



Education Report: Update on the implementation of Communities of Learning | Kāhui Ako

To:	Hon Chris Hipkins, Minister of Education		
Date:	22 November 2018	Priority:	High
Security Level:	In Confidence	METIS No:	MIB 1165169
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Messaging seen by Communications team:	Yes	Round Robin:	No

Purpose of report

The purpose of this paper is for you to:

- **note** the current implementation progress of Communities of Learning | Kāhui Ako;
- **agree** to an approach for the approval of new Communities of Learning | Kāhui Ako; and
- **agree** to use a portion of the time-limited collaboration grant funding to support Pacific achievement in Communities of Learning | Kāhui Ako.

Summary

1. There are 214 approved Communities of Learning | Kāhui Ako, representing:
 - a. 1,759 schools (73% of all state and state integrated schools), 839 early learning services and 11 tertiary providers; and
 - b. over 626,000 children and young people.
2. As of 31 October 2018, there were 190 Kāhui Ako leaders, 446 across school teachers and 2,121 within school teachers appointed to Kāhui Ako roles.
3. It has taken schools and educators' considerable time to build the relational trust that is essential for effective collaborative work. Ninety-six Kāhui Ako supporting 317,367 children and young people are well into the implementation stage of Community of Learning development. This means they have appointed their staff and are beginning to reap the benefits of collaborating on their achievement challenges. Two examples of this collaborative work are provided.

4. Given the significant changes recommended by the Review of Tomorrow's Schools Taskforce, we would like your steer on how the Ministry of Education should approach the approval of new Communities of Learning. This paper provides you with two options for how you could approach this. Given that numbers of Kāhui Ako seeking approval are tapering off, you could take no action and let this occur of its own accord, thereby limiting the disruption to the sector and the collaboration currently occurring through this investment.
5. Alternatively, the second option would enable you to cap the numbers of Kāhui Ako at between 220 and 225. This would enable the two potential Kāhui Ako currently seeking approval and the further seven potential Kāhui Ako that Ministry regional staff are supporting to establish. It is unlikely that a cap on Kāhui Ako numbers will have significant impacts on schools, as the number of schools seeking approval as Kāhui Ako is slowing.
6. Progress on the implementation of improvements agreed by Joint Ministers in April 2018 are also tracking well [METIS 1155752 refers]. During the co-design process for the collaboration grants the sector proposed using a portion of the \$4.56 million to support Pacific achievement in Kāhui Ako.
7. The Ministry and the sector representatives in this group seek your agreement to use \$660,000 of this funding to enable a trial in up to four Kāhui Ako focused on raising Pacific achievement. This will reduce the amount of the time-limited collaboration grant that schools who are members of Kāhui Ako receive by approximately \$150 per school per annum. Sector representatives are comfortable with this.

Recommended actions

The Ministry of Education recommends you:

- a. **note** that the implementation of Communities of Learning is progressing well and there are 214 Kāhui Ako involving 1,759 schools (73% of all state and state integrated schools), 839 early learning services and 11 tertiary providers, covering over 626,000 children and young people;

Noted

- b. **agree** to one of the following approaches for the approval of new Kāhui Ako:

- i. Option One - make no changes to the approval process and let the number of approvals taper off on its own

Agree / Disagree

OR

- ii. Option Two – apply a moratorium on new Kāhui Ako approvals by capping the number of Kāhui Ako at 220 to 225

Agree / Disagree

- c. **agree** to the Ministry of Education using \$660,000 of the \$4.56 million time-limited Kāhui Ako collaboration grant spend to enable a trial focused on raising Pacific achievement in up to four Kāhui Ako;

Agree / Disagree

- d. **note** that schools in Kāhui Ako will be notified of the increase in the annual collaboration grant in the December Ministry Bulletin for School Leaders | He Pitopito Kōrero; and

Noted

- e. **agree** that this Education Report is proactively released after the Ministry Bulletin for School Leaders | He Pitopito Kōrero has been published in December. Budget related content and any other information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Agree / Disagree



Katrina Casey
Deputy Secretary
Sector Enablement and Support

22/11/18



Hon Chris Hipkins
Minister of Education

13/12/18

Kāhui Ako implementation update

1. Communities of Learning | Kāhui Ako are designed to enable educators, schools and communities to work together to lift the quality of their teaching and leadership, across children's 0-18 learning pathway. Alongside the Principal Recruitment Allowance and the Teacher-led Innovation Fund, they are the core component of Investing in Educational Success (IES) [CAB Min (14) 1/14 refers].
2. There are 214 approved Kāhui Ako across the country. These are comprised of 1,759 schools (73% of all state and state integrated schools), 839 early learning services and include over 626,000 children and young people. Annex 1 provides a detailed breakdown of the schools in Kāhui Ako by type and numbers of learners.
3. The provision of new teaching and learning focused career pathways is the key mechanism for realising changes in outcomes for children and young people through Communities of Learning. These are enabled by three new roles:

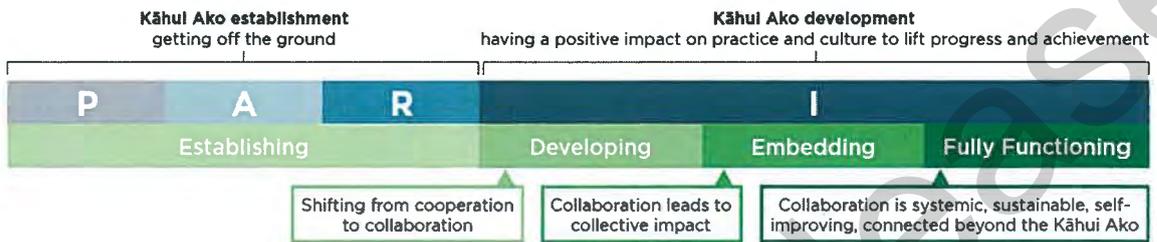
Role	Remuneration	Release time
Community of Learning leader	Between \$25 -30,000 per annum	2 days per week
across school teacher	\$16,000 per annum	2 days per week
within school teacher	\$8,000 per annum	2 hours per week

4. Of the 214 approved Communities of Learning, 162 have had their achievement challenges endorsed. Of the 162, several have reached the end of the targets that they initially set themselves and are beginning to review their progress. For all of them this has entailed analysing their data, looking at what made a difference and setting a new direction with either revised focus areas and targets or completely new ones. An example of one Kāhui Ako that has recently done this is highlighted later in this report (Case Study One, Rotorua Catholic Faith based Community of Learning).
5. Achievement challenges have evolved over time and more Kāhui Ako are considering the preconditions necessary for achievement, such as wellbeing/hauora and student engagement, as achievement challenges, instead of strategies they would use to address achievement challenges. While still related to, or derived from, the National Curricula, the focus of achievement challenges is often now on those things that are considered to make the most significant difference to help children and young people achieve the outcomes in the New Zealand Curriculum and/or Te Marautanga o Aotearoa. We have attached a recent example of an achievement challenge taking such an approach as Annex 2.
6. Endorsement of achievement challenges is an important milestone as it triggers the release of the new teacher roles for the Kāhui Ako to begin recruiting. As at 31 October 2018 there were:
 - a. 190 Community of Learning leaders;
 - b. 446 across school teachers; and
 - c. 2,121 within school teachers appointed.

Our implementation progress

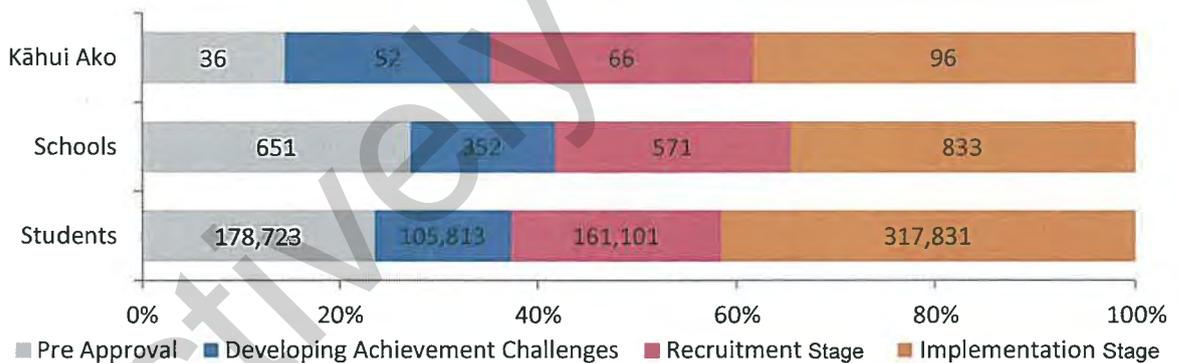
7. The development and support of Communities of Learning has been an iterative process for both the Ministry, the sector and the communities themselves. To monitor their implementation the Ministry developed the PARI framework. The stages of PARI (Pre approval, Achievement challenges, Recruitment and Implementation) are seen in the diagram below; a more detailed explanation of these stages is provided in Annex 3.

Diagram 1. The PARI Framework.



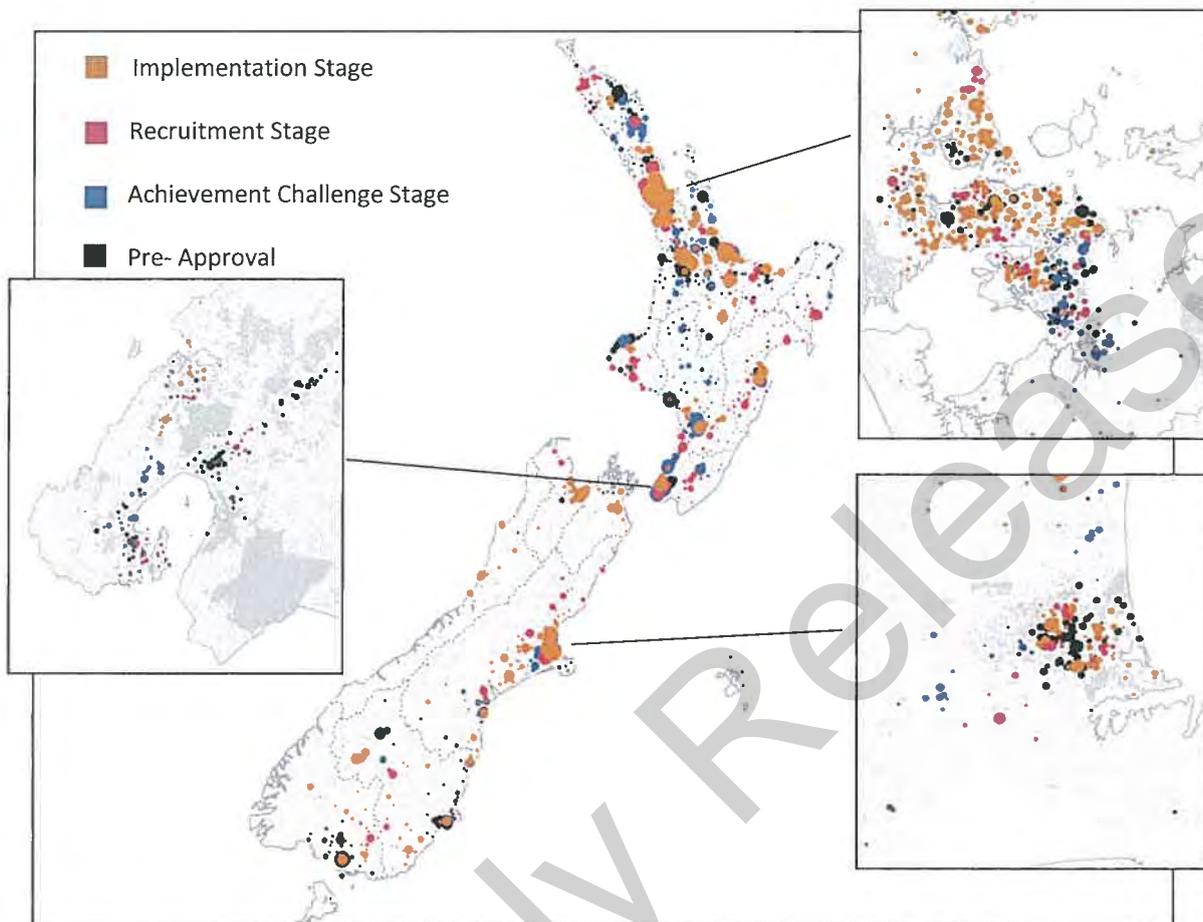
8. There are 96 Kāhui Ako, covering 833 schools with 317,831 students, in the implementation stage of development. This means they have appointed staff and are actively working together to lift the progress, achievement and wellbeing of their children. National progress across the framework is shown in the diagram below.

Diagram 2. Numbers of Kāhui Ako in each of the PARI stages as well as the numbers of schools and students.



9. The data on the progress of Communities of Learning enables the Ministry to reshape existing, or add additional, support as required. Expert partners and change managers are examples of these types of additional supports.
10. The data also enables us to understand and support regional and national patterns of implementation. For example, the diagram overleaf shows the breadth and spread of all schools in a Community of Learning and where they are in the PARI process.

Diagram 3. National dot distribution map showing all schools in a Community of Learning and where they are in the PARI development framework.



11. The Community of Learning | Kāhui Ako development maps were released in March 2017. These provide a guiding framework for development across six foundational domains for building successful collaboration. The domains are:
 - a. **teaching** collaboratively for the best learning outcomes for every child;
 - b. **leading** for progress and achievement for every child and every teacher;
 - c. **evidence** guiding our practice and actions;
 - d. **pathways** developing and connecting along the whole educational journey for every child;
 - e. **partnering** with families, employers, iwi and community; and
 - f. **building** a thriving Community of Learning | Kāhui Ako.
12. The development maps help Communities of Learning to work out where they might be against each of the domains, plan next steps for development and monitor their progress over time.
13. The development maps were updated in September this year. The teaching and leadership development maps have been attached, as Annex 4, as a reference of changes in teaching and leadership practice being enabled through Kāhui Ako.

Evaluative evidence is beginning to show how the new roles are being used

14. One of the major challenges for Kāhui Ako has been the impact of broader workforce pressures and the difficulty in finding backfill to enable the appointment and then release time for the Kāhui Ako roles. Despite these challenges Kāhui Ako are progressing well in their appointment of roles. The table below shows the appointments made against the roles released into the system at 31 October.

	Number of roles released	Number of roles appointed	Percentage of total roles released that have been appointed
Community of Learning Leaders	215	190	88%
Across School Teacher Roles	533	446	83%
Within School Teacher Roles	2,825	2,121	75%

15. The Ministry's latest Community of Learning evaluation survey revealed that these roles are now beginning to make a difference, noting that *"people within endorsed Kāhui Ako are building and sharing teaching and leadership expertise. Work to improve teaching practice was widespread. At least 60% of leaders, principals, and across and within school teachers indicated their work within the Kāhui Ako had focused on identifying effective teaching approaches, leading professional development and sharing research on these approaches, and leading inquiry to improve teaching and learning."*¹
16. What is more promising is that the survey revealed that people in the new leader and teaching roles are beginning to tackle some of the collective challenges by working collaboratively with others, noting that *"at least 60% of leaders, principals, and across and within school teachers indicated their work within the Kāhui Ako had focused on identifying effective teaching approaches, leading professional development and sharing research on these approaches, and leading inquiry to improve teaching and learning."*²

¹ Communities of Learning | Kāhui Ako 2017 Survey. Report of findings for the Ministry of Education, April 2018.

