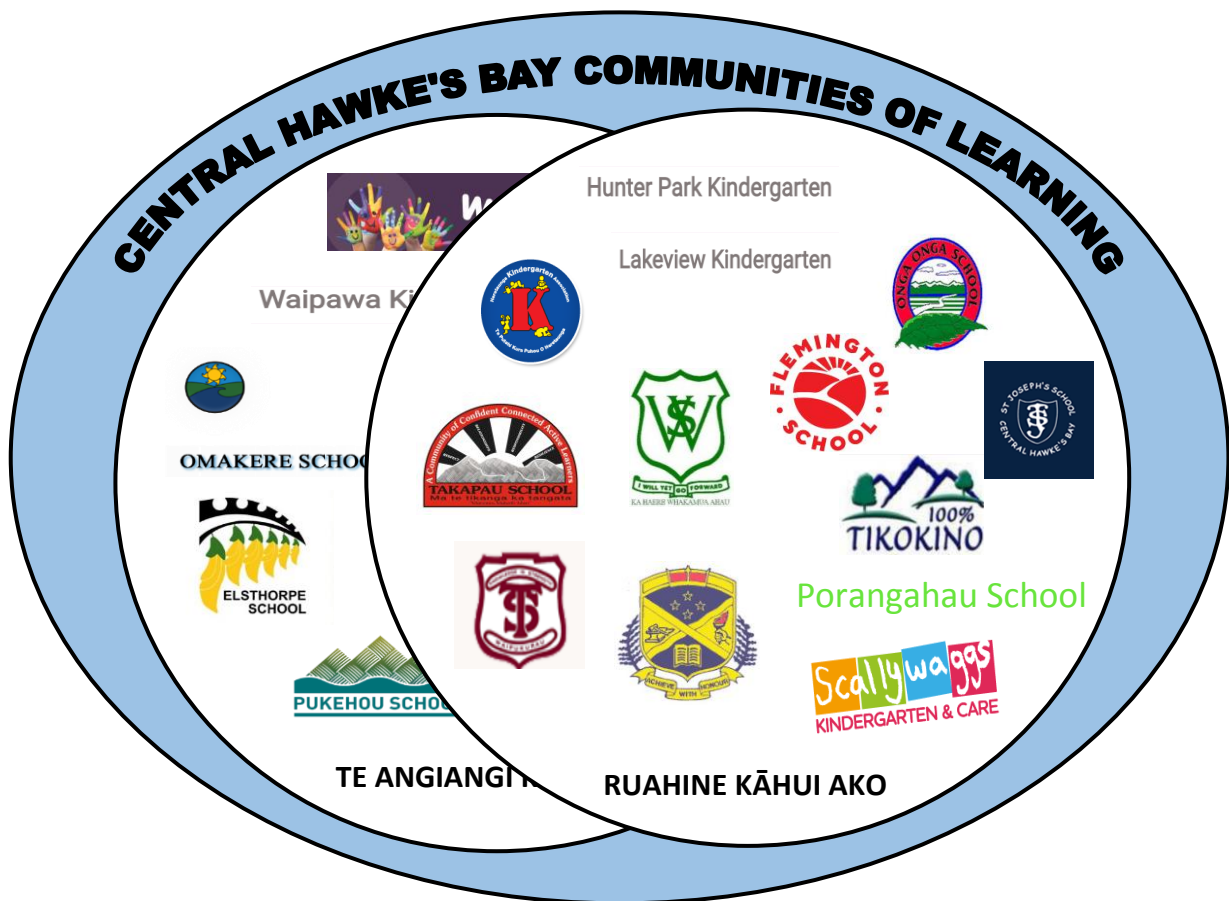




Ruahine Kāhui Ako

February 2018

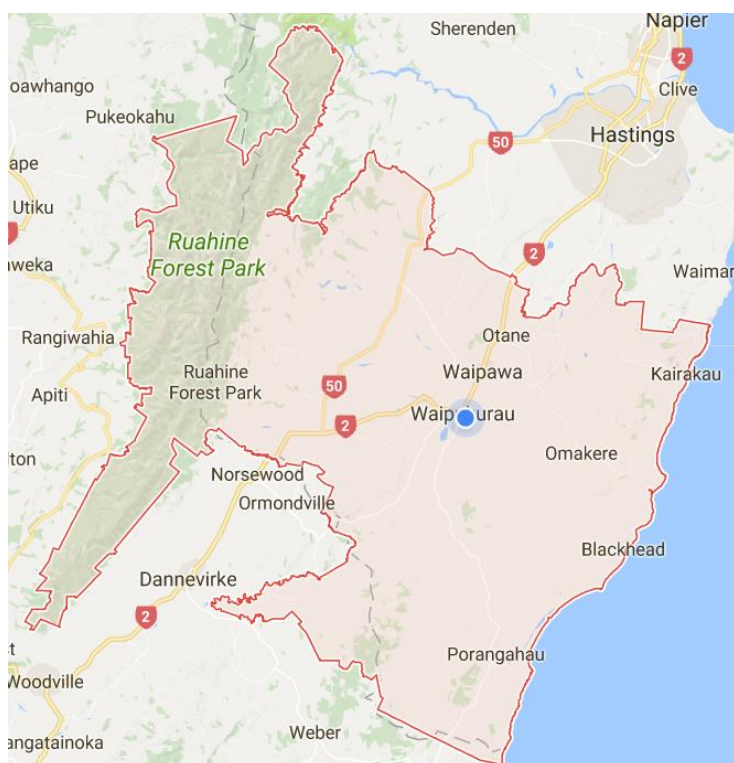


Alone we can do so little, together we can do so much --Helen Keller

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1. INTRODUCTION



Who are we?

Central Hawke's Bay District is part of the Hawke's Bay Region in the North Island of New Zealand which is defined by its boundaries from the base of the Ruahine Range out to the Pacific Ocean on the East Coast. It has an area of 3,327.92 square kilometres with a population of 13,600.

From the 2013 Census, 3,378 are children aged 0-19 years of age with 52% being male and 48% being female. Of all the school aged children, 36% are Maori.

Two major townships, Waipukurau and Waipawa are where the bulk of the population lives in Central Hawke's Bay. However, it is a rural community that has many people living on farms or in small settlements throughout the 3,327.92 square kilometre area. Therefore, many children travel via bus to their local school, which all range in size - the smallest Primary has 27 pupils and the largest 300. This means the smaller schools of the district only have a few teachers and often teaching Principals as well. The two largest Primary schools are located in Waipukurau along with Central Hawke's Bay College. Three ECE centres are located in Waipukurau and 2 are in Waipawa. St Joseph's Primary in Waipukurau provides a Catholic education to its pupils and Waiapu Kids Abbotsford Early Childhood Centre in Waipawa has strong links to its local Anglican Parish.

