

# Have high expectations

A suggestion for implementing the strategy  
'Leading with moral purpose' from the Guide:

[Leading inclusive schools](#)

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## **Includes:**

- Support students to have high expectations
- Develop high expectations with whānau
- Promote high expectations in teacher practice
- Support student aspirations
- Use strategies that help every student to achieve
- Reflection questions

Inclusive Education

From

Guide: [Leading schools that include all learners](#)

Strategy: [Leading with moral purpose](#)

Suggestion: [Have high expectations](#)

Date

17 May 2024

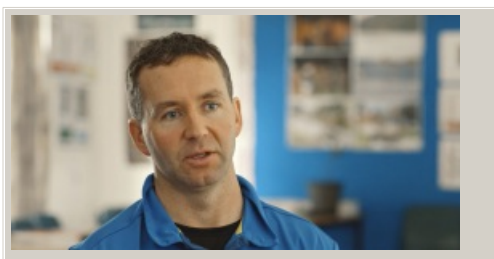
Link

[inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/have-high-expectations](https://inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/have-high-expectations)

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## Support students to have high expectations

Teacher Wayne Robinson shares how he sets up and develops student ownership and high expectations for learning.



Video hosted on Vimeo <http://vimeo.com/225193089>

Closed Captions

Source:

Ministry of Education, inclusive education videos (NZ)

<https://vimeo.com/showcase/2950799>

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# Develop high expectations with whānau

Sue Ngarimu-Goldsmith, principal at Te Kura o Hiruharama, explains how a whakataukī was used to inspire the thinking behind the school's mission "Striving for personal excellence".



Video hosted on Vimeo <http://vimeo.com/225811853>

Closed Captions

### Source:

[Striving for personal excellence - Ministry of Education](https://nzcurriculum.tki.org.nz/Curriculum-resources/Media-gallery/Vision-and-values/Striving-for-personal-excellence)  
<https://nzcurriculum.tki.org.nz/Curriculum-resources/Media-gallery/Vision-and-values/Striving-for-personal-excellence>

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## Promote high expectations in teacher practice

Provide quality teaching for all students to reach high but realistic expectations.

- ✓ Build high but realistic goals for students.
- ✓ Foster ākonga confidence and self-belief.
- ✓ Support ākonga aspirations.
- ✓ Build pedagogies and teacher capability to set and support high expectations.
- ✓ Monitor the impact of teaching practice and take action when needed.
- ✓ Work with whānau to identify a student's full potential.
- ✓ Communicate high expectations across the school.
- ✓ Communicate and collaborate with Māori and Pacific whānau and ākonga.

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# Support student aspirations

Katrina, a student at Onslow College, talks about realising ambition to become a kindergarten teacher.



Video hosted on Vimeo <http://vimeo.com/100662381>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/showcase/2950799>

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# Use strategies that help every student to achieve

The John Paul College team talk about strategies that help every student to achieve their potential.



Video hosted on Youtube [http://youtu.be/NNXU\\_ApjWKk](http://youtu.be/NNXU_ApjWKk)

Closed Captions

Source:

[The Prime Minister's Education Excellence Awards \(NZ\) \(YouTube\)](#)  
[https://youtu.be/NNXU\\_ApjWKk?si=KoSXdj4D-ifw6F2](https://youtu.be/NNXU_ApjWKk?si=KoSXdj4D-ifw6F2)

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## Reflection questions

Consider these questions in your context.

In what ways do you demonstrate the high expectations principle from The New Zealand Curriculum?

What do we focus our high expectations on?

How do our high expectations reflect what is important to the school community?

How highly do we value our learners' linguistic and cultural capital?

How can we identify and cater for students' talents and abilities in ways that are culturally responsive?

How do the teaching practices and assessment processes in your school enable students to meet those expectations?

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