² Communities of Learning | Kāhui Ako 2017 Survey. Report of findings for the Ministry of Education, April 2018.

Communities of Learning in action

17. This section provides you with a brief snapshot of the type of collaborative work occurring within a Kāhui Ako; Hakatere Kāhui Ako in Ashburton, is focused on making a difference for Māori and Pacific students.

Hakatere Kāhui Ako

Making a difference for Maori and Pacific students through collaboration

Location: Canterbury (Ashburton)

Students: 4,191 children and young people

Providers: 12 schools and 11 early learning services

Approved: November 2015

Achievement challenges endorsed: November 2016

Hakatere Community of Learning has been engaging on 4 key focus areas; culturally responsive and relational pedagogy, transitions, te reo Māori and assessment. These have involved all of the 12 schools and 11 early learning services. The Kāhui Ako lead, Hilary Boyce, believes the projects that have engaged the whole Kāhui Ako have resulted in the most impact.

The culturally responsive and relational pedagogy was identified as a key area of focus for the Kāhui Ako based on their analysis of Māori and Pacific student achievement data. All teachers are involved in this important work.

Hilary says *“the benefit of everyone being involved is that they have a collective view on what culturally responsive and relational pedagogy looks like and an agreed means to measure progress”*. From the analysis of baseline data which captured student, parent and teacher voice, it became evident that teachers had a more positive view on what was happening for students than students or parents did. Hilary expressed that *“teachers were confronted with the information which indicated that their practice was not what they thought it was”*.

Hakatere have now developed some criteria with staff about what good practice looks and sounds like, so that teachers can see what they should be doing to be culturally responsive. As a result, they are seeing a much greater degree of purposeful reflection and action from teachers.

In addition to the above initiatives, the Kāhui Ako are looking to share a bilingual teacher across 5 of their schools next year to teach te reo and tikanga Māori and coach teachers to improve their capability so they can ensure sustainability. Hilary felt that *“this is the first opportunity we have had to think about where our collective needs are and consider what resource we have within our community to be able to solve this problem”*.

Your steer on approving new Kāhui Ako

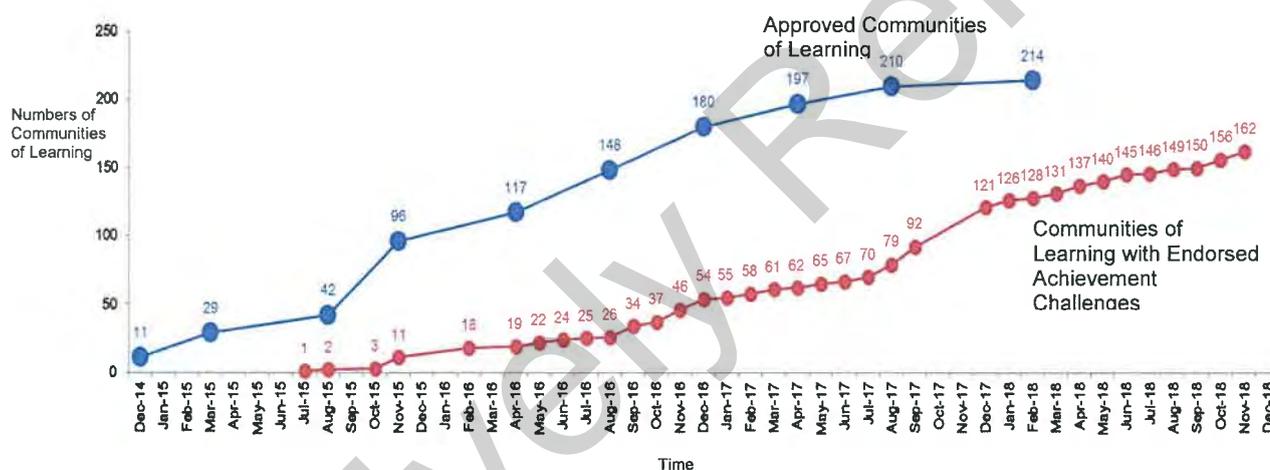
18. The independent Review of Tomorrow’s Schools has far reaching recommendations for the governance of, and the nature of collaboration in, the schooling system. We would like your steer on how to manage the approval of new Kāhui Ako while you consider the Tomorrow’s Schools recommendations, and while further consultation and policy work is undertaken.

19. There are two ways we could manage this process:
- Option One - make no change and let the number of approvals taper off on their own
 - Option Two – apply a moratorium on new Kāhui Ako approvals by capping the number of Kāhui Ako at between 220 to 225
20. With both options the Secretary for Education will continue to endorse achievement challenges, which releases the bulk of the resourcing to schools through the Kāhui Ako teaching roles. There are currently 52 Kāhui Ako working towards endorsement.

Option One – make no change

21. Seventy-three percent of all state and state integrated schools are now in Kāhui Ako. The rate of Kāhui Ako approval has tapered off over 2018, as shown in the graph below. Given current trends we do not expect to reach the budgeted number of 250 Kāhui Ako.

Graph 1 – Numbers of approved Kāhui Ako and endorsed achievement challenges over time



22. The 37% of schools not already in Kāhui Ako have shown less interest in the model and are therefore less likely to want to join at this stage. This combined with the potential for large scale schooling reform following the Tomorrow's Schools Review and the broader education work programme, mean that interest in new Kāhui Ako approval is likely to further taper off.
23. There are currently nine potential Kāhui Ako (that the Ministry is aware of) working towards establishment. Two clusters of schools and early learning services in the Auckland and Canterbury regions are now ready to seek your approval to establish as Communities of Learning. We are preparing a separate education report for you to approve these. The seven further potential Kāhui Ako (that we have been made aware of) are likely to be ready for your approval early next year.
24. The main disadvantage of this option is that we cannot confirm cost savings, whereas this would be possible if the numbers of Kāhui Ako were capped. However, it is likely that significant underspends in IES for the next two financial years will occur, regardless of whether you pursue the capping option. s 9(2)(f)(iv)

25. A key benefit of continuing with approvals is that it would limit the disruption and the uncertainty for those already in Kāhui Ako over the next two years. Continuing with collaborative work and building off the social capital between schools is likely to support the future direction of the schooling system.

Option Two - apply a moratorium on new Kāhui Ako approvals

26. This could be achieved by capping the number of Kāhui Ako at between 220 and 225. Depending on a number of variables (primarily the number and roll of schools in Kāhui Ako) this would generate a guaranteed per annum cost saving in IES. ^{s 9(2)(f)(iv)}
27. Capping at 220 to 225 Kāhui Ako would enable Kāhui Ako that have begun the establishment process to establish (if they meet the criteria) and would honour the good-faith relationship the Ministry holds with schools and the work undertaken this year to support Kāhui Ako formation. We could also consider placing a time limit on when these 220 to 225 would need to be approved.
28. It is unlikely that a cap on Kāhui Ako numbers will have significant impacts on schools, as the number of schools seeking approval as Kāhui Ako is slowing. However the key implications and risks that we have identified in applying a moratorium on approvals include:
- a smaller proportion of schools in Dunedin, Invercargill and Whanganui have joined Kāhui Ako. Kura across the country, have also joined Kāhui Ako in lower numbers than English-medium schools. However, schools in these areas and kura are less likely to want to join in the future as they are not comfortable with some aspects of the model or some of the criteria for approval;
 - Kāhui Ako membership is evenly spread across the decile range, meaning that children from lower socio-economic backgrounds will not be disproportionately affected by a moratorium;
 - a risk of creating a perverse incentive to join Kāhui Ako before the moratorium is placed, we think this is a minor risk, but cannot discount its possibility;
 - a risk of creating a 'chilling effect' which slows or stops the collaborative work currently occurring in Kāhui Ako; and
 - a risk of judicial review because approval is a statutory power, and capping Kāhui Ako numbers could be seen as a fettering of this power.
29. If you choose to pursue this option, we can work with your office to develop communications.

New implementation improvements in 2018

30. In April 2018, you and the Minister of Finance agreed to repurpose and rephase \$10.88 million of IES underspend to better support the implementation of Communities of Learning. These changes were based on the findings from the evaluative evidence and feedback from the sector. These improvements have been co-designed with sector representatives and include:
- grants for early learning services to support participation and collaboration in Kāhui Ako - \$3.120 million over two years;

- b. funding for iwi to partner with Kāhui Ako to better enable Māori to succeed as Māori - \$3.200 million over three years; and
 - c. grants to support collaborative work within Kāhui Ako and their community - \$4.560 million over two years.
31. The early learning service grants went live in September. So far eight joint funding applications have been received and are being processed to release funding to the services.
 32. These grants are intended to support early learning services' participation and collaboration within Kāhui Ako to strengthen learning opportunities for children. The grants will primarily be used to provide release time to enable early learning teachers to support Kāhui Ako work. Grants will also be used to provide professional development opportunities and to support transitions between early learning and schooling.
 33. Tranche one of the iwi partnering with Kāhui Ako grants is underway in the Bay of Plenty/Waiariki and Waikato regions. In these regions allocations are in the process of being made to nine iwi. In the Waikato region, of the seven iwi groups that currently make up the iwi forum in the region, four have submitted applications and another is likely to be submitted shortly. These grants enable iwi to partner with Kāhui Ako over two years to support Māori to succeed as Māori. Examples of the types of work enabled by the grants include; the development of iwi history haerenga and wānanga, te reo Māori capability building for teachers, and offering cultural competence guidance at the governance, management and teaching levels.

Collaboration grants and supporting Pacific achievement

34. The Ministry has taken a co-design process with a group representing the sector to finalise the design of the collaboration grants and the mechanism to get the grants to Kāhui Ako. Annex 5 provides a list of the sector representatives involved in this process.
35. The group agreed that these grants should be made to each school within a Kāhui Ako via an increase to the annual Community of Learning maintenance allowance, paid to member schools in January each year.³ The grants will provide each Kāhui Ako with a small amount of flexible, time-limited funding to design their own solutions to strengthen collaborative relationships and to help them better serve their children and communities. The grants will be for \$1,050 per annum, for two years. Kāhui Ako will be notified of these grants in the December Ministry Bulletin for School Leaders | He Pitopito Kōrero.
36. During the co-design process the group and the Ministry discussed and supported the idea of using a portion of the \$4.56 million to enable a trial of a Pacific achievement initiative within Kāhui Ako.
37. The purpose of this trial would be to strengthen capability of leadership across Kāhui Ako to improve outcomes for Pacific learners. If successful, the trial would also help inform how the education system improves and sustains outcomes for Pacific learners. Trialling in four Kāhui Ako would require \$660,000 over two years. The Ministry would cover the costs of supporting the trial, setting up a group of design partners and evaluating the trial.

³ The maintenance allowance provides schools in Kāhui Ako with \$1,000 per annum.

38. We propose reducing the collaboration grant funding from \$4.56 million to \$3.9 million to enable a Pacific achievement trial within Kāhui Ako. This would reduce the time-limited annual collaboration grant, paid in addition to the annual maintenance grant, per school in a Kāhui Ako by \$150 (from \$1,200 to approximately \$1,050 per annum for two years).
39. The trial will align with the Draft Strategic Framework for Pacific Education s 9(2)(f)(iv)
40. While the sector representatives are supportive of this focus on Pacific achievement they would like to highlight the time-limited nature of this funding and the need for a system wide, enduring focus on Pacific cultural responsiveness.

Proactive Release

41. It is intended that this Education Report is proactively released following the publication of the Ministry Bulletin for School Leaders | He Pitopito Kōrero in December. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

- Annex 1: Kāhui Ako membership by providers and learners
- Annex 2: Te Kaahui Ako O Manurewa Achievement Challenge
- Annex 3: Stages of the PARI framework
- Annex 4: Kāhui Ako Teaching and Leadership Development Maps
- Annex 5: Sector members in the collaboration grant co-design group

Proactively Released

Annex 1 – Kāhui Ako membership by providers and learners

School Type in Kāhui Ako	Providers		Learners	
	Number	% of Total ⁴	Number	% of Total ⁵
State & State Integrated Schools	1,756	73.0%	584,745	76.6%
Contributing	555	72.9%	163,433	71.3%
Full Primary	749	72.4%	134,679	75.7%
Intermediate	95	82.6%	43,713	83.1%
Restricted Composite	5	55.6%	2,722	70.8%
Composite	72	57.6%	21,263	66.5%
Secondary	260	80.2%	216,692	81.7%
Special school	20	54.1%	2,243	68.5%
Private / Partnership	3	3.0%	1,815	6.0%
Early Learning Services	839	17.9%	39,511	19.7%
Education & Care	492	18.6%	25,788	19.6%
Home-based	34	6.7%	1,290	7.1%
Kindergarten	264	40.0%	11,300	38.0%
Playcentre	33	7.9%	903	6.8%
Te Kōhanga Reo	10	2.2%	230	2.7%
Hospital Based	3	13.6%	na	na
Play Group	3	0.4%	na	na
Tertiary Providers	11	2.2%	na	na

⁴ % of total number of specific school type

⁵ % of total number of students in specific school type

Te Kaahui Ako O Manurewa



Logo design by Adele Whitaker - Manurewa High School: HOLA Digital and Visual Arts

Whaia te ara rangatira

'Follow the course to be great'



MANUREWA KAAHUI AKO

**KAAPEHU
2018 - 2020**

VISION
Whaia te ara rangatira
'Follow the course to be great'

**TO ACHIEVE OUR
VISION WE WILL DO
SO BY BEING:**

- Collegial
- Committed
- Culturally aware, responsive and intelligent
- Focussed
- On fire and energised
- Passionate
- Responsible
- Socially
- Creative
- Enthusiastic
- Innovative
- Relational
- Self-confident
- Strong &

WHO ARE WE?

Homai Primary
Manurewa South
Manurewa High
Manurewa Intermediate
Rowandale Primary
Wiri Central
Manukau Institute of Technology
ECEs...

Manurewa Kaahui Ako comprises six schools (one high school, one intermediate, three contributing primary schools, one full primary), one tertiary institute and ... ECEs. All schools are low decile, urban and very multicultural.

OUR VALUES

- Manaakitanga: Leading with moral purpose
- Pono: Having self-belief
- Ako: Being a learner
- Awhinatanga: Guiding and supporting

ACHIEVEMENT CHALLENGES

Process Challenge

Quality Teaching and Learning

The central professional challenge for teachers is to manage simultaneously the complexity of learning needs of diverse students.

(Quality Teaching for Diverse Students in Schooling: BES, 2003)

Achievement Challenge 1:

To improve achievement through the development and sustaining of cultural identity.

Achievement Challenge 2:

To improve achievement by increasing student and whaanau engagement through effective transition across Te Kaahui Ako o Manurewa..

