

# Pomahaka Kāhui Ako

February 2018



## Strategic Plan

2018-2020

*Ō tātau akoranga huanui  
Our learning pathway*

---

---

## Who's in the Pomahaka Kāhui Ako?

---

The Pomahaka Kāhui Ako is made up of six learning centres:



[Blue Mountain](#) College (BMC)

*"Unlocking each student's lifetime potential" – Inclusiveness, Respect, Responsibility.*

- Decile 9, Year 7-13
- Roll 220 - 230



[Heriot](#) Primary School

*"Create Opportunity, Release Potential, Celebrate Success"*

- Decile 10, Year 1-6
- Roll 50 - 60



[KidzWay ELC](#) - Preschool

*"Quality care and education ... Christian love and acceptance."*

- Roll 50 to 60



**Tapanui School**

[Tapanui](#) Primary School

*"Together we learn and grow"*

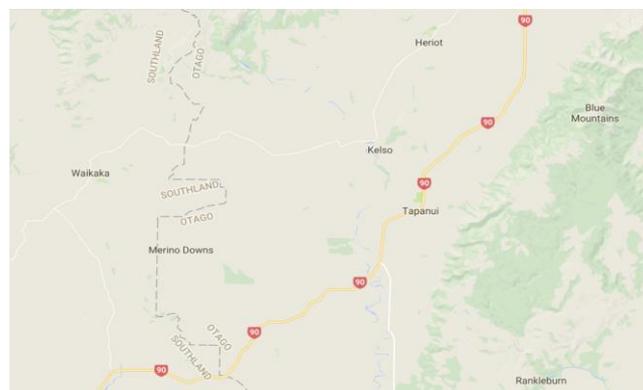
- Decile 9, Year 1-6
- Roll 130-140



[Waikaka](#) Primary School

*"Learning for Life - Co-operation, Collaboration, Competition"*

- Decile 10, Year 1-8
- Roll 50-60



[Waikoiko](#) Primary School

*"Little School - Big Spirit"*

- Decile 7, Year 1-6
- Roll 20-30

The Pomahaka Kāhui Ako is a group of learning centres that are geographically close and already collaborative in their relationships with one another. Kāhui Ako is a natural progression for us and we value the opportunity to work more closely together as a sustainable professional learning community.

---

## What's important for the Pomahaka Kāhui Ako?

---

### Shared Mission Statement

**Working together to empower students, develop pathways and release the potential of our 'Pomahaka' learners for life.**

### Shared Values or Guiding Principles

#### **Empowerment / Whakamana**

We value and respect each student as unique.  
We encourage every student to reach their potential.

#### **Excellence / Hiranga:**

We value quality and sincere effort.  
We will always strive to do our best *with the right attitude*.  
We value education as important and enduring.

#### **Relationships / Whanaungatanga**

We value relationships developed through shared experiences and working together collaboratively, which provides everyone with a sense of belonging and connectedness.

#### **Resourcefulness / Māramatanga**

We value innovation, future focused thinking and sharing our understandings through meaningful collaboration.



---

## What's Our Shared Approach?

---

This is a working document. We expect that our approach will change to adapt to the needs of our students and that change may occur as our understandings of the challenges facing our Community evolves. Students remain at the centre of learning and all that we strive to do.

We have all agreed to sharing our expertise to develop each student's learning pathway no matter what roads they walk through our community of learning. We know the majority (95%) begin their journey at Kidzway and leave us through Blue Mountain College (75%). We want transition through each of our learning centres to be as seamless as possible as we strive to have each learner meet the vision of our Kāhui Ako.

We know that we will need to think in ways that we have never previously thought about, or perhaps even thought possible. We know we have to maintain strong, positive relationships, be resourceful, strive for excellence and ensure that the empowerment of students is at the fore. The challenge is to be collectively responsible for the outcomes of all children, while maintaining the identity, uniqueness and integrity of each learning centre in our community.

