Diversity**

All cultures within the school will be valued and accepted. We wish to ensure that students from all cultures are treated with respect and dignity. Knowledge and understanding of our different cultures will be encouraged at Freemans Bay School.



# Rūmaki Reo Whānau Ata

## Te Whanake o te Ako – E

*Ko te whakatakanga kia kaiaka te ākonga  
ki te whakamahi i ngā rawa me ngā  
pūnaha rorohiko.*

Ko te ako-e ko ngā akoranga ka whakatenatenatia, ka tautokona rānei mā ngā hangarau mōhiohio me ngā hangarau whakawhitiwhiti. He tino tikanga tā te hangarau mōhiohio mōtēnei momo ako ki a rātou. Mā te ako-e:

- Ka māmā te kimi mātauranga i Aotearoa, i te ao whānui, me te noho tonu i te kura, i te kāinga rānei.
- Ka ako tahi i ngā ākonga, i ngā hāpori

Ka uru atu te ākonga ki ngā wheako rerekē, ki ngā wheako kei tua atu i te kura, i te kāinga ho Te Whanake o te Ako – E



# Freemans Bay School / Waiatarau

## E –learning statement:

*Our mission is to ensure Freemans Bay School  
students are digitally capable and confident  
learners*

At Freemans Bay School we have a shared vision for excellence in teaching practice that utilizes ICT's in teaching and learning.

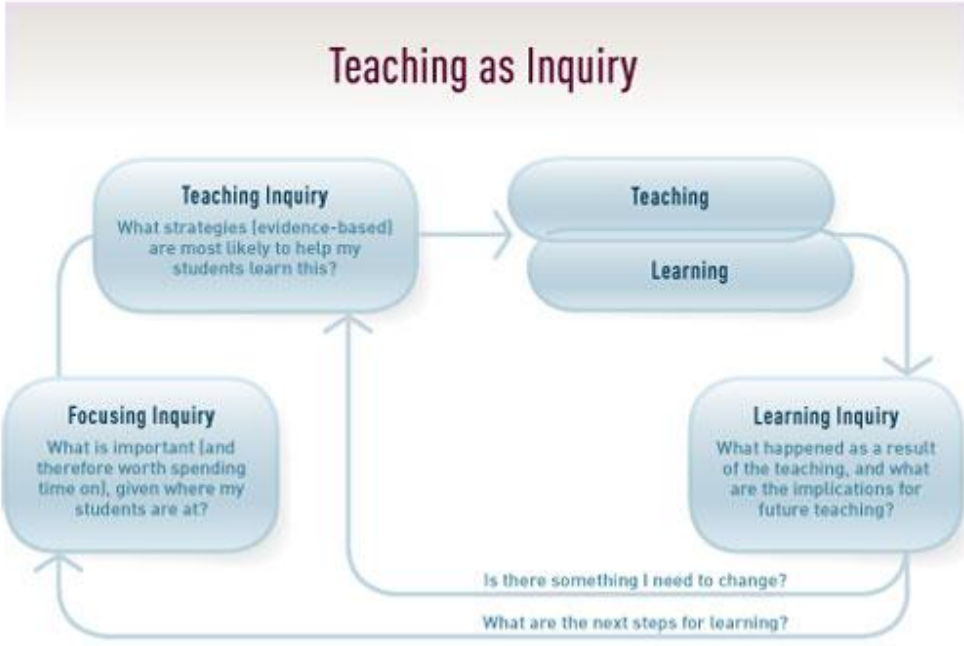
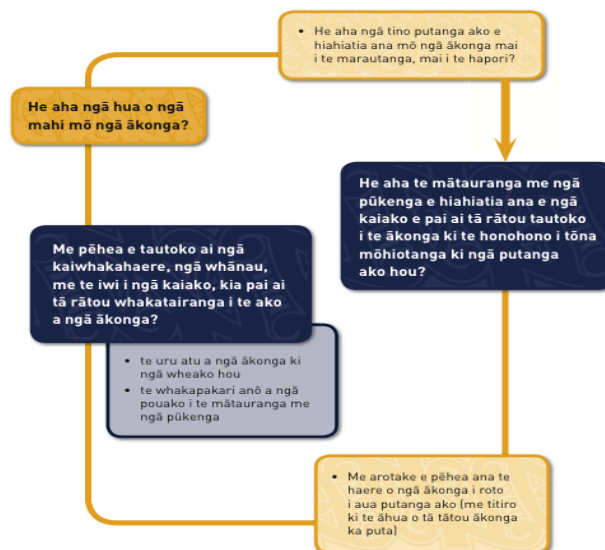
At Freemans Bay School we aspire to have meaningful integration of ICT's which will engage students to strengthen their use of new technologies in their learning, building their capacity to be lifelong learners in an ever changing world.