Achievement Challenge 3:

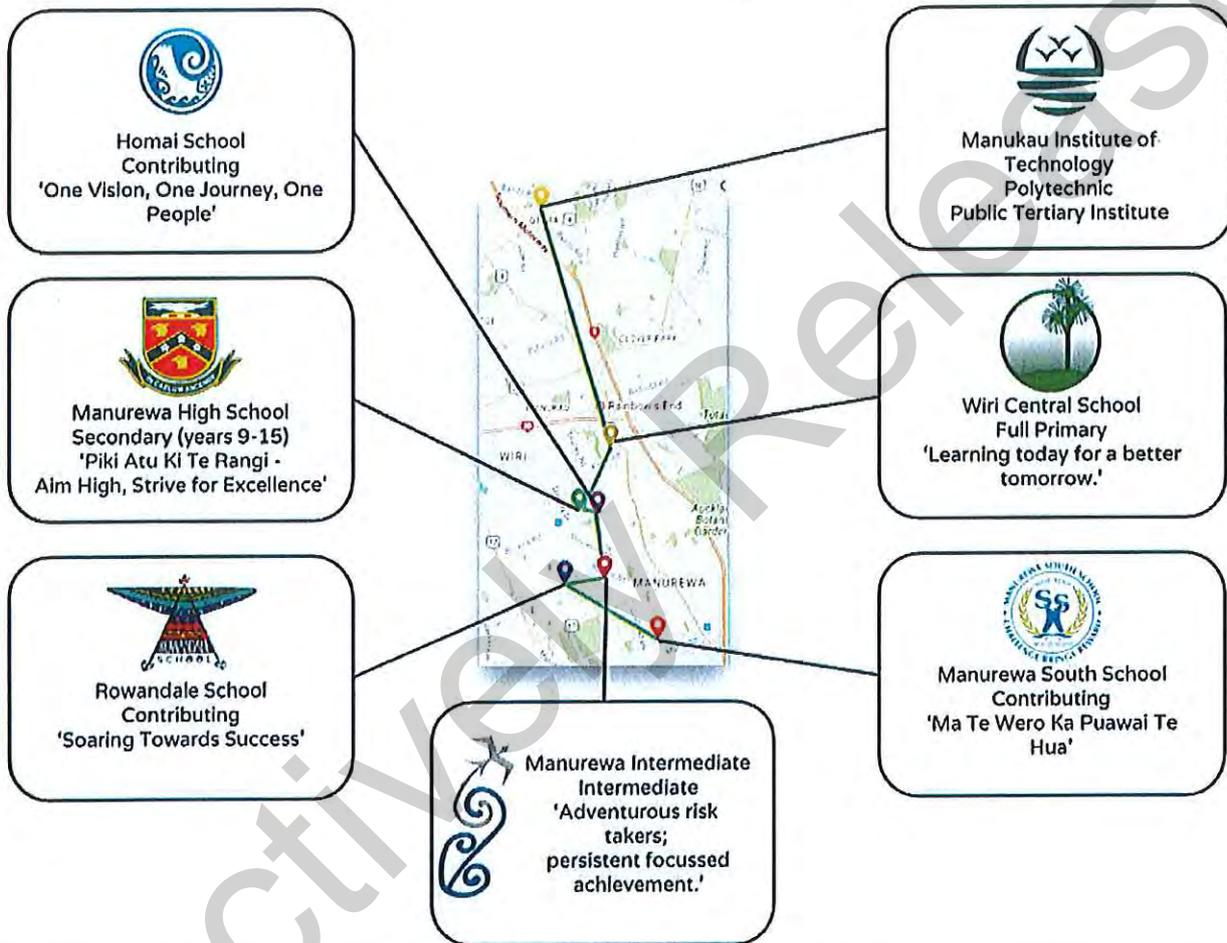
To improve achievement by developing an integrated approach to learning through the application of S.T.E.A.M.

Ko Wai Taatou?

Te Kaahui Ako o Manurewa comprises of six state schools; three contributing primaries, one full primary, one intermediate and a high school.

It is part of our vision to provide consistent, relevant and aspirational learning pathways that connect students to the real world and any and every opportunity possibly available - it is because of this, Manukau Institute of Technology are a part of our kaahui ako also.

We are a multicultural, diverse community, rich in talent and energy to make a sustained difference.



We are also supported by four key contributing early childhood centres:

Manurewa West Kindergarten	Manukau Central Kindergarten	Homai Nga Taonga ECE	Topkids Weymouth

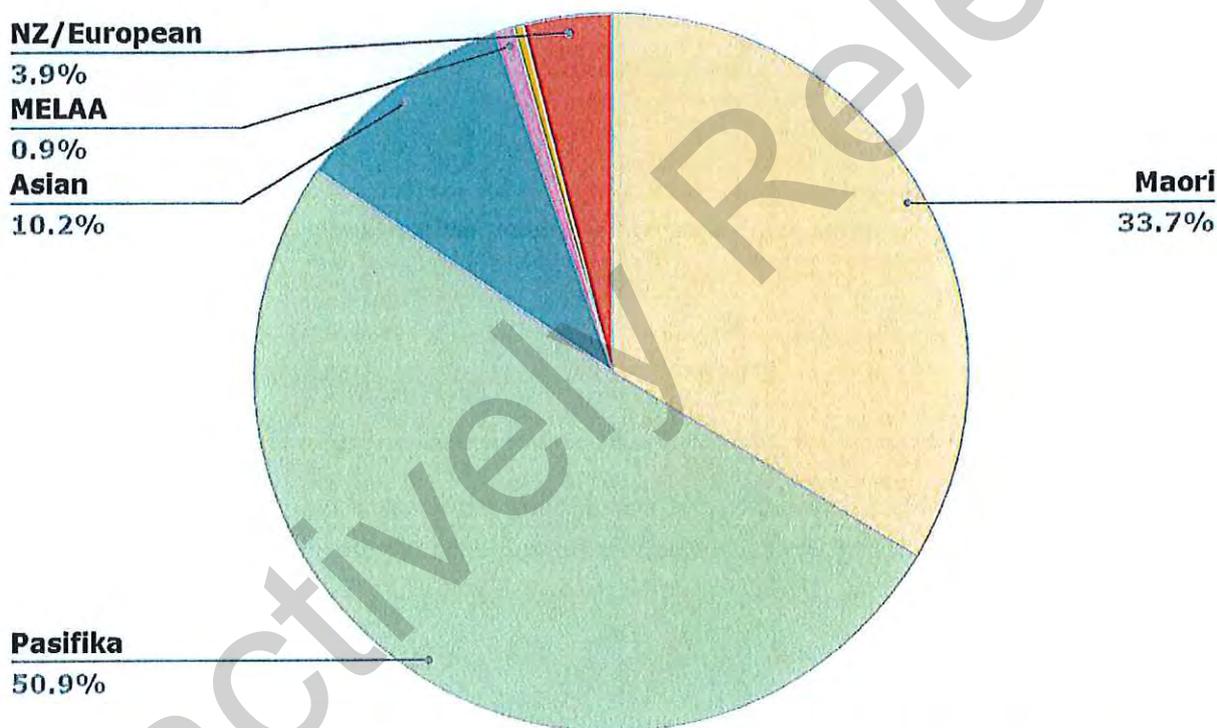
~ He waka eke noa ~

~ A waka which we are all in, with no exception ~

Te Kaahui Ako o Manurewa by Numbers

Student Ethnicities

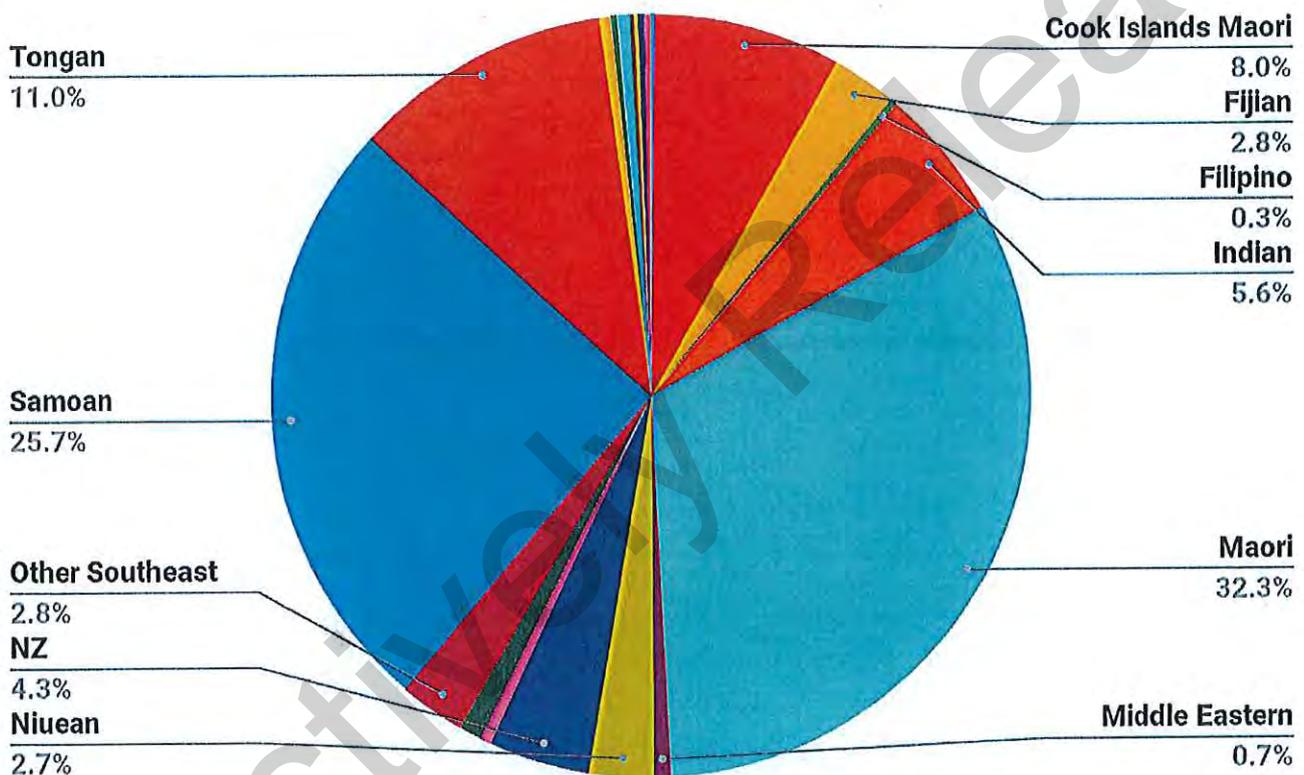
	Maaori	Pasifika	Asian	MELAA	Other	NZ European	All Students
Male	788	1179	236	29	14	87	2333
Female	733	1120	223	13	6	91	2186
Totals	1521	2299	459	42	20	178	4519



Te Kaahui Ako O Manurewa	Female	Male	Students
<i>Homai School</i>	176	178	354
<i>Manurewa South School</i>	167	193	360
<i>Rowandale School</i>	276	324	600
<i>Wiri Central School</i>	183	224	407
<i>Manurewa Intermediate</i>	351	422	773
<i>Manurewa High School</i>	1033	992	2025
Total Students	2186	2333	4519

Specific Student Ethnic Breakdown

Initially, we were content with a general ethnic breakdown but after further consideration we realised it is important in our community to differentiate as best we could. Within Pasifika there are a multitude of vastly different cultural affiliations. See below the percentage breakdown of all students who registered as a specific ethnicity when enrolling. This particularly highlights our majority - Maaori, followed closely by Samoan, Tongan and Cook Island Maaori. Other considerations are the huge range of ethnic identities in our community. A rich vein of capital we will be endeavouring to make more of.

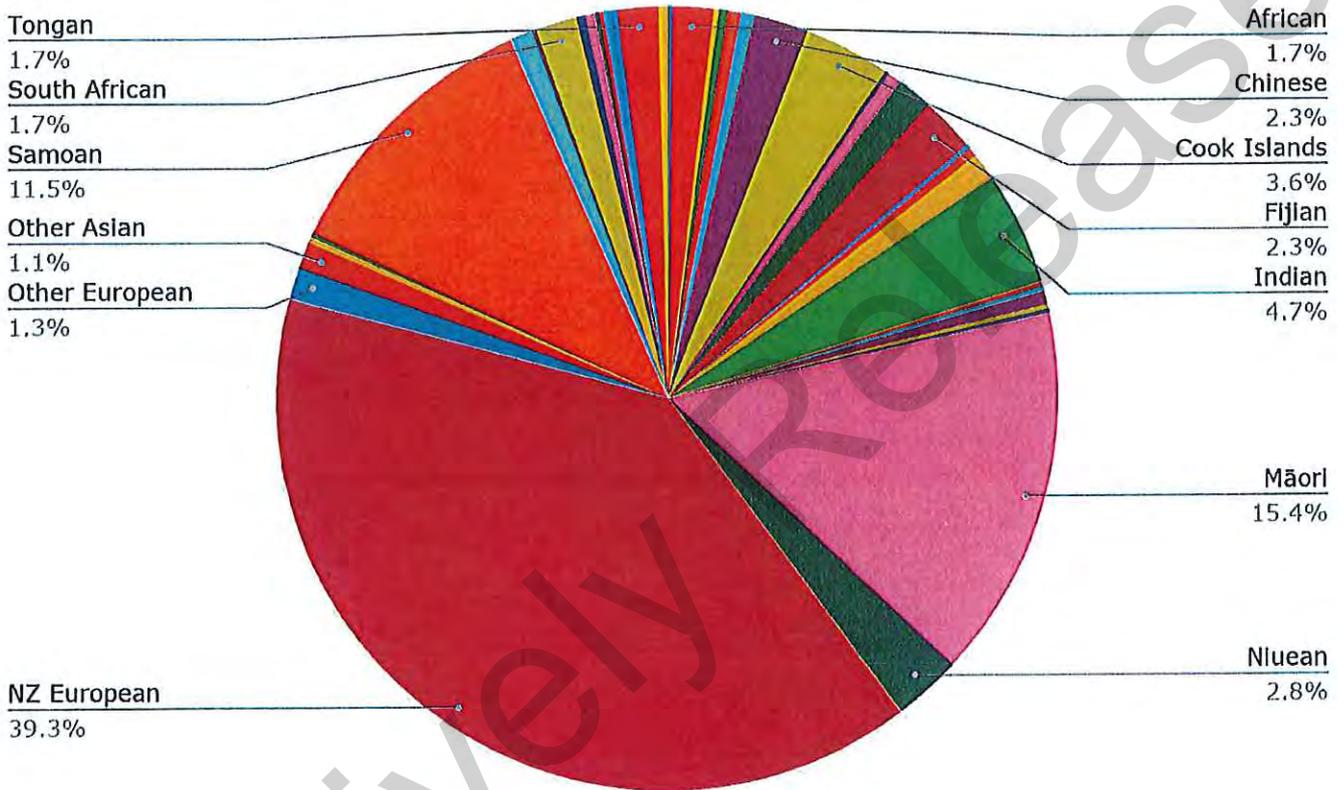


The majority ethnicities with significant representation in our community are indicated above with labels and percentages. Those other ethnicities with much smaller, minority representations are listed below:

African, Other Asian, Other Pacific Peoples, Vietnamese, Cambodian, British/Irish, Chinese, Other European, Other, Tokelauan, Korean.