### Spirals of Inquiry



In a truly transformational learning system, the focus is on high quality and high equity for every learner, regardless of their starting point. In our transformed schools, every learner will cross the stage with dignity, purpose and options. In addition, learners will leave our schools and other learning settings more curious than when they arrived. Their experiences will have created a passion for learning and a curiosity that will last them a

lifetime. Finally, our schools will develop active and engaged citizens who demonstrate a strong sense of personal and social responsibility. © Helen Timperley, Linda Kaser and Judy Halbert, 2014

We will use the Spirals of Inquiry to help us maintain focus:

1. As a whole Community, understand the purpose of inquiry.
  2. Scan students, whanau, teachers and wider community to get a better understanding of what really is going on for learners.
  3. Driven by our Across School Leads, students, whanau, teachers and community will collaborate to decide on the “how” in addressing our Achievement Challenges.
  4. Consider the Community's vision and goals to devise a pathway to success and ensure a cohesive response as well as a commitment to change.
  5. Across School Leads, Within School Leads along with teams draw on the multiple sources of evidence and data to collaboratively plan for learning through a focussed and deliberate inquiry that targets the specific students identified in our Achievement Challenges.
  6. Build teacher capacity and check and review continuously with rigour and vigour!
- The use of the Spirals of Inquiry Model opens up a number of skills we can develop further.

## **Collaboration**

1. We have already committed to working together as a team to drive success for all learners across our Kāhui Ako.
2. We will listen to each other with respect and will be active contributors to driving success no matter who the teacher is or which centre the target children are learning in.
3. While certain people will be in identified roles across the Community, we all have a collective responsibility to all learners. We agree with the notion that *it takes a village to raise a child*, that we're all in this together and everyone's contribution matters.

'What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy'

– *John Dewey*

## **Consultation**

Consultation needs to be ongoing and used to inform *development and change*.

In simple terms we will

- Collect student voice about learning, about the learning environment and about methods of teaching that make a difference
- Listen to whānau about their priorities for student learning AND to get a better understanding of what is going on for the students in our community
- Gather input from teachers to determine their areas of expertise, their concerns, their observations and areas they want to develop
- Talk to iwi about the cultural face of the community and meeting the needs of our Māori students, having success as Māori and determining a range of learning pathways if required
- Engage with groups in the wider community so they understand what the Kāhui Ako is, what's it's hoping to achieve over time and how they might contribute or support our schools.

'We want active learners who have agency, who get experiences that are future focussed and learning opportunities that are authentic'

– *Enabling eLearning (TKI)*

## **Culturally Responsive and Sustainable**

We see a need to develop greater competence in Te Reo Māori, recognising and reflecting identity, language and culture. We aim to strengthen the bi-cultural confidence of teachers, learners and the community by looking at our unconscious biases with an aim to transform learning experiences so that Māori experience learning and success as Māori. We plan to source strategies and practical resources to understand our students unique needs, and to reconnect with their local iwi and rūnanga.

The Pomahaka Kāhui Ako believes a culturally sustainable curriculum affirms identity, celebrates difference and aims to give students a positive awareness of both their own and other people's cultures. Te Whariki 1996 paraphrased from p18

---

# What are our Shared Achievement Challenges?

---

## Key Goal 1

To develop pathways for our community of learners that result in increased student engagement and strengthened equity and ubiquity.

- Learning is flexible and interactive, anywhere, anytime, with anyone
- Technology is a natural partner in the learning process
- Well developed 'Key Competencies' are vital to unlocking success
- Establishing positive relationships unlocks learning

## Challenge #1A

1. To improve hauora, achievement, *engagement and motivation* through effective transitions throughout the Kāhui Ako.

### **Rationale**

Effective transitions sets the learner up for success. They are critical to the development of children's self worth, confidence and resilience. ([See Continuity of Learning ERO 2015](#)) The child is "*the heart of the matter*" and as such, strong learning partnerships between learning centres, parents and whānau are essential.

At key points in on their learning pathway we need to be critical, intentional and deliberate in identifying the learning dispositions, competencies and wider disciplinary knowledge that our learners need for success. (See Te Whāriki 2017 and NZ Curriculum 2007) For example, our Kaiako recognise and show where and how children's early learning connects with the key competencies, values and learning areas of The New Zealand Curriculum and Te Marautanga o Aotearoa. At the same time new entrant teachers will be aware of the principles and strands of Te Whāriki and deliberately build on the foundations that have already been laid.