We will encourage our teachers to be reflective practitioners engaging in strengthening effective integration of ICTs with new curriculum and to develop a coherent approach to integrating ICTs into our curriculum.

# THE NEW ZEALAND CURRICULUM PEDAGOGY

While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching–learning relationship.



## Ngā Wāhanga Ako

### E HĀNGAI PŪ ANA NGĀ WĀHANGA AKO O WHĀNAU ATA TE RŪMAKI REO O WAIATARAU

### KI TE MARAUTANGA O AOTEAROA

*Ko te ākonga te pūtake o te ako, ā, ko Te Marautanga o Aotearoa tētahi o ngā āhuatanga e whakaawe ana i te ako a te tamaiti. Whakaawe ana ai te ako a te ākonga e ōna wheako, e ōna uara me ōna whakapono hoki. He nui ngā āhuatanga i tua atu i ēnei e whakaawe ana i te ako a te ākonga, arā, ko te taiao o te akomanga, ko ngā hiahia me ngā whakapono o ngā kaiako, ko ngā hoa, ko te whānau, me te hāpori. Ko te tukanga o te ako me te whakaako te tino arotahi i roto i te akomanga. Ko ngā ākonga me ngā kaiako e whakatau ana i te whanaungatanga e whanake ai te motuhaketanga o tēnā ākonga, o tēnā ākonga.*

#### Te Reo Māori

Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa

#### Pāngarau.

Kei hopu tōu ringa ki te aka tapaea, engari kia mau ki te aka matua

#### Hauora.

E tipu ai te pakiaka tangata, me whakatō he purapura wairua. Whakahaukūtia te whenua ki te waiora pūmau kia puta ai ko te Hauora.

#### Tikanga ā-Iwi.

Kāore i kotahi te whakahaere o ngā Tikanga ā-Iwi. He iwi anō me ōna tohunga me ōna tikanga me āna whakahaere. Hiki atu he iwi, pēra tonu. Nō reira, kia mau koe ki ōu ake .....Mā ō rātou uri e mau ō rātou nā kōrero. Engari kia mau koe ki ngā kōrero a ōu mātua, a ōu tūpuna. Ina ka tika, ka waiho mai ētahi mātauranga hei taonga mōu. (Te Whatahoro 1865)



## CURRICULUM LEARNING AREAS

**FREEMANS BAY PRIMARY  
SCHOOL / WAIATARAU  
LEARNING AREAS  
ARE INFORMED BY AND  
DIRECTLY LINK TO  
THE LEARNING AREAS OF THE  
NEW ZEALAND CURRICULUM**

Each board of trustees, through the principal and staff, is required to provide all students in years 1–10 with effectively taught programmes of learning in the seven key learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology.

In [English](#), students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In [the arts](#), students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In [health and physical education](#), students learn about their own well-being, and that of others and society, in health-related and movement contexts.

In [mathematics and statistics](#), students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

In [science](#), students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

### Pūtaiao,

Nā Rangi tāua, nā Tū-ā-nuku e takoto nei. Ko ahau tēnei, ko mea a mea

Hangarau, Tikina atu i tuawhakarere i te ao kohatu, ngā mōhiotanga o rātou mā hei kawē i a tātou i roto i te ao turoa. Kua takoto kē te whāriki i rangahia e rātou. Wānangahia, tuakina kia tau, rangahaua kia maumahara, manakohia kia whiwhi ai te mātauranga Māori motuhake.

Ngā Reo, Ko tōku reo tōku ohooho, ko tōku reo tōku māpihi maurea, ko tōku reo tōku whakakai mārihi

### **Te Hurihanga Whakaako Pakirehua me te Waihanga Mātauranga**



In the social sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In technology, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own. While this is not compulsory yet, the school may explore learning another global language in the future.

### In Te Reo Māori,

*Ko te reo te manawapou o te Maori.*

*Mā te kōrero te reo e ora ai*

*Mā te ora o te reo ka rangatira*



# KO TE ĀKONGA TE PŪTAKE O TE AO

*Ngā Uara  
me ngā Waiaro o te*

- Ākonga Ake
- Ao Māori
- Ao Whānui



*Ko te reo te  
manawapou o te Māori*

*Mā te kōrero  
te reo e ora ai  
Mā te ora o te reo  
ka rangatira te tangata*

*Ka tino tautoko ngā mātāpono i te mahi tahi a te kura, te whānau, te hapū, te iwi, me te hāpori.*

## **Tāu e manakohia ana**

Kia tū tangata te ākonga, kia tupu hei ākonga mātau, hei ākonga pakari, hei ākonga whakawhitiwhiti kōrero i te ao māori, e whai orange ai tōna hinengaro, tōna tinana, tōna wairua, me tōna pūmau hoki ki tōna tuakiri, ki tōna tūrangawaewae. Kei a ia ngā pūkenga, ngā mōhiotanga hoki e whai atu ai ia ki te hāpai i te iwi Māori me te ao whānui.