Staff Ethnic Identities

It is important to acknowledge the cultural capital our teachers bring with them into the classroom. The following diagram is indicative of this capital and it would be negligent not to make the most of this resource. It is necessary for our staff to have strong identities to be able to help our akonga connect with their own.



The majority ethnicities with significant representation in our community are indicated above with labels and percentages. Those other ethnicities with much smaller, minority representations are listed below:

Aboriginal, Australian, American/USA, British, Canadian, Croatian, English, Fijian/Indian, French, German, Irish, Italian, Iraqi, Korean, Kiribati, Lao, Rotuman, Romanian, Scottish, Serbian, South African Indian, Spanish, Tuvaluan, Tokelauan, Tahitian and Vietnamese

Kawa

'The way we work around here'

<p>Manaakitanga: Leading with moral purpose Having a sense of moral purpose and a commitment to improved learning and social outcomes involves a commitment to the professional growth and support of other school leaders and teachers.</p> <ul style="list-style-type: none"> • Respect confidentiality and differences of opinions • Challenge own thinking • Be honest (say it!), open and transparent • Talk and listen; and be prepared to participate in difficult conversations succinctly and clearly • Know our learners and know their learning • Be unapologetic, with moral courage to do what is right • Model inclusiveness - have integrity to own school, CoL, community and cultures 	<p>Pono: Having self-belief Pono is about valuing one's self. It includes self-esteem and self-care. It encompasses resilience, wellbeing and a healthy lifestyle.</p> <ul style="list-style-type: none"> • Be professional • Believe that what you bring is valuable • Encourage and expect conflict/ diversity of ideas, in thinking and of differing points of view • Be true/tika to process – be trustful and trusting; and determined • Believe in the people we serve • Accept school autonomy and priorities first, CoL second
<p>Ako: Being a learner Leaders who take their own learning seriously and keep their own passion for learning alive act as important role models. Keeping up to date is a fundamental expectation.</p> <ul style="list-style-type: none"> • Do what you say you will do • Participate and be prepared • Treat each other with respect • Step outside our own context and world view - value diversity in all areas • Pronounce Maori and Pasifika names and words correctly; and be prepared to learn • Grow leadership, inquire and be flexible 	<p>Awhinatanga: Guiding and supporting Awhinatanga is about having empathy with groups and individuals, and appreciating the point of view of others.</p> <ul style="list-style-type: none"> • Support collective decisions; and share excitedly • Advocate respectfully, positively and equitably • Seek understanding and empathy for all • Ask for help if needed • Be considerate in thinking and in actions



Our Shared Approach to Improvement

From the inception of Te Kaahui Ako o Manurewa it was clear we would need to be transparent in all actions. This included the way in which we approached learning about ourselves, our community, our students, what our challenges are and how we would form strategies to give our learners equal and aspirational opportunities.

We want our students to be leaving achieving as well as any other student from any other kaahui ako in the country.

We know we will need to think differently, transformatively and innovatively to make sustainable change and to forge new pathways based on a way of thinking that puts the learner at the centre of the process. It is paramount we maintain positive relationships, be resourceful - unconventional and relentless in our approach to make change. Our challenge is to be collectively accountable for the outcomes of all children in our community, whilst maintaining the distinctiveness and integrity of each kura represented.

Our approach reflects the uniqueness of the challenges in our community and the capital our students bring through our gates. Our approach needs to 'wrap around' and fill all of the 'in between' spaces that cannot be measured or quantified and, because of this, are more important. Our approach needs to be a 'rally to arms' that all stakeholders can engage with - whaanau, ākongā, wider community, teachers and those in leadership.

It would be easy to focus on the end point, the academic outcomes, paint a bleak picture and set some targets around this. But, we know we must look deeper. Education is an upward socioeconomic mobiliser so we will stay true to our core role and set academic targets but they will preface the challenges we have identified and set.

Our process challenge combined with our three achievement challenges are bound together by our vision, values, kawa and approach to inquiry. ***Developing a Kaahui Ako wide culture of high expectations*** will be a major catalyst for success as we move forward.

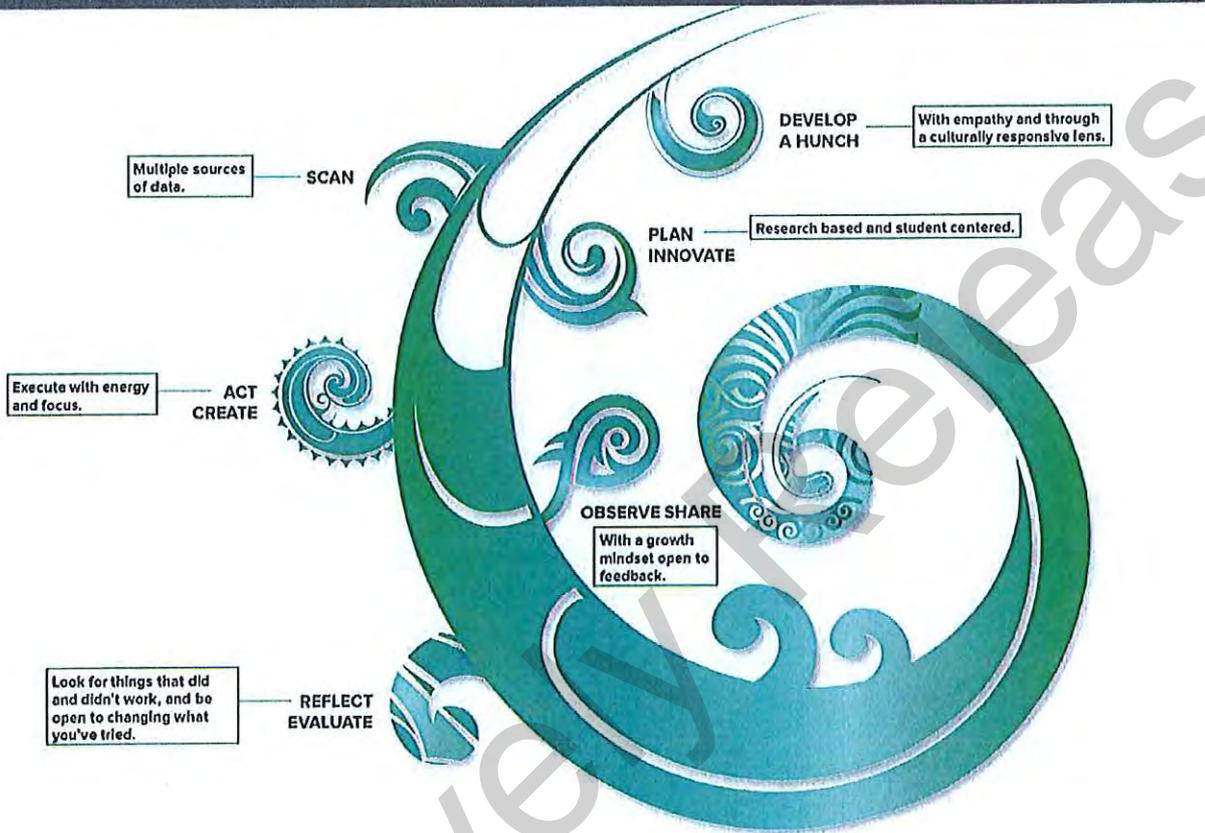


What will Collaborative Inquiry Look Like Within Te Kaahui Ako o Manurewa?

'Te Ara Ako - the learning pathway'

An approach that represents the way we want to move forward.

Te Ara Ako - Manurewa Community of Learning



DEVELOP A HUNCH
This symbol depicts a clear path, moving from the initial stages of an idea to a formulated proposition.



SCAN
This symbol depicts the physical ability to view and examine important resources in order to understand all material presented.



PLAN, INNOVATE
This symbol represents the many paths innovation can follow in order to achieve a single considered outcome.



ACT CREATE
This symbol is ornate and elaborate representing the process and outcome of creative thought and action.



OBSERVE SHARE
This symbol depicts the eye and represents the power of observation.



REFLECT EVALUATE
This symbol depicts water, representing consideration and reflection.

'Te Ara Ako - the learning pathway' Development and Rational

Model Development

Before any research or inquiry into challenges for our learning community could begin a 'theory of improvement' needed to be developed. A way of discovering our 'invisible spaces' that need exercising, exposure and/or elimination. Like our intended approach to everything else kaahui ako related the development of the approach needed to be professional, backed by research and most importantly, collaboratively co-constructed.

Our kaahui ako leader researched and narrowed a group of proven approaches to inquiry. Namely those of Timperley, Kaser and Halbert (2014), the work of Dr John Hattie as well as the inquiry learning approach of Dixon and Pohl (2005). This last piece of research was included to keep the approach simple and concise.

It was then decided a collection of Deputy Principals from all schools across Kaahui Ako o Manurewa were to be tasked with bringing together a hybrid of all of our approaches to inquiry as well as the mandate to adapt, add to or take away where we saw fit. All of this whilst keeping in mind the 'lenses' of the aforementioned researched approaches to inquiry. This process aligned with Te Kaahui Ako o Manurewa's vision and values and indicated an intention to 'start the way we meant to carry on'.

Rationale

This model is underpinned by Te Tiriti o Waitangi and the principles of *Partnership, Participation* and *Protection*. This is in correlation with the relationship we have with all stakeholders in our kaahui ako. These have been aligned with our values.

Partnership → Awhinatanga

- Acknowledging our stakeholders and engaging with them when planning, deciding or delivering is paramount to success within our community.
- We are aware there will be positions of responsibility within our Kaahui ako but also understand the collective responsibility of all contributors to the journeys of our ākonga, regardless of which kura they belong to - 'they are ours, not mine or yours'.
- Key to this principle is equity and true power sharing - where genuine relationships prevail based on time and effort spent in developing and maintaining them.
- Central to students achieving success within our model is the concept of tuakana-teina, helping others make meaning.
- The partnership should evolve from collaboration to co-responsibility to shared professional accountability for results.
- In essence, all partnerships formed should be based on the collective endeavour to increase student achievement according to the challenges that have been identified.

Participation → Ako/Pono

- Active contribution is a natural byproduct of partnership. This is will and does apply to all levels of Te Kaahui Ako o Manurewa.
- Being capable of taking part in rigorous, efficient, solution focussed dialogue that is student centred.
- Being willing to acknowledge learning that needs to take place, make room for different perspectives and appreciate your own biases.
- Agency demands participation for our students to become active, engaged and self-confident and are also key to students achieving success when whāiwhaitanga.

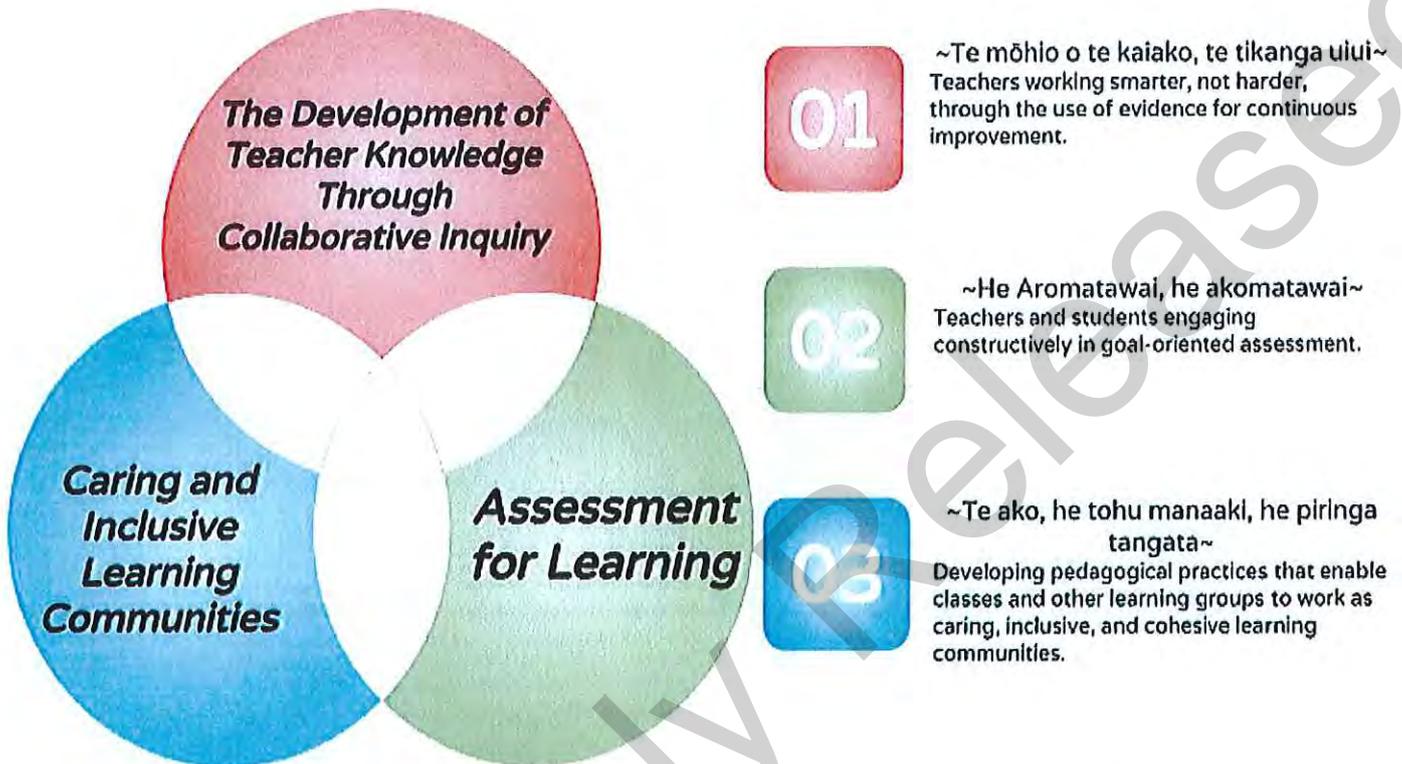
Protection → Manaakitanga

- Ka Hikitia (Ministry of Education, 2007) emphasises that "culture counts" and describes a commitment to "knowing, respecting and valuing where students are, where they come from and building on what they bring with them."
- Valuing, validating and protecting local knowledge (place-based learning).
- Consider the wellbeing of all stakeholders when planning, deciding or delivering.

Process Challenge

Quality Teaching and Learning

Our approach will be woven together by our process challenge - Increased Quality of Teaching and Learning. Three simple concepts underpin this:



There are three key components to the Process Challenge as seen above and they all act as conduits, as catalysts, for the Achievement Challenges to be achieved in a sustainable way. The initial idea was to have the Process Challenge of Quality Teaching and Learning as an actual achievement challenge but an identified obstacle to this was it not being completely student centred. In the sense it was too broad and there were too many direct implications and outcomes for teachers for it to be completely student centred.

We could not ignore the necessity of mandating the concept in our documentation and so have placed it 'above' the Achievement Challenges, not in terms of importance, rather in terms its 'geography'- so that it ran down and weaved its way through them, binding them together.