Central Hawke's Bay economy is largely based around the primary production sector, with the largest contributor being agribusiness, along with its related food processing facilities and supporting agribusinesses. The Takapau Silver Fern Farms freezing works, Ovation's processing facility in Waipukurau and Mr Apple in Waipawa provide vital employment for CHB residents as well as the greater Hawke's Bay population. Tourism is also a big earner for CHB with more than \$26 million reported to be brought in each year through events, cycling and walking trails and beach-related activities.

The recently elected new council, including a new Mayor, has led to a bold new vision called “Thrive” as a driving force behind the council planning to see Central Hawke’s Bay thrive well into the future. The council’s view is that Thrive will benefit the whole Central Hawke’s Bay community- schools, families and businesses. They report that the feedback that they have received from their constituents indicates that the community is really committed to the region because they have a sense of pride for Central Hawke’s Bay. Common themes to come from those public meetings that were viewed as important for CHB were: connectivity, prosperity and respect for the environment. Therefore, the vision of “Thrive” is not just the council’s vision but, rather, the vision of the whole community.

What will our Communities of Learning look like?

The Central Hawke’s Bay Communities of Learning will consist of two Kāhui Ako, containing a total of 5 Early Childhood Centres, 15 Primary Schools and 1 High School and in this report all of these will be referred to as learning centres. The Communities (Te Angiangi and Ruahine) will be divided as follows, with the High School (Central Hawke’s Bay College) being in both.