## **Freemans Bay School / Waiatarau Competencies**

These key competencies give effect to students capacity to learn. We believe that effort, strategy and persistence give effect to a positive learning disposition. Our school vision and programmes will give effect to these competencies. We want our students to be motivated to learn, to try new ways of doing things and to build their capacity to learn.

**Learn / Be Knowledgeable** Have a solid foundation of core skills, use ICT naturally, be digitally capable learners, enjoy music and the arts

**Think / Be Thinkers** Creative, innovative, reflective, enterprising

**Manage Self / Collaborate** Get along with others, be friendly, able to work co-operatively, manage impulsivity and know how to manage conflict.

**Participate / Have a Can Do attitude** Self-motivated, initiative, striving, resilient, confident, collaborative, healthy and well balanced

**Relate to Others / Be Good** Have integrity and values, will be tolerant and embrace diversity

# **FREEMANS BAY PRIMARY SCHOOL / WAIATARAU**

## **THINKING CURRICULUM / HABITS OF MIND / LEARNING PATHWAYS**

We give effect to the Freemans Bay School key competencies through the Habits of Mind and our Learning Pathways programme. We want our students to be motivated to learn, to try new ways of doing things, to build their capacity to learn and to reflect on their learning and learning habits. We want our students to develop self efficacy, to take stock of where their learning is at, reflect about their thinking and ways of working and to develop their next learning steps.

We believe that effort, strategy and persistence give effect to a positive learning disposition. Our school vision and programmes will give effect to these competencies.

- Learn / Be Knowledgeable
- Think / Be Thinkers
- Manage Self / Collaborate
- Participate / Have a Can Do attitude
- Relate to Others / Be Good

The Learning Pathways programme aims to teach students:

- Judgement
- Critical Thinking
- Meaningful literacy
- Collaboration
- Service

The Learning Pathway programme is a platform for children to experience higher order thinking skills through the use of:

- Habits of Mind
- Action Learning
- Solo Taxonomy
- Blooms Taxonomy

# FORMATIVE ASSESSMENT PEDOGOGY

## Background...

For teachers to plan, they first need to know the stage of development that each child is at within each area of the curriculum. This is a continual cycle of planning and assessing for the teacher. We call this 'formative' assessment as it involves students being involved in activities which provide information that can be used as feedback to the child. The teacher uses this information to modify and inform the future learning activities with the children.

## A bit about the programme...

Key elements of formative assessment pedagogy include:

- The identification by teachers and learners of learning goals, intentions or outcomes and criteria for achieving these.
- Rich conversations between teachers and students that continually build the students capacity towards next learning steps and develop a deeper understanding of themselves as learners.
- The provision of effective, timely feedback and feedforward to enable students to advance their learning.
- The active involvement of students in their own learning.
- Teachers responding to identified learning needs and strengths by modifying their teaching approach(es).

## What will you see in classrooms?

As the year progresses, you will see the following in the teaching and learning within your child's classroom:

### Learning Intentions

The teacher discusses with the child/group/class their learning intention. This is what they are learning in that lesson. The relevance of this intention will be shared with the children.

### Success Criteria

During each teaching session, the teacher will explain to the children what they need to do to show that they have achieved the learning intention. Sometimes the children will help to devise this criteria with the teacher. NB The learning intention and success criteria will be in 'child speak' so that it is easily understood. They are written down and visible within the room for reference by the children.

### Learning Intention

We are learning to  
...  
use descriptive  
language in our  
writing.

### Success Criteria

We will know we have achieved  
this when we:  
1. use adjectives in our writing.  
2. use adverbs in our writing

## Exemplars

Exemplars are standardised examples of work. They will be used in a variety of ways to clarify the expectation/s.

1. Children are shown examples of work which meet the learning intention.
2. Children may adjust/improve a sample of work to meet a criteria.
3. Children may use a grid of achievement levels to assess a sample of work and reinforce their own learning.

## **Student Led Conferencing**

Students will have *learning conversations* or *conferences* with their parents / caregivers about their learning. The school will hold student led conferences during the second term but it is expected that students and parents / caregivers will have these at home on an on-going basis.