In a sense, the Process Challenge is the harness that holds the three Achievement Challenges together. It is made up of three key components:

1. *Te mōhio o te kaiako, te tikanga uiui - The development of teacher knowledge through collaborative inquiry - the art of working smarter not harder.* The notion of developing a teachers capacity to be efficient in their use of time, resources and capabilities to make the greatest impact on student outcomes by being evidence based and collaborative in their approach to learning and teaching - a simple yet appealing concept.

A lot of this aspect will be about making connections and pulling together collective expertise, breaking down fixed mindsets and growing the capacity within teachers to both teach and to learn from each other and to be effective learners themselves. Through the use of effective inquiry, using laser like focus to target SMART areas that need development and then in turn, accelerating progress - academic and otherwise.

2. *He Aromatawai, he akomatawai - Assessment for Learning - teachers engaging in goal oriented assessment eliminates the magnetic urge to be deficit in thinking.* It is so easy when dealing with achievement and assessment to look at the negative spaces - what a child cannot do, what they have not achieved, what their 'gaps' are and the negative impact of outside influences on their academic 'achievement'. Part of this aspect of the challenge will be identifying what success and what achievement looks and feels like across Kaahui Ako o Manurewa and gaining or enhancing clarity. This won't be a cop-out for excusing lack of achievement in any area rather, understanding what success could be and should be for our community and what fulfilled aspirations look like. We will then in turn use this clarity to develop momentum to prepare students for a wide variety of opportunities beyond our 'stream of educational influence'.

3. *Te ako, he tohu manaaki, he piringa tangata - Caring and inclusive learning communities:*

~ He aha te mea nui o te ao? He tangata, he tangata, he tangata. ~

~ What is the most important thing in the world? It is the people, it is the people, it is the people.

~

Keeping students, at the centre of all our endeavours and the development of their identities culturally, socially, emotionally, spiritually and physically.

We must resign ourselves to the fact we are no longer 'just teachers' in our community, especially when we know we address all of the above on a daily basis. This aspect of the challenge is the binding factor, the aspect which all the others rely on. Under this aspect fall the application of Ka Hikitia, Tātaiako and Tapasā because it is centred around knowing the learner, accepting and valuing the cultural capital they bring with them and not ignoring it or undervaluing it just because we do not assess it. This aspect is about making sure we do not make students' individual and unique intelligences 'invisible' to them because their achievements do not make it onto a report.

It is easy to talk about this type of learning community, it is another to develop a strong school and kaahui ako culture that fosters it.

Te Kaahui Ako O Manurewa Achievement Challenge Process

1. Stewardship group developed a set of possible challenges established on hunches they had based around their knowledge of their schools and communities.

2. Data group made up of DP's from across CoL charged by the stewardship group to confirm whether the AC's aligned with data gathered.

3. Multiple meetings held, community member empathy interviews conducted and data gathered from across schools to confirm hunches.

4. Initial draft achievement challenge document formed and presented to stewardship team.



Te Kaahui Ako O Manurewa Achievement Challenge Hui

5. Purpose: to inform and gather initial 'gut reaction' from wider CoL staff.

6. Draft AC document taken back to schools to discuss and collaborate further.



7. Focus group of 4 or 5 school reps to collate school based feedback and communicate with CoL data group to inform AC changes.

8. Data group to re-look at AC's and adjust based on CoL staff wide feedback, in collaboration with school reps.

9. AC's presented to student focus group and voice gathered around appropriateness of challenges.

10. AC's proposed to community. Open forum provided for feedback and adjustment based on community voice.

11. CoL data group forms final Achievement Challenge draft based on the achievement challenge collaboration and consultation process and send to the Ministry of Education.

Some Specifics Around Our Consultation Process: How did we gather voice to inform our Achievement Challenges?

It is important to elaborate on some of the stages of our Achievement Challenge development process. Particularly where whaanau, students, wider kaahui ako staff and outside experts were involved.

Stage 3:

At this point in the process it was necessary to gather voice and a 'stakeholder' perspective from whaanau. It was important not to 'guide' discussions towards any assumed areas for development but provide an open, informal but deliberate forum where parents would be able to talk about aspirations, concerns and perspectives for their children and their community as far as schools are concerned.

These perspectives were gathered through what we called 'empathy interviews'. A one-on-one conversation guide with a stem of questions which elicited a wide variety of voice where parents and caregivers felt they could share their thoughts. These were long and, in some cases, exhaustive. Particularly when collating the voice but it was a valuable process in informing our direction as we moved forwards.

Stage 4:

Combining our own vision for how we would develop our Achievement Challenges with other examples published seemed a logical way of approaching our Achievement Challenge development. Unfortunately, the more we looked at other sets of Achievement Challenges the more we realised we were wanting to head in a different direction. It was at this point we employed the consultative services of Dr Michael Absolum and Mary Chamberlain of Evaluation Associates as Change Managers/Expert Partners.

On sharing our draft up to this point, advice was given around the inclusion of achievement data, wording of Achievement Challenge statements and finer details around our consultation process moving forwards. After these meetings the initial draft was presented to the stewardship team by the Data Group - a group of deputy principal/leadership representatives from every school within the kaahui ako.

Stage 7:

After the major hui where the draft achievement challenges were presented to the collective kaahui ako staff it was important to gather a more focussed collection of voice. Some of the largest implications of the Achievement Challenges hinge on staff buy-in so it was important to gain a real sense of their perspective. Of course it was vital at this point to reiterate that at every stage of consultation the Achievement Challenges were bending and changing with the influence of the voice being gathered.

The solution to seeing this more focussed collection of teacher voice was focus groups conducted in each school of between five and ten staff across one or two concentrated sessions. These were round table discussions eliciting positives, negatives and points of interest or unknowns. This voice was collated from across the kaahui ako and then thematically summarised by the Data Group.

Stage 9:

The collection of learner voice was vital and possibly the one set of perspectives which had the potential to have the biggest impact on the draft challenges. This was gathered through individual schools, collated and then summarised by the learners. We wanted to have an opportunity where students got to hear what each other thought from across a range of year groups and schools. A student hui was an obvious solution - this was held at Manurewa Intermediate.

It was here students from each school presented their thoughts to each other and gave feedback to the Data Group around their perspectives on all three of the challenges.

Stage 10:

After all of the voice gathering and feedback sessions we wanted to complete our cycle of consultation. We went back to the community, to whaanau and got a final confirmation that our waka were all navigating in the same direction.

A whaanau hui was organised with food and mini presentations of all three of the achievement challenge drafts. Parents were split into three groups and rotated around sharing stories, discussing opinions, providing feedback on targets set, as well as valuable action points we had not considered. It was obvious in collating the feedback at this stage that there were no major objections or adjustments to make, rather additions and adaptations. This proved to be an extremely valuable session which took us back to our initial point of consultation - our community.



Baseline Data

Primary National Standards Achievement 2017

Mathematics									
	Well Below		Below		At		Above		Total
After 1 Year	12	4.35%	71	25.72%	177	64.13%	16	5.80%	276
After 2 Years	15	6.00%	97	38.80%	111	44.40%	27	10.80%	250
After 3 Years	20	10.93%	88	48.09%	53	28.96%	22	12.02%	183
End of Year 4	39	16.60%	68	28.94%	99	42.13%	29	12.34%	235
End of Year 5	47	20.70%	67	29.52%	89	39.21%	24	10.57%	227
End of Year 6	35	16.36%	58	27.10%	96	44.86%	25	11.68%	214
End of Year 7	81	19.71%	196	47.69%	114	27.74%	20	4.87%	411
End of Year 8	51	12.56%	173	42.61%	148	36.45%	34	8.37%	406
Total	300	13.62%	818	37.15%	887	40.28%	197	8.95%	2202

Reading									
	Well Below		Below		At		Above		Total
After 1 Year	46	19.01%	134	55.37%	42	17.36%	20	8.26%	242
After 2 Years	53	21.03%	87	34.52%	62	24.60%	50	19.84%	252
After 3 Years	38	18.45%	52	25.24%	71	34.47%	45	21.84%	206
End of Year 4	44	18.97%	62	26.72%	86	37.07%	40	17.24%	232
End of Year 5	35	14.46%	61	25.21%	114	47.11%	32	13.22%	242
End of Year 6	31	14.62%	33	15.57%	103	48.58%	45	21.23%	212
End of Year 7	94	23.04%	162	39.71%	134	32.84%	18	4.41%	408
End of Year 8	52	13.13%	149	37.63%	150	37.88%	45	11.36%	396
Total	393	17.95%	740	33.79%	762	34.79%	295	13.47%	2190

Writing									
	Well Below		Below		At		Above		Total
After 1 Year	16	6.69%	112	46.86%	101	42.26%	10	4.18%	239
After 2 Years	30	11.81%	102	40.16%	95	37.40%	27	10.63%	254
After 3 Years	39	18.93%	65	31.55%	85	41.26%	17	8.25%	206
End of Year 4	39	17.03%	86	37.55%	82	35.81%	22	9.61%	229
End of Year 5	46	19.01%	72	29.75%	101	41.74%	23	9.50%	242
End of Year 6	33	15.57%	56	26.42%	91	42.92%	32	15.09%	212
End of Year 7	112	28.14%	186	46.73%	92	23.12%	8	2.01%	398
End of Year 8	60	14.85%	201	49.75%	116	28.71%	27	6.68%	404
Total	375	17.17%	880	40.29%	763	34.94%	166	7.60%	2184

Mathematics					
	Well Below and Below		At and Above		Total
Maaori	468	48.9%	489	51.1%	957
Pasifika	548	53.3%	480	46.7%	1028
Male	624	52.6%	562	47.4%	1186
Female	503	47.9%	548	52.1%	1051
Total	1127	50.4%	1110	49.6%	2237

Reading					
	Well Below and Below		At and Above		Total
Maaori	446	41.6%	627	58.4%	1073
Pasifika	544	53.0%	482	47.0%	1026
Male	653	56.9%	495	43.1%	1148
Female	446	43.4%	582	56.6%	1028
Total	1099	50.5%	1077	49.5%	2176

Writing					
	Well Below and Below		At and Above		Total
Maaori	497	55.6%	397	44.4%	894
Pasifika	619	60.1%	411	39.9%	1030
Male	785	61.8%	485	38.2%	1270
Female	483	39.4%	743	60.6%	1226
Total	1268	50.8%	1228	49.2%	2496

Secondary NCEA and asTTle Achievement 2017

Achievement through NCEA (NZQA data)					
	Item	2016		2017	
All	Level 1 passes Y11	273 of 433	63%	292 of 457	64%
	Level 2 passes Y12	299 of 415	72%	273 of 369	74%
	Level 3 passes Y13	161 of 268	60%	222 of 332	67%
	University Entrance	88 of 268	33%	106 of 332	32%
Maaori	Level 1 passes Y11	59 of 118	50%	59 of 118	50%
	Level 2 passes Y12	58 of 101	57%	68 of 86	79%
	Level 3 passes Y13	22 of 47	47%	40 of 74	54%
	University Entrance	9 of 47	19%	19 of 74	26%
Pasifika	Level 1 passes Y11	140 of 223	63%	164 of 252	65%
	Level 2 passes Y12	142 of 200	71%	139 of 201	69%
	Level 3 passes Y13	82 of 152	54%	99 of 157	63%
	University Entrance	41 of 152	27%	35 of 157	22%

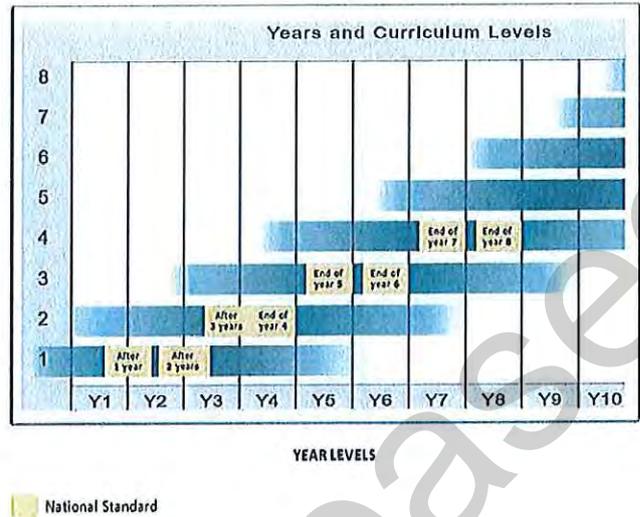
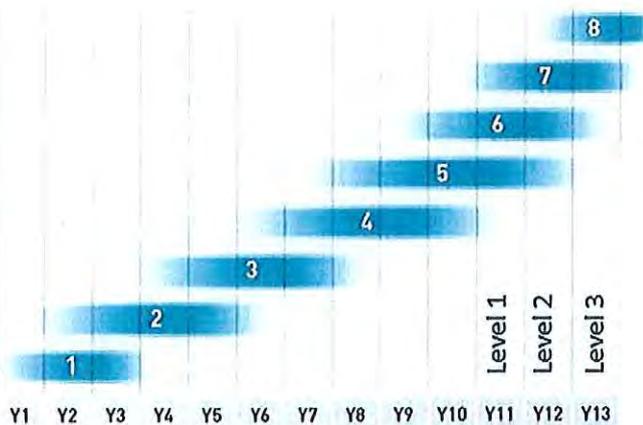
	Merit Endorsement				Excellence Endorsement			
	2016		2017		2016		2017	
All Y11 Level 1	117 of 433	27%			26 of 433	6%		
Maaori	32 of 118	27%	27 of 118	23%	4 of 118	3%	7 of 118	6%
Pasifika	58 of 223	26%			18 of 223	8%		
All Y12 Level 2	62 of 415	15%			29 of 415	7%		
Maaori	21 of 101	21%	12 of 86	14%	3 of 101	3%	4 of 86	5%
Pasifika	16 of 200	8%			4 of 200	2%		
All Y13 Level 3	48 of 268	18%			21 of 268	8%		
Maaori	6 of 47	13%	13 of 74	18%	0 of 47	0%	4 of 74	5%
Pasifika	27 of 152	18%			3 of 152	2%		

	Y9 & 10 asTTle Levels				
	End of year or better	2016		2017	
All	Y9 - Level 4	272 of 431	63%	289 of 482	60%
	Y10 - Level 5	108 of 452	24%	80 of 419	19%
Maaori	Y9 - Level 4	71 of 121	59%	82 of 135	61%
	Y10 - Level 5	27 of 114	24%	19 of 111	17%
Pasifika	Y9 - Level 4	138 of 234	59%	133 of 256	52%
	Y10 - Level 5	45 of 248	18%	30 of 232	13%

