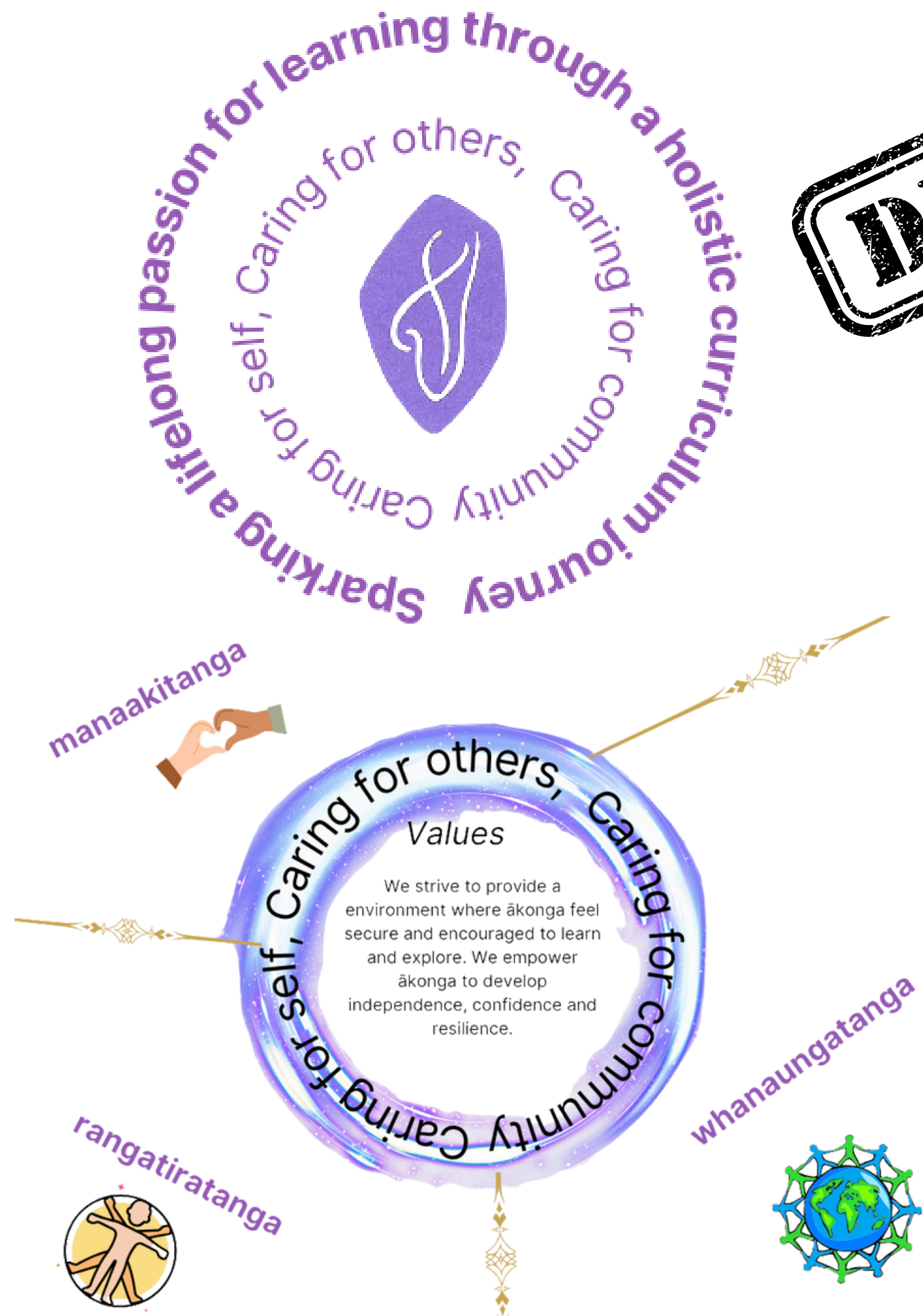


Raphael House Rudolf Steiner School Annual Implementation Plan 2026

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Learning Focus

- Maths-Numicon
- Learner Goals
- Learner Experiences

Culture Focus

- Student Leadership
- Beauty
- Parent Engagement

People, Tools and Resources Focus

- Curriculum Alignment
- Values Alignment
- Coaching Programmes

Leadership and Teaching Focus

- Evaluative Capacity
- Inner work capacity
- Anthroposophy articulation

01. Learning

Strategic Theme: Waldorf
Strategic Theme: Inclusion

Maths

Numicon offers a way of teaching mathematics that resonates strongly with Waldorf pedagogy: learning grounded in the senses, in movement, in rhythm, and in the child's lived experience of form and pattern. By strengthening our work with Numicon in the primary years, we give students a deeply embodied understanding of number that naturally supports their later transition into the more abstract, symbolic, and conceptual work of the high school. Exploring Numicon as a contributor to our mathematics pathway will allow us to weave together the artistic, developmental, and imaginal strengths of our special character with a clear, research-informed progression that leads students confidently from Class 1 to Class 12.

Learning goals

When we develop clear learning goals in the primary years and carry this consistency into Class 8 and 9, we support students in understanding their learning journey with confidence and purpose. Learning Steps give teachers a developmental map that aligns with the unfolding child, making progress visible while honouring individual rhythms. Establishing a continuation of these at Class 8 and commonality to goals across subject areas across Classes 8 and 9 strengthens the flow from primary to high school, reduces fragmentation, and ensures that each young person is met at the right moment in their development.

Learner identity

When learners are invited to bring their personal experiences into the curriculum, the teaching meets them in their full humanity. In a Waldorf school, this deepens connection, meaning, and authenticity in the learning encounter. By weaving students' lived stories with Te Ao Māori perspectives and the unique qualities of our local landscape and community, we create a curriculum that is both rooted and alive. This work honours individuality while strengthening connection to place, culture, and each other—nurturing a sense of identity and belonging that is essential for healthy development.

02. Culture

Strategic Theme: Waldorf