The transition from early childhood education to school is supported when the school:

- Fosters a child's relationships with teachers and other children and affirms their identity
- Builds on the learning experiences that the child brings with them
- Considers the child's whole experience of school
- Is welcoming of family and whānau.

The transition from primary education to secondary school is supported when both schools:

- Foster a child's relationships with teachers and older students (peer support) and continues to affirm their identity and uniqueness
- Build on the learning experience and capabilities that the student brings with them
- Build agency by involving the student in co-constructing their learning pathways
- Build on the aspirations of whānau and family that the child brings with them
- Communicate needs, celebrate successes and share resources

Well-being is fundamental to all activities in our schools and early childhood services, and central to the vision, values and principles of the NZ Curriculum and Te Whāriki. If we are to 'empower students, develop pathways and release the potential of our Pomahaka learners for life' then our learners need to feel happy and secure, be resilient, have equitable learning opportunities and have their culture, language and identity recognised and valued. ([See Wellbeing for Success ERO 2016](#))

Furthermore, attitude (engagement and motivation) and the Key Competencies are fundamental to success. The NZ Curriculum outlines five competencies that underpin learning. The OECD places them into three categories:

- Successfully interact in heterogeneous groups
- Act autonomously
- Use tools interactively

Success in learning can only happen when students are able to manage themselves, think critically and reflectively, participate and contribute in groups and relate effectively to those around them. ([See OECD Pisa Report 2005](#))

### Transition and Trends

- Teacher observations note a reduction in both oral language skills and the emotional regulation skills of students coming into the education system as preschoolers.
- Around 95% of students that come through KidzWay ELC transition into one of the four Primary Schools in the CoL.
- Transition from the Primary Schools to Year 7 at Blue Mountain College (BMC) is even higher at 98%.
- Approximately 20-30% of students leave BMC at the end of Year 8 to attend boarding schools in Dunedin or Invercargill.

### Targets (from Coherent Pathways: A Kāhui Ako Resource)

1. Early Learning into Primary - key focus will be developing oral language skills and the key competencies (soft skills). Also:
  - a. Knowing how to treat others fairly and include them in play | te ngākau makuru
  - b. Using a range of strategies for reasoning and problem solving | te hīraurau hopanga
  - c. Increased understanding of oral language and using it for a range of purposes | he kōrero ā-waha
  - d. Recognition of mathematical symbols and concepts and using them with enjoyment, meaning and purpose | he kōrero pāngarau
  - e. Recognising and appreciating their own ability to learn | te rangatiratanga

2. Contributing to College (Yr6 into Yr7)

Students by Year 7 are increasingly aware that there might not be one 'right' answer to things. They ask questions and are openly responsive to the ideas of others understanding that more can often be achieved collectively. They are now reading to learn and writing to communicate thoughtful ideas with effect. They can apply the properties of multiplication and division to solve problems involving whole numbers, fractions and decimals.

- a. Knowing about and effectively using critical inquiry
- b. Can recognise when language is used for effect, the purpose for literacy and the audience when creating their own texts
- c. Recognises their own personal strengths and instances of discrimination or injustice and then acts to support their own rights and those of others
- d. Uses design concepts and technological modeling to create some simple desired, feasible outcomes that address a real world issue (coding?)

*Links to Digital Technologies Curriculum and PLD*

- e. Uses digital tools to create, combine, manipulate, store, retrieve and share digital content

3. End of Year 10 looking towards NCEA and Year 11
  - a. Evaluates the cultural, historical or social significance of a text, synthesising information within and across texts and making inferences to support meaning
  - b. Can identify, describe and share information about how a range of interconnected factors impact on their own well-being and that of others
  - c. Uses proportional thinking to solve real problems involving percentages, rates, and ratios, and can explain the reasonableness of their solution. They can also represent relationships between variables and apply these to model situations or to solve problems
  - d. Understands how people's perception of technology influences their acceptance of it and impacts on future technological developments
  - e. Students can articulate their learning and next steps or learning pathway

### **Monitoring**

Coherent Pathways: A Kāhui Ako Resource provides the framework for our Transition targets and will be used to provide a reference point for student capacity and readiness at transition points.

Continuing dialogue between KidzWay ELC and the contributing schools is seen as essential as well as building teacher knowledge of Te Whāriki including the links to the Key Competencies in the NZ Curriculum.