		Baseline	2019 Projected Progress	2020 Projected Progress
Reading	Community Wide	1. 1077 (49.5%) year 1-8 students sitting at or above.	1. Increase to 1197 (55%) within or beyond their expected curriculum level. 2. Shift - 120 students	1. Increase to 1306 (60%) within or beyond their expected curriculum level. Shift - 110 students
	Cohort Specific	1. 495 boys (43%) at or above. 2. 482 (47%) all Pasifika at or above.	1. 574 (50%) boys within or beyond. Shift - 79 students 2. 564 (55%) Pasifika within or beyond. Shift - 82 students	1. 689 (60%) within or beyond. Shift - 115 students 2. 616 (60%) Pasifika within or beyond. Shift - 52 students
Writing	Community Wide	1. 1228 (49.2%) year 1-8 students sitting at or above.	1. Increase to 1373 (55%) within or beyond their expected curriculum level. 2. Shift - 145 students	1. Increase to 1498 (60%) within or beyond their expected curriculum level. Shift - 125 students
	Cohort Specific	1. 485 boys (38.2%) at or above. 2. 411 Pasifika (39.9%) at or above. 3. 397 Maaori (44.4%) at or above.	1. Increase to 572 (45%) boys within or beyond. Shift - 87 students 2. Increase to 464 (45%) Pasifika within or beyond. Shift - 53 students 3. Increase to 447 (50%) Maaori within or beyond. Shift - 50 students	1. Increase to 699 (55%) within or beyond. Shift - 127 students 2. Increase to 567 (55%) within or beyond. Shift - 103 students 3. Increase 537 (60%) within or beyond. Shift - 100 students
Mathematics	Community Wide	1. 1110 (49.6%) year 1-8 students sitting at or above.	1. Increase to 1230 (55%) within or beyond their expected curriculum level. Shift - 120 students.	1. Increase to 1342 (60%) within or beyond. Shift - 112 students.
	Cohort Specific	1. 489 (51.1%) Maaori at or above. 2. 480 (46.7%) Pasifika at or above.	1. Increase to 527 (55%) Maaori within or beyond. Shift - 38 student 2. Increase to 514 (50%) Pasifika within or beyond. Shift - 34 students.	1. Increase to 574 (60%) within or beyond. Shift - 47 students 2. Increase to 617 (60%) within or beyond. Shift - 103 students.
Year 9	High School Specific	1. 289 (60%) achieving Level 4 of easTTle. 2. 133 (52%) of Pasifika achieving Level 4 of easTTle.	1. Increase to 313 (65%) achieving Level 4 easTTle. Shift - 24 2. Increase to 153 (60%) of Pasifika achieving Level 4 of easTTle. Shift - 20	1. Increase to 337 (70%) achieving Level 4 easTTle. Shift - 24 2. Increase to 179 (70%) achieving Level 4 of easTTle. Shift - 26
Year 10	High School Specific	1. 80 (19%) achieving Level 5 of easTTle. 2. 19 (17%) Maaori achieving Level 5 of easTTle. 3. 30 (13%) Pasifika achieving Level 5 of easTTle.	1. Increase to 105 (25%) achieving Level 5 of easTTle. Shift - 25 2. Increase to 22 (20%) achieving Level 5 of easTTle. Shift - 3 3. Increase to 46 (20%) achieving Level 5 of easTTle. Shift - 16	1. Increase to 125 (30%) achieving Level 5 of easTTle. Shift - 20 2. Increase to 33 (30%) achieving Level 5 of easTTle. Shift - 11 3. Increase to 69 (30%) achieving Level 5 of easTTle. Shift - 23
NCEA	High School Specific	1. 273 (74%) achieving NCEA Level 2. 2. 68 (79%) of Maaori achieving NCEA Level 2.	1. Increase to 276 (75%) achieving NCEA Level 2. Shift - 3 2. Increase to 73 (85%) achieving NCEA Level 2. Shift - 5	1. Increase to 295 (80%) achieving NCEA Level 2. Shift - 19 2. Increase to 77 (90%) achieving NCEA Level 2. Shift - 4

Setting Our Academic Targets

Years and Curriculum Levels



We are in an interesting space in terms of assessment alignment. National Standards is the most recent and most succinctly school-aligned set of data we could gather to determine our academic targets. Moving forward our targets will be curriculum level based rather than tethered to National Standards. Part of our challenge will be understanding what curriculum level attainment will look like, moderating that understanding and developing rigorous, kaahui ako-wide systems for maintaining accurate moderation. Investigation into the use of the revised PaCT tool as well as use of the Learning Progression Framework will begin once the achievement challenges have been formalised. At this point our targets will be based on our National Standards data with aim to shifting to the solutions mentioned above.

Our academic targets have been set to a two year timeline. These will be revisited at the endpoint of this timeline after assessment alignment has occurred and we have a better idea of what measurement of success will look like across Te Kaahui Ako O Manurewa. Our migration between being tethered to National Standards to having our own measures will include discussions and initiatives around how we measure success for minorities - who are our majorities! We live and work on an 'ethnic island', a unique pocket of Auckland where we are compelled to ensure equity, and where power sharing is championed by the achievement challenges we set and the leaders and teachers who aspire to achieve them.

Our academic targets preface all of our achievement challenges. Our belief is that they are tightly woven together and dependent on one another for success to be achieved.

Achievement Challenge One



To improve achievement through the development and sustainment of cultural identity.

Shared Description - a shared definition of what the achievement challenge means.

In order for our learners to enjoy and achieve educational success, all educators (or leaders/teams) across Te Kaahui Ako o Manurewa must create a climate where learners are comfortable in their cultural identity - we must also build a culturally sustaining practice that facilitates identity development.

"It is important that teachers understand their own distinctiveness, identity and culture in deep and meaningful ways in order to genuinely engage and respond to the distinctive identities, languages and cultures of others. The ability to reflect on the beliefs and ideas that are held within one's own culture will enable teachers to recognise their inbuilt assumptions." (Tapasā, 2018)

Cultural Identity - refers specifically to a students' right to expect that their schools will **sustain**, and **further develop** their primary cultural identity to empower them to first understand the importance of who they are, then to interact effectively with other ethnic groups.

Cultural identity is fluid. It evolves with students' positive engagement in cultural environments and learning experiences which are intentionally and authentically embedded in teacher and Kaahui Ako pedagogy and practice.

This Kaahui Ako provides teacher PL to support the necessary pedagogical change to develop cultural identity.

Rationale - a narrative around why

A strong cultural identity is essential to a child's mental health and wellbeing. For students from indigenous and minority ethnic groups the development of a cohesive cultural identity is severely challenged in the school environment when your norms and values are not those of the dominant culture.

"Culturally sustaining pedagogy seeks to perpetuate and foster - to sustain - linguistic, literate, and cultural pluralism as part of the democratic project of schooling." (Paris, D, 2012)

Culturally sustaining pedagogy is also critical pedagogy. Together, these pedagogies and practice are counter-hegemonic. They challenge the individual and structural racism that Maaori and minoritised children face in school (see The NZSTA & Children's Commission Report, 2018). In our CoL, where the percentage of Pākehā learners is only 3.9% it is imperative that we understand cultural pluralism and cultural identity.

These types of pedagogies are a way to challenge the dominant structure and systems to allow space for our children to succeed.

'We know Maaori students do much better when education reflects and values their identity, language and culture, and this is a central focus . . . Underpinning this are two critical factors that must also exist for Maaori students to excel and reach their full potential:

- *Quality provision, leadership, teaching and learning, supported by effective governance.*
- *Strong engagement and contribution from parents, whaanau, hapū, iwi, Maaori organisations, communities and businesses.'*

(Ka Hikitia, 2013-2017)

Targets

By the end of 2019, we want 75% of our learners across Te Kaahui Ako O Manurewa enjoying and achieving educational success by:

- Designing a curriculum that values cultural identity as defined by whaanau, community and students. This will enable learners to:
 - Be knowledgeable, relate to and value the unique place of Maaori and Te Ao Maaori.
 - Develop cultural identity.
 - Be respectful, engage with, inquire into and be aware of other cultures and global issues.
 - Be biliterate and/or multiliterate.
- Developing a set of cultural indicators across Te Kaahui Ako o Manurewa which enable:
 - Learners to perform similarly or better (as evidenced in progress against various standardised assessments and qualification achieved).
 - Learners to make a *useful rate of accelerated progress* relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group.
 - Learners have access to the opportunities they want at the next level in their education (or work), including transient learners and those with special needs, in accordance with their abilities and potential.
- Using the set of cultural indicators to report back to whaanau by:
 - Developing data collection capability within student management systems.
 - Reviewing and aligning the way Te Kaahui Ako o Manurewa schools report to whaanau.
 - Include data on cultural indicators in school reporting systems.
 - Use the analysis of this data to inform curriculum design.

All of this will be considered through the lens of traditional and non-traditional data sets to compare achievement rates. This will allow equitable comparisons to accelerate achievement for all students. For example Waikato Tainui Maaori students to be performing as well in our Kaahui Ako o Manurewa schools compared to those Waikato Tainui students in kura kaupapa schools (use kawenata partnership to support data here).

Monitoring - how will we monitor achievement challenge progress

- Achievement data in reading, writing and maths across the curriculum (to include science, Arts etc...)
- Teaching as Inquiry
- Student / Teacher / whaanau voice/data (shift in voices data to show more agentic and less deficit voice)
- Analysis of voices
- Student / Teacher / whaanau voices
- Moving forward comparing Maaori with Maaori or Maaori with other minority groups (Tainui etc) or Maaori with other indigenous groups (Aboriginal, First Nation etc).
- Cultural Indicators once developed

Achievement Challenge Two



To improve achievement by increasing student and whaanau engagement through effective transition across Te Kaahui Ako O Manurewa.

Shared Description - a shared definition of what the achievement challenge means.

Our definition of engagement lies in our understanding of partnership - ubiquitous power sharing when planning, making decisions and delivering:

- **Student engagement** lies in understanding the perspectives of our akonga, their diverse strengths and needs, the challenges they encounter and what makes them want to learn. Where students are concerned, the notions of emotional, behavioural and cognitive engagement lie at the centre.
- **whaanau engagement** is inseparable when considering student engagement - 'While enabling Maaori education success is influenced by a number of things, eg, a student's health, wellbeing, expectations, special education needs or their actual motivation to learn, at the centre is the strongest influence of them all – whaanau.' (He Piringa whaanau – effective engagement with whaanau, Ministry of Education, 2014). whaanau engagement is any in-school or in-community collaboration, cooperation or communication regarding programme development, student well being or achievement, strategic planning or community event.
- **Transition practices** are the pathways students may take through Kaahui Ako o Manurewa and any school action taken to induct students from one class into another or from one school/kura into another. These actions range from the passing on of information, considerations made for students social and emotional adjustments to a new environment, communication between prior school and whaanau, communication and passing on of information from outside agencies and continued support they may be providing, in-school practices made to account for settling in and just getting to know 'the place'.

Rationale - a narrative around why

Deficit thinking could be a trap easily fallen for on the search for evidence and understanding of the issues that lie at the heart of a lot of the academic underachievement prevalent across our community.

As can be seen by our academic achievement baseline evidence it would be easy to identify reading, writing and mathematics targets and set academic underachievement as challenges but to get to the heart of the matter we must go deeper.

Student engagement is first indicated by attendance. Getting students through the door is our first

priority. We can have no influence if they are not with us hence this will be our first and foremost key indicator.

Having considered attendance, providing a connected curriculum with clear learning pathways based on progressions that are universally understood by those delivering the curriculum as well as those receiving it is a major focus for the Kaahui Ako.



When considering student engagement whaanau engagement is indelibly linked. Giving parents purposeful, practical and partnership based opportunities to engage with kura that move beyond the 'open door policy' rhetoric is what we want to achieve. We cannot deny parents *want* to be more involved:

I feel I could know more. I'm not here everyday - but if you're involved you can see a part of it and you can be more involved. (parent voice)

Understanding how this links with transition processes could be misconstrued as tenuous. But, when considering research and the effects of coming from a predominantly low socio-economic background and the myriad of associated variables the three facets of this challenge; student engagement, whaanau engagement and transition processes, are strongly linked.

The Complexity of Community and Family Influences on Children's Achievement in New Zealand: BES refer to a multitude of high impact variables that contribute to student underachievement.

The recommended interventions 'depend for their success on families being treated with dignity and respect, on the programmes adding to family practices (not undermining them), on structured, specific suggestions rather than general advice, and on supportive group opportunities as well as opportunities for one-to-one contact (especially informal contact).' The Complexity of Community and Family Influences on Children's Achievement in New Zealand: BES, 2003

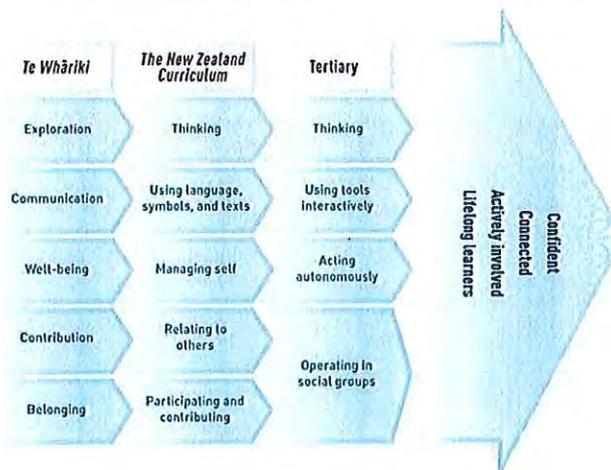
Our priority is to strengthen the Kaahui Ako first by understanding the effect of transition, by reducing the impact of transiency on students and providing a consistent pathway which provides purpose and in turn engagement for both students and whaanau.

The effects of transition cannot be underestimated. McGee et al (2003) found national and international research evidence strongly suggesting that:

- students experiencing difficulties at primary school are most vulnerable at major transition points, and are likely to continue a pattern of underachievement after transition;
- variation (from very high achievers by international standards to those who perform below international means) in achievement within New Zealand has grown considerably;

Confirming this is the Ministry's position on the importance of considering transitions in a study undertaken in 2010 - 'As well as acknowledging the importance of orientation activities and other short-term transition measures, study participants talked about the even weightier matter of how to ensure that students gain a sense of a 'pathway' through their schooling and remain committed and motivated to learn: in other words, that they will maintain an ongoing sense of the relevance of schooling to their lives.' Ministry of Education, 2010

Underpinning all of this is the ability for all major stakeholders to understand the connections between all major curricula transitions across Te Kaahui Ako and the flexibility with which we can apply them to best fit the child.



Baseline Data/Trends

With a focus:

- on transition from year 6 to 7 where a move to a separate intermediate is made and year 8 to 9 from either full primary or intermediate to Manurewa High school.
- Primary attendance rates

Transience in primary for 2017:

School	Arrivals	Leavers	Total	Transients %	School Total
Wiri	119	102	221	54.3%	407
MI	53	69	122	15.8%	773
Homai	66	32	98	27.7%	354
Man South	113	80	193	53.6%	360
Rowandale	210	134	344	57.3%	600

Attendance rates when considering transition from Year 6 to Year 7:

Year 6 to Year 7 Attendance Transition Comparison		
Aggregated Feeder Schools Average 2017	92%	
Intermediate Average 2018	93%	
Average increase when students are separated	5%	
Average decrease when students are separated	-6%	
Aggregated average when students aren't separated	1.2%	
Increased or stayed the same	62%	88/141
Decreased compared to year 6	37%	53/141

Where the fields 'Average increase/decrease when students are separated' is referenced in the table above this is where all students whose attendance percentage increased when they transitioned to Manurewa Intermediate were separated and then averaged. The same was then done for those whose attendance decreased. When the two categories were combined the overall attendance percentage increased by 1.2%.