Strategic Theme: Community

Student Leadership

In a Waldorf school, leadership arises from the lived experience of responsibility, creativity, and contribution. Events—festivals, performances, community celebrations, service projects—provide rich and developmentally appropriate contexts in which students can step forward, take initiative, and work collaboratively for a shared purpose. By increasing events-based leadership opportunities, we invite students to discover their capacities, develop moral imagination, and contribute meaningfully to the life of the school. This approach nurtures confidence, strengthens community, and honours the social and artistic foundations of our special character.

Beauty

Beauty nourishes the soul life of the child. In Waldorf education, the environment is not merely a setting, but a quiet teacher that speaks to students through colour, form, order, and warmth. When we consciously cultivate beauty in our classrooms and shared spaces, we create conditions in which children feel held, inspired, and inwardly balanced. A focus on beauty strengthens our pedagogical impulse, enriches the aesthetic and cultural life of the school, and deepens our commitment to meeting the developing human being with reverence and care.

Parent Engagement

Waldorf education has always recognised the profound influence of the home environment and the partnership between teacher and parent. In today's world—fast-paced, digitally saturated, and often fragmented—re-imagining parent engagement becomes an act of renewal. It invites us to meet parents where they are, to honour their current realities, and to offer pathways that help them understand and live the values that support the unfolding child. By reshaping commitment, engagement, and education in ways that are relational, contemporary, and spiritually anchored, we strengthen the social fabric of our school and nurture a shared understanding of what it means to raise children with reverence and intention.

03. People, Tools and Resources

Strategic Theme: Waldorf,
Strategic Theme: Inclusion

Curriculum Alignment

The task of aligning our curriculum with both Steiner and national expectations invites us to weave together two complementary strands: the spiritual insights of anthroposophical pedagogy and the societal responsibilities of New Zealand education. This alignment ensures that the unfolding of the child—so central to Waldorf education—is supported by a clear and purposeful learning pathway that meets national expectations while honouring our special character.