## **Targeted Marking of Work**

Work is marked to the Learning Intention and Success Criteria that has been the focus of the lesson. During written language, the focus will either be on the deeper features (content) or the surface features (punctuation, spelling, grammar) of the writing. By having a small amount of attainable goals, children are not overwhelmed with multiple expectations. This is important while they are still working to gain skills in an area. You may notice highlighters being used to show the achievement of the success criteria. Sometimes work is marked by the teacher after school. This is called *distance marking*. It will also focus on the Learning Intention of the lesson.

## **In summary...**

We have already found that by using key concepts in formative assessment pedagogy that the children are:

- ✓ More enthusiastic about their learning
- ✓ Able to speak confidently about what they are learning and why they need to learn
- ✓ Willing to take more ownership for their learning

### Other reference documents:

The New Zealand Curriculum

Freemans Bay School Curriculum Handbook

**FREEMANSBAY PRIMARY SCHOOL/ WAIATARAU  
SCHOOL BASED CURRICULUM  
DESIGN**

This draft curriculum design will bring our own meaning and purpose to the curriculum of Freemans Bay Primary School / Waiatarau. The curriculum design will give effect to the consultation held with parents, teachers, staff, Board of Trustees and students in 2007 and 2008. This draft curriculum design takes into consideration the aspirations of the school community and the teachers response to meeting the needs of their students.

In 2007 we had a series of focus group meetings with parents, teachers and students. Here is a summary of the ideas from those meetings

**Big Picture Ideas about Freemans Bay School**

- Inner city green space
- Hidden away
- Diverse / multicultural
- Inclusive
- Friendly staff
- Principal approachable
- Confident, friendly students

**Strengths**

- Positive school culture
- Inclusiveness
- Multi cultural
- Respectful relationships
- Very Child focused
- Committed staff
- Whanau Ata
- School camps
- Lovely grounds
- Friendly, welcoming
- Committed staff

**Weaknesses**

- Limited extension programmes for gifted students
- Limited involvement in school with migrant families
- Property needs upgrading
- Open plan classrooms stressful
- Classrooms need painting, new furniture etc
- Toilets need upgrading – urgently
- Rubbish – there is always rubbish around the grounds
- Fencing – not enough
- Parking – Not enough
- Hall fundraising has been ongoing with little progress
- Not a commitment to academic excellence
- More commitment needed to Music (eg develop school orchestra/ band)

In 2008 our strategic plan gave effect to addressing some of the issues identified by these focus groups.

**Specifically:**

- Increased extension programmes for gifted students
- Home school partnership meetings with migrant families
- Strengthened commitment to academic excellence
- School orchestra / band developed
- Strengthen music opportunities
- School fencing project complete
- Negotiating with MOE future of Whanau Rau building
- Hall design progressing
- Improved management of rubbish



## CONSULTATION STATEMENT

In 2008, the families and staff and students of Freemans Bay Primary School defined the schools purpose. They determined the current thinking around the purpose of Freemans Bay school. The following statements from the families and staff are integral in supporting both the vision and values of the school.

### Family View

#### What is the purpose of our school

- To provide students with a safe, supportive and nurturing learning environment.
- Ensure that every child experiences enjoyment and success when participating in school activities.
- To recognise and meet students individual learning needs and to help them reach their full potential
- To encourage students to learn co-operatively

### Teachers View

- To provide a safe and stimulating learning environment
- To develop students learning dispositions in all curriculum areas
- To develop responsible independent individuals

#### What should our teachers be responsible for?

- To inspire and support students to learn. Every child must believe in their capacity to learn.
- To teach students with a solid foundation of core skills and develop their capacity to learn
- To encourage students to have a "can do" attitude - self-motivated, initiative, striving to do their best, resilient, confident, collaborative, healthy and well balanced
- To support students to think- To be - creative, innovative, enterprising , evaluate, plan, reflect.
- Encourage students to collaborate –Get along with others, be friendly, able to work co-operatively, manage impulsivity and know how to manage conflict.
- To keep families informed of student achievements and behaviours

- To co-construct relevant learning experiences
- To identify and assess individual learning needs
- To develop partnerships with families and the community
- To reinforce the core values
- To develop a life long love of learning

- Love, support and encouragement
- Create a home environment that is safe, secure and nurturing
- Teach children good behaviour , good manners and respect
- Foster childrens talents
- Encourage their passions

- To teach our values
- To provide for the safety and well being of their children
- To love their children
- To prepare their children for school and support their learning
- To teach good behaviour, manner and respect for others.