School	2017 Year 6 Cohort Average	2018 Year 7 Cohort Average (so far)
Manurewa South	88.6%	94%
Homai	92.2%	92.1%
Rowandale	93%	93%

Transition from Year 8 to Year 9:

Year 8 to Year 9 Attendance Transition Comparison		
Aggregated Feeder Schools Average 2017	91%	
Year 9 Average	88%	
Average increase when students are separated	7%	
Average decrease when students are separated	-12.6%	
Aggregated average when students aren't separated	-2.9%	
Increased or stayed the same	48.6%	85/175
Decreased compared to year 8	51.4%	90/175

Where the fields 'Average increase/decrease when students are separated' is referenced in the table above this is where all students whose attendance percentage increased when they transitioned to Manurewa High School were separated and then averaged. The same was then done for those whose attendance decreased. When the two categories were combined the overall percentage decreased by 2.9%.

School	2017 Year 8 Cohort Average	2018 Year 9 Cohort Average (so far)
Wiri Central School	89.55%	84.5%
Manurewa Intermediate	91.32%	88.4%

Current attendance averages:

	Average Attendance Rates	
	2017	2018 (so far)
Homai School	84.4%	85.1%
Manurewa South School	80.9%	89.9%
Rowandale School	87.81%	88.23%
Wiri Central School	83.1%	88.7%
Manurewa Intermediate	92%	91.9%
Manurewa High School	84.9%	84.4%

Manurewa High School Engagement Data

	2014 Agreed	2015 Agreed	2016 Agreed	2017 Agreed
At school learning is relevant and links to the real world	82%	72%	77%	68%
At school learning is personalised to my needs	79%	72%	72%	67%
At school, I can explore new ideas	83%	75%	80%	75%
Teachers make learning interesting	70%	69%	71%	58%
Teachers and parents work together	72%	64%	49%	46%
Teachers care about how I feel	69%	67%	62%	61%
Teachers are interested in my culture or family background	66%	60%	53%	54%
Students have a say in what happens at school	74%	78%	64%	83%
At school, people accept me for who I am	81%	77%	78%	71%
I work at home to extend my learning	59%	58%	61%	54%
Teachers challenge me to think more deeply	84%	81%	75%	73%
Teachers encourage a positive attitude towards learning	86%	81%	82%	76%
Teachers think that all students can do well	83%	75%	81%	71%
I'm proud of my school	80%	81%	82%	73%
I am proud of who I am and where I come from	90%	89%	90%	82%
The school shows pride in Maori culture	77%	80%	84%	78%
Students treat each other with respect	57%	54%	61%	57%
Teachers always take action if someone is being hit or bullied	74%	69%	72%	67%
Teachers treat students fairly	69%	65%	65%	61%
I feel safe at school	80%	80%	77%	72%

2014 - Based on survey of Year 9 and Year 10 students (approx. 200 students)

2015 - Based on survey of all year levels (over 800 students)

2016 - Based on Year 9 and Year 12 students (approx. 300 students)

2017 - Based on Year 9, Year 10 and some senior students (over 800 students)

Targets

Student Engagement

Community Wide

- Meet individual schools attendance targets aiming for a Kaahui Ako wide average rate of 90% by 2019 → 95% by 2020.
- Develop a Kaahui Ako wide 'Graduate Profile'.
- Using the Coherent Pathways Tool develop a common set of indicators to provide clear learning pathways across all major transitions within and across schools.

Cohort Specific

ECE to Primary

- In collaboration with contributing ECEs develop a set of indicators drawn from the Coherent Pathways Tool to enable seamless transition from ECE to junior primary.

Year 6 → Year 7

- Decrease the percentage of year 7 students whose attendance averages fall when they get to intermediate from 37% → 25% by the end of 2019 aiming for 20% by 2020.

Year 8 → Year 9

- Decrease the percentage year 9 students whose attendance averages fall when they get to highschool from 51.4% → 45% by the end of 2019 aiming for 25% by 2020.

Year 13 → Tertiary

- Building on and developing effective pathways to Manukau Institute of Technology and other tertiary institutes.
- Increase university entrance percentage from 32.2% in 2017 → 35% in 2018 → 45% by 2020.

Whaanau Engagement/Transition

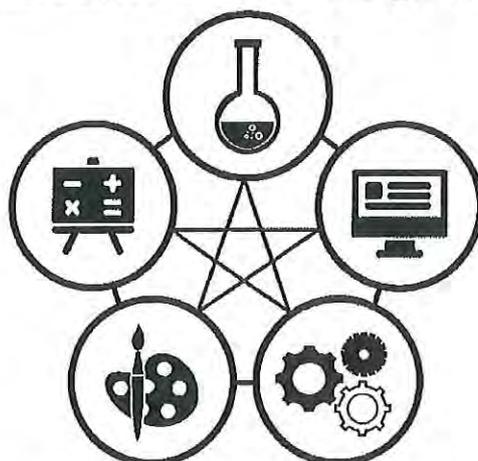
- Develop a collective protocol and systems for all transitions into any Kaahui Ako O Manurewa School as well as for when inducting students from outside the Kaahui Ako. These will include:
 - whaanau engagement kaupapa
 - Data transfer and collection guidelines
 - A Kaahui Ako wide wellbeing kawa/guide for induction of new students
 - Providing time within systems and structure of schools across Kaahui Ako o Manurewa

- for teachers to build and develop positive relationships with whaanau.
- o Reviewing and aligning engagement and transition processes across the Kaahui Ako o Manurewa.

Monitoring - how will we monitor achievement challenge progress etc

Attendance tracking across Kaahui Ako
Coherent Pathways Tool indicators
Data transfer and collection guidelines
Monitoring of implementation of wellbeing guide
Monitoring and tracking transience between schools within Kaahui Ako
Whaanau/community data collections

Achievement Challenge Three



To improve achievement by developing and strengthening an integrated approach to learning through the application of S.T.E.A.M.

Shared Description - a shared definition of what the achievement challenge means.

Te Kaahui Ako o Manurewa understand that improved outcomes for students within the intent of the New Zealand Curriculum and Te Marautanga o Aotearoa will be achieved through meaningful learning experiences in science, technology, engineering, the arts and mathematics.

S.T.E.A.M. is intentional integration through authentic inquiry; connecting curriculum with creativity, wonder, and innovation; and through which students solve real-world problems using hands-on learning, design thinking and real-life connections.

Our students will benefit from this through:

- Increased choices and chances for students to engage with S.T.E.A.M-related knowledge, skills, and practical experiences
- Engagement in authentic and relevant learning experiences linked to their personal interests which will provide exciting learning challenges
- Exploring design thinking, collaboration and resilience
- Opportunities for networked and collaborative learning within and across schools and in the community
- Connections with community organisations and businesses

Rationale - a narrative around why

Our students face an unknown future where innovation, critical thinking, collaboration and problem solving is a key to unlocking their aspirations and local and global prosperity. We wish our students to be confident, connected, actively involved lifelong learners. The NZC and TmoA provide the mandate for this future-focused learning to occur.

By utilising STEAM principles in delivering the curriculum, Te Kaahui Ako o Manurewa will teach students to be creative, critical thinkers, flexible problem solvers, to explore different ideas, to recognise setbacks in learning as opportunities for discovery and to effectively communicate and work with others.

Currently, we believe our students do not have the foundational knowledge that leads to success for

the future, particularly where the context includes science.

None of the five schools with Year 0-8 students collect science data and we are not yet able to reliably assess student progress and achievement. All these schools have their own student inquiry processes.

When our students move to high school, data show that priority learners underperform in science across all levels. The high school science department note that for Year 9 & 10 students topics need to be made more relevant to students' lives, that they should have the chance to work on projects for social change, involve more practical tasks and look forward to increased independent learning. In the senior school, there are high pass rates for internal assessments but low pass rates for externals. Recommendations include more practical experiences, a differentiated scheme, and plans to increase teaching for the literacy demands. In addition, there are plans to ensure that curriculum backward mapping leads to senior science concepts.

We believe that by building capability for STEAM through inquiry in Years 0-8, we will build skills and knowledge across these learning areas and allow our students to:

- think outside the box
- feel safe to express innovative and creative ideas
- feel comfortable doing hands-on learning
- take ownership over their learning
- work collaboratively with others
- understand the ways that science, maths, the arts, and technology work together
- become increasingly curious about the world around them and feel empowered to change it for the better.

Our ultimate aim is to develop in our students an expectation of real-world learning for secondary school and beyond.

Targets - numerical and/or 'end picture' and/or Coherent Pathways indicators

Success will be measured by the establishment of a learning process and the assessment of students engage with it, common planning process with common language across Te Kaahui Ako o Manurewa.

- All Kaahui Ako o Manurewa schools will be engaged in STEAM inquiries by the end of 2019 and 60% or more by the end of 2020

Success in S.T.E.A.M-related projects/learning will be measured:

- A year 0-13 rubric based on Key Competencies as a guide to the pathway through schooling in our area. This rubric will allow for flexibility and will account for multiple learning paths and project variation and will be developed by the end of 2019.
- The rubrics will be designed to measure capabilities of:
 - Thinking
 - Relating to others
 - Using language, symbols and text
 - Managing self
 - Participating and contributing

Success in the implementation of target areas within S.T.E.A.M:

- Science:
 - By the end of 2019 all Y0-8 schools will have baseline science achievement data for each year level assessed against the New Zealand Curriculum or Te Marautanga o Aotearoa
 - Year 9-10 data against NZC levels: 70% of students will achieve expected science curriculum levels for science-based inquiries
 - NCEA: by the end of 2020 there will be an increase in Year 12 Maori students taking senior science courses from 15 % of Year 12 students to 40%

- NCEA:
 - by the end of 2020 there will be an increase in students gaining 14 credits or greater in Level 3 subjects (to use as UE approved subject) from 64% to 80%
- Technology:
 - Increase in implementation of digital technologies curriculum - Hangarau Matahiko and its achievement objectives.
- Engineering:
 - Backward mapping of what skills look like in tertiary down to year 0 and integrating these through curriculum design.
- Arts and Mathematics:
 - Reviewing and aligning current assessment systems.

Monitoring - how will we monitor achievement challenge progress etc

Achievement data

Capabilities rubrics (will include some aspects of the Coherent Pathways Tool)

Development of year 7/8 science assessment tool

Student / Teacher / voices

Link to Teaching as Inquiry (see Quality Teaching Process Challenge)

Annex 3 – Stages of the PARI framework

1. The following provides you with an overview of the key tasks at each **PARI** stage.
2. **P** indicates the pre-approval stage, which involves: identifying a need for a Kāhui Ako in the community and involves:
 - forming relationships with potential members to reach viable size and geographic proximity
 - identifying a focus on student learning and pathways from primary to the end of secondary and beyond
3. **A** indicates the Kāhui Ako has been approved to establish and its members are working together to develop their achievement challenges, which involves:
 - appointing a Kāhui Ako Leader
 - examining data and evidence to agree achievement challenges and a high level plan to address them
 - consulting with the wider community on achievement challenges and getting approval from schools' Boards
4. **R** indicates Kāhui Ako have had their achievement challenges endorsed and are at the recruitment stage, which involves:
 - recruiting across school and within school teachers
 - developing and finalising a detailed plan of action from the high level plan
 - coordinating the overall plan across member schools / kura / services
5. **I** indicates Kāhui Ako have reached the implementation stage, which involves:
 - implementing their detailed plan to lift progress and achievement
 - monitoring and reporting progress
6. At the Implementation stage we identified three further stages of growth in becoming a highly performing, collaborative community; progressing from developing, to embedding, to fully functioning. These stages show development in collaborative systems, processes, behaviours and attributes.

Proactively Released

DEVELOPMENT STATEMENTS

DOMAIN 1

Teaching collaboratively for the best learning outcome for every child

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

1. IMPROVING TEACHING PRACTICE & CAPABILITY

We are sharing information about our teaching practices and identifying our high level areas for improvement in teaching capability across the Kāhui Ako.

Establishing
Achievement challenges, recruitment and planning.

Developing
Shifting from cooperating to collaborating on what matters most.

Embedding
Collaborating leads to collective impact on children and young peoples learning.

Fully Functioning
Collaboration is focused, systemic, sustainable and responsive.

We are developing a plan to improve teaching capability.

Across and Within School Teachers are identifying and sharing examples of good practice.

We are implementing our plan to improve teacher capability.

Across and Within School Teachers are driving a shared view of good practice.

We review and refine the way that we improve teaching practice across the Kāhui Ako.

Our teachers are regularly self-reflecting on their practices and identifying areas for further development.

2. COLLABORATIVE TEACHING

We are agreeing on how we will use collaborative teaching in our Community of Learning.

We are planning how we will grow and improve collaborative teaching practices across the Kāhui Ako.

Our teachers are using collaborative teaching.

The findings from teacher led inquiries are shared across the Kāhui Ako.

There is a culture of collaborative teaching.

Our teachers regularly work together to maximise their impact on children and young peoples learning.

3. OUR CURRICULUM

We are developing a common language for describing the curriculum.

We are discussing how the curriculum is being used across the Kāhui Ako.

We are aligning key elements of the curriculum across the Kāhui Ako and developing a shared understanding of curriculum expectations.

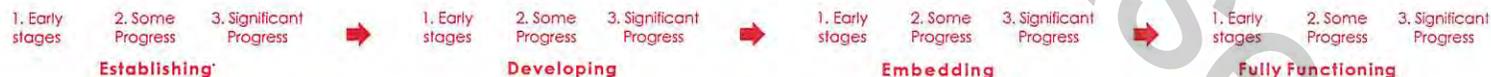
We are developing and refining our local curriculum together.

Our local curriculum is connected, complementary and contextualised to our students needs across the learning pathway.

DEVELOPMENT STATEMENTS



SELF ASSESSMENT
Where do we think we are?





DEVELOPMENT STATEMENTS

Establishing
 We are developing a common language for describing the curriculum. We are discussing how the curriculum is being used across the Kāhui Ako.

The Kāhui Ako is discussing curriculum expectations across the pathway and finding a common language for understanding the different curriculum offerings provided by all members to their learners.

The Kāhui Ako is comparing and mapping curriculum resources across the members identifying similarities and differences.

The Kāhui Ako is exploring how curriculum/learning contexts overlap and identifying areas where new learning opportunities could be developed.

The Kāhui Ako is agreeing on how to measure student progress against the national curriculum for their achievement challenges.

The Kāhui Ako is developing systems and processes for collecting teacher, student, whānau, and iwi voice about how the curriculum is taught and experienced by their children and young people.

The Kāhui Ako has begun to engage with the Kāhui Ako curriculum tool and is thinking what implementation may look like across the pathway.

Developing
 We are aligning key elements of our curriculum across the Kāhui Ako and developing a shared understanding of curriculum expectations.

The Kāhui Ako is monitoring and reporting on all students progress against the curriculum expectations for achievement challenges.

The Kāhui Ako is selectively sharing or using common curriculum resources across providers.

The Kāhui Ako is developing resources that describe how the curriculum is taught across the Community (eg. developing learning opportunities profiles).

The Kāhui Ako is beginning to develop coherent pathways for students.