Values Development

Further developing the values inherent in our strategic plan and embedding them into daily school operations ensures that our actions, decisions, and initiatives consistently reflect who we are as a Waldorf kura. Deepening the visibility of these values across systems, routines, and school-wide initiatives promotes coherence, clarity, and integrity—ensuring that our strategic direction is not simply aspirational, but woven into the lived reality of school life for staff, students, and whānau.

Coaching Programmes

Coaching in a Waldorf school is an act of accompaniment—a way of meeting each teacher with warmth, interest, and a deep respect for their individual path. When we shape coaching programmes that recognise the unique needs of all, we strengthen the soul life of the school. Through supportive dialogue, reflective practice, and shared inquiry, coaching helps teachers uncover their strengths, develop new capacities, and align their work more fully with the pedagogical impulse that guides us. In this way, coaching becomes a living expression of collegiality, growth, and anthroposophical understanding.

04. Teaching and Leadership

Strategic Theme: Waldorf

Build evaluative capacity

In Waldorf education, reflection, observation, and conscious attention to the child are central to our work. As leaders and teachers develop stronger skills in evaluative reasoning—using evidence, reflection, and dialogue to understand the impact of our practice—we deepen our ability to meet the child where they are, adapt our teaching in ways that honour development. This shared capability supports a learning culture in which improvement is continuous, intentional, and aligned with our special character.

Build inner work capacity

In Waldorf education, the teacher's inner life is inseparable from their outer pedagogical work. The quality of our teaching arises not only from what we do, but from who we are—our capacity for presence, self-awareness, equanimity, and moral imagination. Strengthening inner work invites teachers to cultivate these human qualities consciously, enabling them to meet students with greater warmth, authenticity, and insight. Supporting inner work practices enriches our school's soul life, strengthens the ethos of our community, and allows the spiritual foundations of Waldorf education to be meaningfully lived in contemporary practice.

Anthroposophy articulation

Articulating anthroposophy clearly and coherently strengthens the foundation of our Waldorf special character. When the principles that underpin our educational approach are well understood, teachers, leaders, trustees, and whānau can engage with a shared language and purpose. A clear articulation ensures that anthroposophy is expressed in ways that are transparent, contemporary, and connected to child development, curriculum, and wellbeing. This supports consistent practice across the school, deepens pedagogical integrity, and enables our community to understand how the spiritual foundations of Steiner education inform the learning journey at Raphael House.


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Learning

Maths-Numicon


Learning Goals

Learner Experience




OUTPUTS

- Schoolwide Numicon scope and sequence for Classes 1–7.
- Teacher guides aligning Numicon with Waldorf developmental principles.
- PLD in Numicon and structured mathematics pedagogy.
- Clear progression linking primary Numicon foundations to high school mathematics.
- Moderated samples demonstrating consistency across classes.




LEARNER OUTCOMES

- Increased number sense, confidence and fluency.
- Stronger conceptual foundations for high school mathematics.
- Reduced variability in achievement across classes and year levels.
- More equitable access to high-quality mathematics instruction




MEASURES

- Formative assessments using Numicon tasks show improved number sense and flexibility.
- Learning Steps progressions in mathematics show consistent upward movement.
- PAT Maths show steady growth
- Student voice: increased confidence




OUTPUTS

- Learning goals explicitly written using Learning Steps for all primary classes.
- Common language learning goals and expectations for Class 8–9 across all subjects.
- Student-visible learning goals (charts, feedback tools, exemplars).
- Teacher PLD on developmental progressions and next-step teaching.




LEARNER OUTCOMES

- Students understand what they are learning and why.
- Clearer sense of next steps leads to improved progress.
- Smoother academic transition from class to class
- Greater consistency and reduced variability in achievement.
- Increased learner agency through goal clarity.




