

## **AORANGI SCHOOL**

**Location** Christchurch

**Primary** (Years 1-6)

**Decile** 3

**Roll** 127

**Ethnicity** Pakeha:45%; Maori 14%; Pacific Island 17%; Afghani 23%  
Egyptian 1%.

**Principal** Jeanette Shearer

### **History**

There has been a values programme in place at Aorangi School for seven years. The school was originally involved with the Living Values programme which since then has been modified and developed to suit their particular needs and their community. This development has particularly sought to give clarity and focus to values on a daily basis so that every child is able to understand. The Principal points out that adult words provided to name or describe values do not always have meaning for children, so at Aorangi the aim was to provide a clearly expressed and structured system that would serve their students, a significant proportion of whom are immigrant and many of whom come from refugee families.

Consultation with parents in the early stages of the programme indicated those values that were important to them for their children and these ideas led to the creation of the **Aorangi Ace** set of four core values: caring respect, honesty and responsibility. That provided staff and management with a basis upon which to build a structure for implementation on a daily basis. Values education was to be integrated across the curriculum and staff consulted on a range of ways by which this could be done.

Behaviour management is tied in with the values with a strong emphasis on using positive means by which to effect change in behaviour. Also part of the values programme is a system for monitoring and mentoring for self-esteem.

### **Method and Systems**

Aorangi School's mission statement lies at the heart of the school's values: "providing a caring environment for the development of learning and life skills, self esteem and respect for others." They aim to develop values that support and respect self, society, relationships and the environment. In a detailed document "Aorangi School Values" the school states the belief that "Everything we do at school is affected by some form of value". They aim to make their values an integral part of the school programme. There are well-thought ways outlined regularly to parents in

newsletters and to students in assemblies, activities and classroom programmes by which these values are demonstrated, explained, included in units of work, modelled and rewarded.

- Documentation about the values are clearly displayed around the school. A significant example is the “Alps of Values” posters. These form a pictorial representation of the four core values by which the school aims to live.
- One core value per term receives schoolwide focus. This value is displayed around the school. Students and staff discuss early in the school year what values will be the focus and when.
- Parents are kept informed of the current values and other matters relating to values in the school newsletter.
- Those students who model the values are rewarded in assembly. Certificates are presented to students who have collected up points that have been given as an acknowledgement of them as role models of the values.
- Teachers are encouraged to include values material in their planning wherever they can. The values are to be written into their formal unit planning.
- Teachers are to spend time on the focus value in order to ensure that the words are clearly understood by all. Activities are to be planned that allow children to practise the value.
- New parents enrolling have the values programme explained and expectations made clear.
- The school’s logo, the Aorangi Ace, is prominently displayed throughout the school and on relevant paperwork such as letterheads.
- Self-esteem programmes for at risk students provide for an adult mentor (someone other than the child’s classroom teacher who builds a relationship with the child and in the “miracle minute” system identifies a particular strength and makes specific reference to it several times a day.
- Behaviour management includes an improvement plan filled in by the child, and providing a period for time out and reflection. Emphasising the value of personal responsibility, this document goes to parents who are asked to involve themselves in the child’s improvement process.

## **Results**

As was the case in most of the schools the Principal of Aorangi School is cautious about reporting on the overall impact of the values programme.

- For the majority the programme works very well, though, as in any school there is work still to be done. She commented that children need to be reminded more than they used to and wondered whether this is due to social change and differing patterns of homelife for children.
- Values have certainly become part of the language of the school and are well integrated into daily life.
- The teachers work closely together and are committed and consistent in their interpretation of the programme. Their mutually supportive approach is seen as a distinct positive in the success of the programme.

- A recent ERO report says that “the Principal and teachers foster a climate of caring and consideration of others. The values identified in the school curriculum are clearly displayed throughout the school and students are able to describe them. Students’ successes are celebrated in assemblies, newsletters and personal letters to families. Teachers provide positive feedback to reinforce appropriate attitudes and behaviours. These priorities help to ensure that the range of cultures represented in the school is valued and enriches the learning opportunities for all students.”

### **Key Features**

- This is a values programme that has been carefully put together to work for families and children from a wide range of different backgrounds, and where language may be a barrier. Thought and care in execution have been the hallmarks of the Aorangi approach.
- The self-esteem aspect that Aorangi have created to meet the needs of specific at-risk children is a development of the behaviour management link which has positive results.
- The particularly close working relationship enjoyed by the teachers is clearly affecting the overall impact of the values programme on students on a daily basis.