Increased transition opportunities and tuakana-teina between Blue Mountain College and the contributing schools to be encouraged and actively pursued.

## **Challenge #1B**

### **2. To improve achievement, *engagement and motivation* through effective oral language development.**

#### **Rationale**

The ability to communicate by speaking and listening is as fundamental to any society as it is to learning. It is well understood and established that oral language underpins written language. It is vital for children to listen and speak in order to develop a grasp of language and how it is constructed. There are three related concepts that underlie how children acquire literacy:

- *The pathway to literacy is developmental*
- *Social and cultural practices shape children's literacy learning*
- *Children take individual and multiple pathways to literacy*

To acquire literacy successfully is intensely complex. Through engagement in literacy activities, children must: -- Learn the code -- Make meaning -- Think critically --

When measuring student achievement, we typically use a number of formative tools. These include conversations, observations and some formal assessments such as a 'Record of Oral Language' [[ROL](#)] and the Junior Oral Language Screening Tool [[JOST](#)]. 'Much More than Words' [[tki](#)] also provides information about a child's communication development.

We have noticed that fewer students are coming into our learning centres with the skills which enable them to learn. Increasingly they have learning difficulties including a variety of cognitive weaknesses (Jenny Tebbutt 2017), delayed oral language skills, have visual and/or auditory processing delays and behavioural or social problems. The [ERO Report](#) - Extending their Language: Expanding their World 2017 supports the idea that improvements are needed in many learning centres to support oral language learning. Our learning centres need to show they are ready to meet the needs of our learners by:

- Giving priority to oral language as part of the literacy programme
- Ensuring teachers / kaiako have a shared and explicit understanding of children's oral language development
- Making oral language learning visible in assessment information
- Capitalising on 'home (or first) languages as a foundation for other language learning

Communication between learning centres and within departments in our learning centres could improve to provide smoother transitions and prepare the pathways for our most at risk students with the necessary support already in place. Students are at the centre of learning and as such everything should be done to ensure their education across the Kāhui Ako is as seamless and successful as possible.

#### **Targets**

By the end of Year 3 all students will:

- Make connections with experiences across their lives and be able to talk coherently about them
- Listen and respond to questions with comments of their own, drawing from personal experiences. Clarify information by appropriate questioning, repeating or rephrasing.
- Associate sounds with letter clusters as well as individual letters
- Volunteer information and participates in conversations on topics within their own experiences
- Make comments or conveys opinions related to the topic.
- Display some social courtesies specific to group discussion and relevant to the content area, including: turn taking; listening to the speaker; acknowledging and making connections with the speaker.

By the end of Year 8 students will:

- Initiate and sustain group discussions with confidence, encouraging, responding to,

- respecting, and challenging the contribution of other members.
- Confidently use social courtesies appropriate to the rules of formal and informal discussion and conversation, including: turn taking; listening to the speaker; acknowledging and making connections with the speaker; interrupting and responding appropriately
  - Use logic and argument with confidence to justify and substantiate ideas and opinions.
  - Listen to and identify key points/main ideas effectively as well as summarise, elaborate, recount and/or posit new ideas.

### **Monitoring**

The use of the *DRAFT* Literacy Learning Progressions, *which include At School Entry Indicators*, [\[link\]](#) could become a reference point between KidzWay ELC and the Primary Schools. This will provide additional guidance about possible Literacy Targets for emerging primary aged students.

The Learning Progressions Framework [\[link\]](#) is another handy reference point.

[See also Oral Language indicators from tki](#)

## Key Goal 2

To release the potential of our community of learners so they can be confident, connected and innovative members of Communities.

- Learning is seamless and skills can be transferred from one place to another
- Learning is the responsibility of all members of the Community
- We expect our students to do well and we support each pathway to success

## Challenge #2A

**3. To improve achievement in writing for Boys and Māori (female and male) students.**

### **Rationale**

Since 2015 statistics for boys in writing across Years 1-8 has been of concern. In 2015, 74% were at or above. This fell to 68% in 2016 and by mid 2017 the figure was down to 60% at and above, meaning that 2 in every 5 boys is below the National Standards.

The gap between female students and male students has also widened across the same period of time. The gap in 2015 was 12% with girls at 86% at or above and boys at 74%. In mid 2017 that gap has now widened to 20%. Mid year data shows girls at 80% and boys at 60% at or above.