The Across and Within School Teachers are developing a shared understanding about learning progressions and how to measure progress against the curriculum.

The Across and Within School Teachers are sharing observations and curriculum knowledge across the Kāhui Ako (e.g. through coaching/teacher-led inquiry groups).

The Kāhui Ako are beginning to make changes to the curriculum where gaps and/or duplicated experiences have been identified across the pathway.

The Kāhui Ako is collecting teacher, student, whānau, and iwi voice about how the curriculum is taught and experienced by their children and young people.

The Kāhui Ako is exploring and strengthening how identity, language and culture are integrated into teaching practice and the curriculum.

Embedding
 We are developing and refining our local curriculum together.

Members are sharing relevant curriculum resources with one another where they have been shown to have positive impacts on learning.

The Kāhui Ako is consulting with the wider community, including iwi, to develop a curriculum that has identity, language and culture embedded and provides local and culturally relevant contexts and pathways.

The Kāhui Ako is testing local learning contexts with children and young people and their families, and developing better understanding about what is effective in engaging learners and lifting attainment.

Coherent learning pathways have been developed that are clear and relevant for all children and young people.

The Kāhui Ako has a curriculum development process that includes student views through key focus questions on the learners identity, relationships and future focus.

The Across and Within School Teachers are building capability in the use of learning progressions and how to measure progress against the curriculum with all teachers and leaders.

The Across and Within School Teachers are influencing the way teachers are designing and delivering the curriculum by sharing good practice and encouraging classroom visits.

There is a shared understanding across the whole Kāhui Ako of how the curriculum aligns across the learning pathway.

Fully Functioning
 Our local curriculum is connected, complementary and contextualised to our students needs across the learning pathway.

The Community of Learning monitors student progress against the curriculum expectations for all learning areas and uses this in review cycles.

There is a system in place for accessing and sharing curriculum resources, and when it is beneficial to do so, sharing curriculum resources as a collective.

Contextual learning experiences are varied across the pathway (i.e. students do not repeat specific contexts or areas of content at multiple points).

Teachers understanding of how the curriculum is taught in other parts of the pathway influences their own teaching contexts that they use to engage their learners.

There is consistency, coherence and flexibility in the way children and young people in the community experience the curriculum.

Members trust one another's ability to effectively deliver the agreed curriculum.

The local curriculum connects learning with local and regional employment opportunities making it relevant and culturally rich.

Students, parents, family and whānau, and iwi are involved in a productive partnership in the curriculum development decision process.

The Kāhui Ako is continually building their understanding of what is powerful to learn (akoranga rangatira) and powerful learning (ngā tino huarahi ako).

WHAT WE MIGHT SEE HAPPENING

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

SELF ASSESSMENT
 Where do we think we are?

1. Early stages
 2. Some Progress
 3. Significant Progress

Establishing

1. Early stages
 2. Some Progress
 3. Significant Progress

Developing

1. Early stages
 2. Some Progress
 3. Significant Progress

Embedding

1. Early stages
 2. Some Progress
 3. Significant Progress

Fully Functioning

What Next? Set a goal that your Kāhui Ako can work on together to develop in this area.

DEVELOPMENTAL GOAL	ACTIONS REQUIRED?	BY WHO?	BY WHEN?	SUPPORT, RESOURCES, OR OTHER REQUIREMENTS?

Want to know more? Try these prompts

QUESTIONS FOR DISCUSSION...

- What does "Collaborative Teaching" mean to us?
- What are the advantages of having an aligned and integrated curriculum across our pathway?
- Are there existing barriers preventing teachers from collaborating?
- What barriers are the Across School Teachers and Within School teachers likely to face in their new roles? What can we do to minimise these?
- What does student voice across our Kāhui Ako tell us are areas of strengths and areas where we could do better?
- How will we know that the Across and Within School Teachers are effective at lifting teacher capability?
- Are we able to map our curriculum offerings across our Kāhui Ako to see if there are gaps, overlaps, repetition and opportunities?
- Who can we connect with in our community to develop our local curriculum? How do we make these connections?

USEFUL RESOURCES...

- You can access documents to assist you and your Boards of Trustees with selecting, appointing and appraising the Kāhui Ako roles here: <http://www.nzsta.org.nz/employer-role/recruitment-induction/community-of-learning-kāhui-ako-recruitment-resources>
- You can access a set of digital curriculum planning tools that have been designed to help you get your Kāhui Ako up and running in designing a quality, local curriculum for your learners here: <https://curriculumtool.education.govt.nz/>
- The **Teacher-led Innovation Fund (TLIF)** supports teams of qualified teachers from early learning services, ngā kōhanga reo, schools and kura to collaboratively develop innovative practices that improve learning outcomes.
- Ka Hikitia – Case Studies starts a conversation amongst teachers, whānau, boards of trustees, principals and parents by sharing the stories of those who are engaged in making a difference for their Māori students. You can find out more here: <http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/ka-hikitia-case-studies/>
- Visit <http://inclusive.tki.org.nz/guides/> for ideas, guides and further resources for building inclusive classrooms. Each guide on this site includes a series of strategies supported by suggestions.

RECOMMENDED READS...

- Halbert, J. & Kaser, L. (2016). *System transformation for equity and quality: Purpose, passion and persistence*. Melbourne, Australia: Centre for Strategic Education.
- Munby, S. & Fullan, M. (2016). *Inside-out and downside-up: How leading from the middle has the power to transform education systems*. Education Development trust.
- Hattie, J. (2015). *What Works Best in Education: The Politics of Collaborative Expertise*. London, UK: Pearson.
- OECD. (2017). *The OECD Handbook for Innovative Learning Environments*. Paris, France: OECD Publishing.
- Farquhar, S. (2003). *Quality Teaching Early Foundations: Best Evidence Synthesis Iteration*. NZ: Ministry of Education.
- Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration*. NZ: Ministry of Education.

DEVELOPMENT STATEMENTS
DOMAIN 2

Leading for progress and achievement for every child and every teacher

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

Establishing

Achievement challenges, recruitment and planning.

Developing

Shifting from cooperating to collaborating on what matters most.

Embedding

Collaborating leads to collective impact on children and young peoples learning.

Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

1. LEADERSHIP DEVELOPMENT

We are identifying the roles and responsibilities of leaders in the Kāhui Ako and identifying what leadership skills, knowledge and attributes we want in our Kāhui Ako Leader, Across and Within School Teachers.

Our Leaders are learning from each other.

We are supporting our Kāhui Ako Leader, Across and Within School Teachers to establish themselves as leaders of learning.

We are growing leadership capability across the community.

Our Leader, Across, and Within School Teachers are leading change across the Kāhui Ako.

Our Kāhui Ako has a strong leadership capability that is self-sustaining. Our Leaders support and encourage professional growth across the Kāhui Ako.

2. COLLECTIVE PURPOSE, FOCUS & RESPONSIBILITY

We are finding common ground and agreeing how to work together to achieve our goals.

We have a shared purpose and an established way of working together.

Our people are engaging with and influencing the shared purpose and vision.

We have a clear vision and purpose developed with, and owned by, the wider community.

Our leaders have strong and trusting relationships and are leading the community together.

Our Leaders lead with manaakitanga. They hold themselves accountable for achieving our communities vision for all of our children and young people.

DEVELOPMENT STATEMENTS

WHAT WE MIGHT SEE HAPPENING

Examples of behaviours, attributes and practices in Kāhui Ako at different stages of development

Establishing

We are finding common ground and agreeing how to work together to achieve our goals.

Leaders in the Kāhui Ako (Kāhui Ako Leader, Principals, ECE managers, trustees etc.) are agreeing why they want to work together and making key decisions about how they will work together.

Leaders within the Kāhui Ako are developing an understanding of their role and responsibilities as members of the Kāhui Ako and what will be needed of them as leaders of change within their own organisations.

Leaders in the Kāhui Ako are developing an understanding of the potential benefits and commitments that come with membership in the Kāhui Ako, and sharing these with their staff, children and young people, parents, family and whānau, iwi, and the wider community.

The Kāhui Ako is creating and establishing the ongoing role of a formal collective leadership group. This includes leaders from across the Kāhui Ako such as principals, head teachers, trustees and teachers.

With input from staff, children and young people, parents, family and whānau, iwi, and the wider community, leaders in the Kāhui Ako are forming a shared vision of what the Community of Learning hopes to achieve.

All members are contributing to developing achievement challenges and a high level plan, and identifying what and how the individual member organisations will contribute to these shared goals. Leaders are involving and seeking agreement from their trustees/owners/governing bodies.

1. Early stages 2. Some Progress 3. Significant Progress

Establishing

Developing

We have a shared purpose and an established way of working together. Our people are engaging with and influencing the shared purpose and vision.

The Kāhui Ako has a collective leadership and stewardship group and a detailed planning document that sets out ways of working together and a clear vision.

Kāhui Ako leaders (Kāhui Ako Leader, principals, Across School Teachers, etc.) are encouraging ownership of the shared vision by staff, children and young people, whānau, iwi and the wider community. The vision is evolving as the whole community takes ownership of it.

Kāhui Ako leaders are developing an understanding of how and when it is best to coordinate, cooperate and collaborate to bring about positive change that impacts on outcomes.

Each member of the Kāhui Ako has taken responsibility for incorporating the vision, values and purpose into their own reporting documents and using this to guide their work within their schools and services.

Each member of the Kāhui Ako has committed to making changes that will improve or accelerate progress against achievement challenges.

The Leader, Across and Within School Teachers, have clear roles and responsibilities and are establishing themselves as a team.

1. Early stages 2. Some Progress 3. Significant Progress

Developing

Embedding

We have a clear vision and purpose developed with, and owned by, the wider community. Our leaders have strong and trusting relationships and are leading the community together.

The Kāhui Ako has a clearly established vision which provides guidance and inspiration, and encourages people to focus on what's important to the Community. This vision has been co-constructed with staff, children and young people, family and whānau, iwi, and the wider community.

Kāhui Ako leaders (Kāhui Ako Leader, principals, Across School Teachers, etc.) hold themselves responsible for contributing to the agreed collective goals and have a shared understanding of how they are all responsible for supporting one another to achieve the agreed collective goals.

The Community of Learning leaders have led the development of strategic planning, policies and processes and use these to guide the Kāhui Ako's actions.

The Community of Learning monitors progress against the achievement challenges and all leaders report back to their wider community on this progress.

Leaders are able to distinguish between coordination, cooperation and collaboration, draw on each and support their staff to use the different approaches to achieve shared goals.

The Kāhui Ako leaders have a vision for the future of teaching within the Kāhui Ako and are encouraging teachers to engage with that vision.

1. Early stages 2. Some Progress 3. Significant Progress

Embedding

Fully Functioning

Our Leaders lead with manaakitanga. They hold themselves accountable for achieving our communities vision for all of our children and young people.

Leaders in the Kāhui Ako demonstrate awhinalanga (having empathy for others perspectives and feelings). Teachers, children and young people, parents, family and whānau, iwi, and the wider community feel their view is embedded into the vision for the Community and that their contribution to the Kāhui Ako is recognised and valued.

There are clear feedback loops in the Kāhui Ako and strategic planning, policies and processes and behaviours are adapted in response to feedback/experience.

All Leaders in the Kāhui Ako lead with manaakitanga (leading with moral purpose). They are committed to creating and encouraging trusting relationships built on mutual dialogue and respect across the Community.

All leaders hold themselves personally responsible for realising the communities vision for every learner in the Community of Learning and imbue in others an equally strong sense of moral purpose.

The Community of Learning is sharing resources to get equitable outcomes across the Kāhui Ako.

Leaders in the Kāhui Ako regularly reflect on and monitor the work underway ensuring that it is contributing to achieving the agreed goals and aligned with the collective purpose and vision of the Kāhui Ako.

1. Early stages 2. Some Progress 3. Significant Progress

Fully Functioning

SELF ASSESSMENT
Where do we think we are?

What Next? Set a goal that your Kāhui Ako can work on together to develop in this area.

DEVELOPMENTAL GOAL	ACTIONS REQUIRED?	BY WHO?	BY WHEN?	SUPPORT, RESOURCES, OR OTHER REQUIREMENTS?
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Want to know more? Try these prompts

QUESTIONS FOR DISCUSSION

- What can we achieve together that we wouldn't be able to do as individual education providers?
- What support and resources do we currently offer for leadership development?
- How do we get 'buy in' to our Kāhui Ako from our teachers?
- Do we have a clear and agreed vision for what we want to build together?
- What does "good leadership" look like for our Kāhui Ako?
- Who are our leaders and what role will they play in the Kāhui Ako?
- Are we building a culture of pono amongst ourselves as leaders and our teachers?
- Can we continue to build a stronger learning culture with our wider community by practising awhinatanga?

CHECK OUT THESE USEFUL RESOURCES...

- Learn more about manaakitanga, pono, ako, and awhinatanga here: <http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Kiwi-leadership-for-principals/Qualities/>
- <http://www.nzsta.org.nz/employer-role/recruitment-induction/community-of-learning-kahui-ako-recruitment-resources> documents are for assisting schools with selecting, appointing and appraising the Community of Learning | Kāhui Ako roles.
- **Expert Partners:** Expert Partners act as critical friends to Kāhui Ako Leaders to strengthen evidence gathering practices, critical data analysis skills, problem definition, and evidence-informed action planning.
- You can find a guide on mapping out an evidence-informed story about the strategies you will use to get to your goal here: <http://www.educationalleaders.govt.nz/Problem-solving/Online-tools-and-resources/Theory-for-improvement>
- ERO has released 3 reports that present a conceptual framework to help support Communities of Learning with international evidence about effective collaboration in education communities. You can find them here: <http://www.ero.govt.nz/publications/communities-of-learning-kahui-ako-collaboration-to-improve-learner-outcomes/>
- You can find some ideas and reflection for leaders in building collaboration here: <http://www.educationalleaders.govt.nz/Leading-learning/Collaborative-cultures/Promoting-collaborative-learning-cultures>
- Tū Rangatira: Māori Medium Educational Leadership presents a model of leadership that reflects some of the key leadership roles and practices that contribute to high-quality educational outcomes for Māori learners. You can find the English translation here: <http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Tu-rangatira-English> and te reo Māori version here: <http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Tu-rangatira-Maori>
- Collins, J. & Porras, J. (1991). *Organizational Vision and Visionary Organizations*. *California Management Review*, 34(1), 30-52.
- Kotter, J. (1995). *Leading change: Why transformation efforts fail*. *Harvard Business Review*, 73(2), 59-67.

Annex 5 – Sector members in the collaboration grant co-design group

s 9(2)(a)	New Zealand Principals' Federation (NZPF)
	New Zealand Principals' Federation (NZPF)
	New Zealand Educational Institute (NZEI)
	New Zealand Educational Institute (NZEI)
	New Zealand Area Schools Association (NZASA)
	Pasifika Principals' Association (NZPPA)
	New Zealand School Trustees' Association (NZSTA)
	Te Rito Maioha Early Childhood New Zealand (ECNZ)
	Post-Primary Teachers' Association (PPTA)
	Kōtuitui Community of Learning
	Secondary Principals' Association of New Zealand (SPANZ)
	Association of Intermediate and Middle Schooling (NZAIMS)