MEASURES

- Progress tracking shows smoother transitions
- Completion rates of learning tasks and posts linked to explicit learning goals.
- Student work samples show alignment with expected Learning Steps/goals




OUTPUTS

- Units planned to include student voice, personal experience, and inquiry elements where possible
- Purakau and local curriculum possibilities developed for each learning area.
- Te Ao Māori integration supported through Kura Ahurea collaboration.
- Student personal projects or reflections incorporated into learning cycles where appropriate



LEARNER OUTCOMES

- Strong sense of identity, belonging, and voice in learning.
- Increased engagement through relevance and personal connection.
- Greater cultural competence and understanding of Te Ao Māori.
- Improved confidence in presenting ideas and relating learning to real life.



MEASURES

- Student work samples show evidence of personal story, identity, culture, and connection to local place.
- Participation data: more students willingly contributing during discussions, sharing stories, or engaging in cultural practices.
- Evidence of te reo Māori used confidently in lessons, and integration of tikanga in class routines.

Mā te huruhuru ka rere te manu.

Resourcing/Budgetary Implications:

Adorn the bird with feathers so it may fly.

The child's life is deeply connected with the world around them; education must arise from this relationship.

Culture



Student Leadership



OUTPUTS

- Student leadership framework developed (roles, expectations, responsibilities, support structures).
- Leadership training sessions for student leaders (communication, collaboration, event planning, conflict resolution).
- Student leadership teams/pods established for different events or initiatives
- Visible celebration of student leadership



LEARNER OUTCOMES

- Increased confidence in social capabilities
- Strengthened sense of belonging and contribution to the life of the school.
- Greater diversity of students seeing themselves as leaders, Students demonstrate service-oriented leadership, aligned with Waldorf values and school community ethos.
- Leadership becomes a lived, inclusive experience for students across Classes 1–12.



MEASURES

- Teacher observations noting increased willingness to take on responsibility.
- Participation increases in leadership roles across events.
- Increased engagement seen during festivals, events, and community projects.
- Tracking of rotating leadership roles – ensuring high uptake across student groups.
- Student-leadership presence becomes visible at festivals, assemblies, performances, and community events.



Beauty



OUTPUTS

- Classrooms aligned with Waldorf aesthetic principles (order, natural materials, warmth).
- Beautification projects implemented e.g. gardens, seating areas, murals,
- Regular maintenance and renewal schedule established).
- Student-led beautification initiatives incorporated into festivals / service learning.



LEARNER OUTCOMES

- Improved sense of calm, belonging and emotional safety in learning spaces.
- Increased student engagement due to orderly, inspiring settings.
- Strengthened connection to school culture and special character.
- Enhanced wellbeing and focus during learning activities.



MEASURES

- Student voice surveys indicating increased feelings of calm, pride, and belonging.
- Observation data : increases in pride and belonging in environments



Parent Engagement



OUTPUTS

- Updated parent engagement framework with clear expectations
- Modernised parent education programme (in-person + online options).
- Redesigned class meeting approach and communication rhythm.
- New parent resources (videos, guides, curriculum explanations).
- Expanded opportunities for whānau participation in school life.



LEARNER OUTCOMES

- Stronger alignment between home and school supports consistent learning habits.
- Increased student engagement as parents understand and value the curriculum.
- Greater cultural cohesion across the school community.



MEASURES

- Student voice: greater sense of support from home for learning and wellbeing.
- Whānau engagement rates in learning-focused events correlate with improved classroom engagement.
- Teacher reporting: fewer repeated misunderstandings between home and school that affect student learning.


“He taonga te taiao, he koanga ngākau.”
The natural world is a treasure that brings joy to the heart.

Resourcing/Budgetary Implications: Leadership time, Environment and student leadership budgets

The environment must nurture the senses, for they are the gateways to understanding the world.


People

Curriculum Alignment




OUTPUTS

- Schoolwide Numicon scope and sequence for Classes 1–7.
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MEASURES


- Formative assessments using Numicon tasks show improved number sense and flexibility.
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Values



OUTPUTS


- Visual representation of values incorporated into classrooms, common spaces, and documentation.
- Values woven into festivals, events, assemblies, daily rhythms, and behaviour processes.
- Induction processes include explicit guidance on living the school's values.
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LEARNER OUTCOMES


- Students consistently experience the school's values in relationships, routines, and learning.
- Increased sense of belonging and safety as values guide interactions.
- Growth in personal responsibility, empathy, and respectful behaviour.
- Stronger whanaungatanga and improved community cohesion.