Statistics for Māori are also of concern in writing. Māori students make up:

- 12% of our student population of Year 1-8 students
- 13% of our Year 9-10 students.

In 2015, 78% of Year 1-8 Māori students were at or above the National Standards. This fell to 69% in 2016 and by mid 2017 only 53% of Māori students are at or above the standards meaning nearly half are falling behind!

In Year 9-10, only 55% of Māori students were at or above the requirements of the NZ Curriculum for their time at school at the end of 2016.

There is a widening gap between girls and boys entering Year 10 as well. 2016 data shows 83% of girls and 56% of boys at the required level. Writing, and indeed literacy, for Year 9 and 10 boys should also remain a focus area in relation to this Achievement Challenge.

### **Baseline Data:**

Targets / goals have been lifted from engagement with the following data:

Table #1 Early 2017 Data (Boys and All Māori)

	Well Below		Below		At		Above		TOTAL	
Boys Y1-8	22	14%	43	26%	82	52%	12	8%	159	100%
Boys Y9-10	7	18%	5	13%	23	59%	4	10%	39	100%
Total	29	15%	48	24%	105	53%	16	8%	198	100%
All Māori Y1-10	7	15%	17	35%	16	32%	9	18%	49	100%

Table #2 Comparisons 2015 -2017 (Boys)

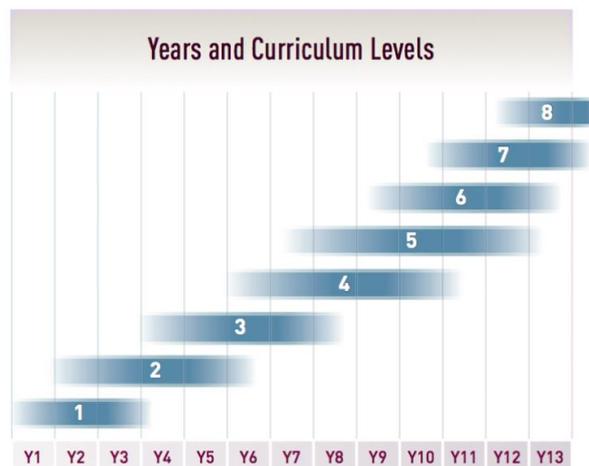
Boys Y1-8	Well Below		Below		At		Above		Total	
2015	11	6%	36	20%	115	65%	15	9%	177	100%
2016	14	9%	36	23%	84	55%	20	13%	154	100%
2017	22	14%	43	26%	82	52%	12	8%	159	100%
Boys Y9-10	Well Below		Below		At		Above		Total	
End16	7	18%	5	13%	23	59%	4	10%	39	100%
Mid17	7	15%	13	27%	24	50%	4	8%	48	100%

Table #3 Comparisons 2015 -2017 (All Māori)

Māori Y1-8	Well Below		Below		At		Above		Total	
2015	1	2%	9	20%	31	69%	4	9%	45	100%
2016	2	6%	8	25%	19	60%	3	9%	32	100%
2017	7	15%	17	35%	16	32%	9	18%	49	100%

### Targets

4. Year 1-8: By the end of 2020 lift boys achievement in writing to at least 85% at or above the appropriate Curriculum Level
  - a. This requires a shift of 64 boys across all schools in the Pomahaka CoL
5. Year 1-10: By the end of 2020 lift Māori achievement in writing to at least 85% at or above the appropriate Curriculum Level
  - a. This requires a shift of 18 Māori students in Years 1 - 8
  - b. This requires a shift of 6 Māori students in Years 9 or 10
6. Year 9-10: By the end of 2020 lift boys achievement in writing from around 60% to at least 80% at NZ Curriculum Level 5



- a. This requires a shift of 20 boys across Year 9 and 10 (2017)

## **Monitoring**

Moderation across the schools in the CoL can become an essential process to ensure Overall Teacher Judgments (OTJ's) in relation to the Curriculum Levels are consistent.

Focus groups will closely monitor progress through Spirals of Inquiry, reflecting on practice and making changes as necessary. Regular data checks will be an aspect of this.

A focus on, leading to a lift in cultural responsiveness. Moving from accepting to inclusion to transformation and sustainability. Realising all of our students' potential, especially Māori, using contexts they can relate to. Success for Māori as Māori.

Writing across the curriculum (eg. Science, Art, Social Sciences) will add value and scope to the judgments teachers make about student progress. Likewise teachers across the school can have greater input and collaboration around student achievement. This also values the work that teachers do outside just English/Writing.

The Across or Within School Leads will be pivotal in leading this change or the PD required.

## Challenge #2B

### 4. To improve achievement in Mathematics for all students in Year 6 - 10.

#### Rationale

Since 2015 statistics for our Year 6-7-8 students in Mathematics has remained about the 65th percentile of those at or above the National Standards. By mid 2017 the data shows more than half of Year 7 and 8 students are below the National Standards.

The drop off from End of Year 6 until the End of Year 8 is also noticeable with about 77% at or above in Year 6 falling to around 60% by the end of Year 8. Additional attention needs to be given to increasing the success of students before they reach the end of Year 8.

Statistics for Māori are significantly better than their NZ Europeans peers with 82% at or above the National Standards at the end of 2016.

2017 data shows the achievement of Year 9 and 10 students has 67% at or above the required level for their time at school. It is more noticeable at this level that female students are not performing as well as their male peers. 53% of female students are at or above with 77% of males in these cohorts at or above expectations.

*(Note: We expect students to reach the end of Level 5 by the end of Year 10)*

Looking back to 2016 data this trend is reflected. In 2016 68% of students in Year 9 and 10 students were at or above the required level. It is also noticeable looking at current Year 9 and 10 student data that both these cohorts dipped to as low as 40% at or above before moving on through Year 9 and into Year 10.

#### Baseline Data

Table #4 Early 2017 Data (All Students and Māori)

All	Well Below		Below		At		Above		TOTAL	
Y1-8	24	7%	57	19%	186	61%	40	13%	307	100%
Y9-10	6	9%	16	23%	30	43%	17	25%	69	100%
Total	30	8%	73	19%	216	57%	57	15%	376	100%
Māori Y1-10	4	8%	13	27%	30	61%	2	4%	49	100%

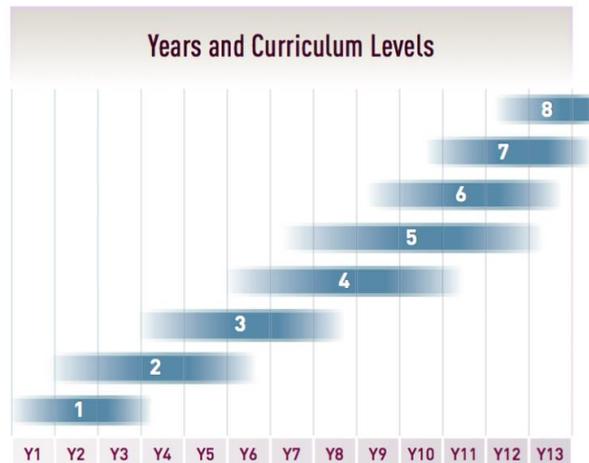
Table #5 Comparisons 2015 -2017 (All students)

All Y1-8	Well Below		Below		At		Above		Total	
2015	20	6%	60	19%	170	54%	66	21%	316	100%
2016	13	4%	55	19%	174	60%	50	17%	292	100%
2017	24	7%	57	19%	186	61%	40	13%	307	100%

All Current Y9- 10	Well Below		Below		At		Above		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
End 15	4	8%	23	47%	10	20%	12	25%	49	100%
End 16	6	9%	16	23%	30	43%	17	25%	69	100%

## Targets

7. Year 6-8: By the end of 2020 lift achievement in mathematics to at least 85% at or above the appropriate Curriculum Level [Levels 3 and 4]
  - a. This requires a shift of 74 students across all schools in the Pomahaka CoL
  - b. This requires a shift of 50 students in Year 7 or 8
  
8. Year 9-10: By the end of 2020 lift achievement in mathematics from 67% to 85% at NZ Curriculum Level 5
  - a. This requires a shift of 24 students in Year 9 (2018)
  - b. This requires a shift of 14 students in Year 10 (2018)



## Monitoring

The PaCT tool provides excellent guidance up to Curriculum Level 5. Use of PaCT Tool progressions as they extend to Level 5 will assist teachers to make reliable Overall Teacher Judgments in relation to student progress and achievement.