Coaching




OUTPUTS

- Comprehensive coaching framework conotually developed, with differentiated pathways.
- Time is protected and resourced for coaching conversations.
- Coaching tools developed (observation templates, goal-setting frameworks, reflective prompts).
- PLD for coaches on effective, strengths-based, and Steiner-aligned coaching.



LEARNER OUTCOMES

- Students benefit from improved teaching practices and greater consistency across classrooms.
- Students experience calm, clear, structured learning environments..
- Enhanced wellbeing and behaviour outcomes as teaching becomes more attuned and intentional
- Special character aspects of curriculum in daily practice is enhanced resulting in students experiencing consistency



MEASURES

- Observation rubrics show improvement in targeted areas of teacher practice.
- Teacher self-assessments demonstrate growth against goals identified in coaching cycles.
- Coach reflections show deeper evaluative reasoning and more targeted next steps.
- Quality of classroom tone (calm, rhythm, clarity) noted in leadership walk-throughs.

Mā te huruhuru ka rere te manu.

Resourcing/Budgetary Implications: Learning Coach PLD and resourcing time, Teacher Qualifications PLD cost

Adorn the bird with feathers so it may fly.

To educate the whole child, we must educate the head, the heart, and the hands.

Leadership

Evaluation



OUTPUTS

- PLD delivered on evaluative reasoning, using evidence, and spirals of inquiry.
- Common tools and templates created
- Regular collaborative data analysis meetings scheduled across the year.
- Leaders engage in coaching focused on evidence-informed decision making.
- Annual internal evaluation cycle established and documented.



LEARNER OUTCOMES

- Students benefit from quicker, more responsive changes in teaching based on evidence.
- Learning and wellbeing needs are identified early and addressed more effectively.
- Classroom practices are intentional, focused, and aligned to learning needs.



MEASURES

- Teacher reflections and planning show use of evaluative reasoning and evidence.
- Leadership and governance notes and reviews show evaluative decision-making.
- Staff survey: increased confidence in using data and evidence.
- Reduced variation in practice across classes as shown in observations.



Inner Work



OUTPUTS

- Regular inner work sessions
- Inner work included as part of the Professional Growth Cycle.
- Resources and readings shared to support Steiner-inspired reflective practice.
- Time allocated for reflection during staff meetings or termly PLD days.
- Guidance and mentoring for teachers newer to the Waldorf impulse.



LEARNER OUTCOMES

- Students experience calmer, centred and present teachers.
- Enhanced learning engagement due to clearer teacher presence and intentionality.
- Modelling of self-awareness, empathy, and equanimity.



MEASURES

- Teacher PGC reflections show growth in presence, attunement, and self-awareness.
- Staff self-assessments indicate increased engagement in inner work practices.
- PLD records demonstrate participation and depth of engagement.



Anthroposophy



OUTPUTS

- Clear written articulation of anthroposophy created for staff, whānau, and governance.
- Staff workshops on applying anthroposophical insights in practical teaching.
- A shared language framework developed to explain Steiner pedagogy clearly and appropriately



LEARNER OUTCOMES

- Learning experiences aligned with the developmental, artistic, and soul-life needs of the child.
- Greater harmony between primary and high school approaches.
- Students experience the special character strongly and clearly in daily learning.



MEASURES

- Staff reflective documentation shows improved understanding of anthroposophical foundations.
- Coherence in teaching approach noted during observations and walk-throughs.
- Teacher reflections indicate clearer insight into why particular pedagogical choices are made.
- Induction review: new teachers report clarity about Steiner pedagogy and its purpose.

Ko te kai a te rangatira he kōrero.

Resourcing/Budgetary Implications: PLD budget and time

The food of chiefs is dialogue and deep reflection.

To truly know the world, look deeply within your own being; to truly know yourself, take real interest in the world