PaCT will assist teachers across a range of indicators to provide student feedback and guide next step learning. Professional Learning in the use of PaCT may be required.

Will the target group is Yr 6-10, there will also be a lens on foundational learning skills leading into Year 6.

We aim to build the capacity of teachers through a cultural lens ensuring again that our Māori students can succeed as Māori.

The Across or Within School Leads will be pivotal in leading this change or the PD required.

## NOTE - Data by school

*The Pomahaka Kāhui Ako is pursuing the essence of community and collaboration as we strive to 'get everyone over the line'. Progress and achievement is our collective responsibility and for that reason individualised data is not included with our Achievement Challenges.*

## NOTE - Interim Data Points

*The Pomahaka Kāhui Ako has chosen not to include "Interim Targets" throughout this document as learning does not happen in a linear way. Refer to Ken Robinson [TED:2010](#) or John Holt *Born to Fail:1982 / Born to Learn:2004* or Carol Black *Schooling the World:2016**

---

## Professional Learning / Planning and Next Steps

---

Professional Learning is going to be an important feature across our Kāhui Ako as we move forward together. More detailed planning can also take place once our Achievement Challenges are approved and our Lead Teachers are appointed.

It is likely that the CoL will apply through the PLD Allocation Panel for hours to address the needs identified in our Achievement Challenges. A professional relationship with a 'Provider' will serve to build the capacity inside the Kāhui Ako and make a positive difference for students.

Specific achievement data in relation to our Achievement Challenges has been shared with the Stewardship Group. Once appointed, the Lead Teachers can review this data and work together with the Kāhui Ako Lead Principal to devise a staged plan to lift achievement and improve transition and engagement. It may also be possible to gather more recent data to support the trends we have identified so far.

Gathering the voice of all stakeholder in relation to the following is a vital step in the initial phases of the Community's development and formation. We plan to involve students, teachers, support staff, parents, iwi and the community in hearing their view and priorities for learning as well as perceived areas of need or future development.

Surveys or questionnaires will likely cover at least the following areas:

- Providing a culturally responsive learning environment
- Ability to adapt / use teaching techniques that are proven to lift achievement
- Familiarity with the use of 'Spirals of Inquiry' to make effective change
- Developing leadership
- Understanding the needs of students / Being understood

Continuous improvement is a priority for our Community by using the views and input from all stakeholders. The impact of our decisions will be monitored and informed by students, teachers, parents and to some extent the wider community as we move closer to our vision of **"Working together to empower students, develop pathways and release the potential of our 'Pomahaka' learners for life"**.

An annual plan will be developed each year detailing the Pomahaka Kāhui Ako Achievement Challenges and a staged approach to lifting achievement will be rolled out. Learning Centres in the Community will be expected to adopt at least one of the Achievement Challenges into their own Charter annually.

Ongoing Planning and Monitoring may also include:

- Identification of shared resources and / or skills available across the Kāhui Ako
- An ongoing cycle of self review including the voices of students, teachers and parents
- Consultation with whānau and the local runaka
- Regular analysis of student data across the CoL
- Evaluation of the roles within the Kāhui Ako including succession planning for success



---

## Our Organisational Structure

---

The Pomahaka Kāhui Ako has agreed to a flat structure where each learning centre is represented on a Stewardship Group.

This group is made up of the following members:

Antony Criglington	Tapanui School	Principal/Kāhui Ako Lead
Lindy Cavanagh-Monagan	Blue Mountain College	Principal
Colin McHutchon	Heriot School	Principal
Denise Sanne	KidzWay ELC	Lead Teacher
Zita Young	Tapanui School	Board Chair
Bronwyn McCall	Waikaka School	Principal
Mark Tiller	Waikoikoi School	Board Chair

It is anticipated that the Stewardship Group will meet at least each Term and that this group will provide regular updates to all the staff and communities of each learning centre in the CoL.

The Learning Leadership Team will be formed once the Achievement Challenges are approved. This team will consist of:

- Across Lead(s)
- Within Lead(s)
- Kāhui Ako Lead