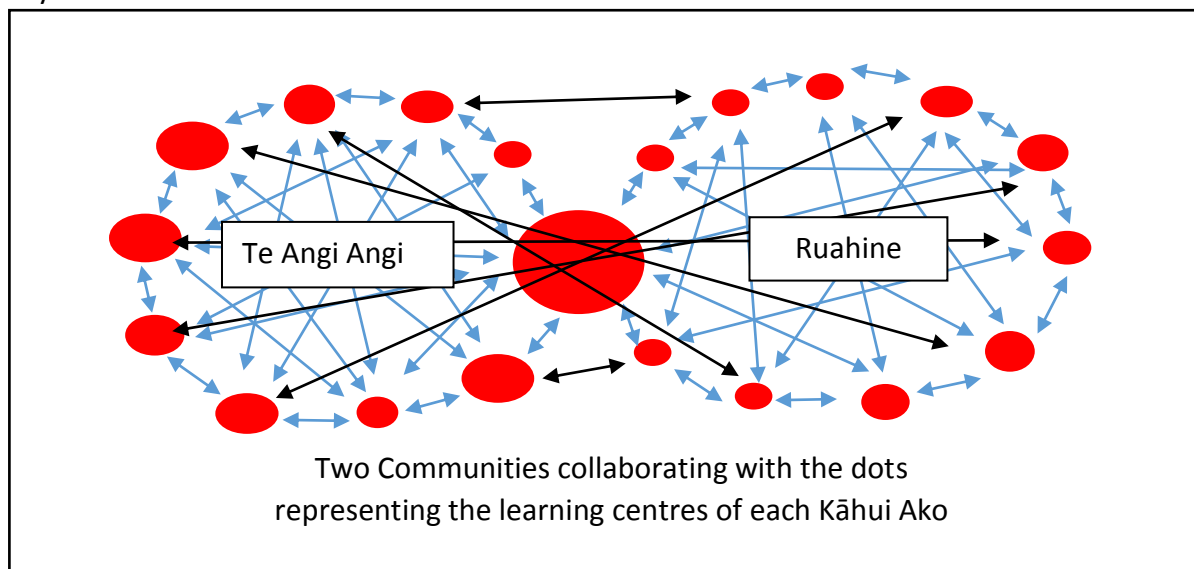
Te Angiangi	Students	Teachers	Ruahine	Students	Teachers
CHBC	520	37	CHBC		
Argyll East	70	5	Flemington	91	5
Elsthorpe	54	3	Ongaonga	135	6
Omakere	49	3	Porangahau	27	2
Otane	39	3	St Joseph	85	5
Pukehou	106	6	Takapau	125	6
Sherwood	35	2	Terrace	225	14
Waipawa	175	11	Waipukurau	300	16
Waipawa Kindergarten	40 daily	5	Tikokino	60	4
Waiapu Kids Abbotsford	33 daily	7	Hunter Park Kindergarten	30 daily	4
			Lakeview Kindergarten	40 daily	4
			Scallywaggs Kindergarten & Care	100 daily	25
	1212	82		1218	91
Schools	8			8	
ECE	2			3	
Total Sites	10			11	

It is noted that the Early Childhood Centres do not generate staffing or funding but it is important to record the number of teachers and number of daily registered children.

Why two Kāhui Ako?

Quite simply, the logistics of coordinating and supporting 21 learning centres with one lead Principal was far too many to be done effectively. However, dividing this number into two groups with Central Hawke’s Bay College being in both due to it being the only High School, makes the task more manageable. This also means an appropriate amount of leadership staffing is allocated to support ongoing success - 2 lead principals, each with another 2 supporting principals.

However, each Kāhui Ako will not be independent of each other, but rather will work collaboratively to achieve a common goal which will benefit all ākonga in Central Hawke’s Bay.



Vision Statement

Each learning centre within Central Hawke’s Bay has their own vision statement making us all individuals and autonomous. However, we believe if we work together, we can make a greater difference by having a shared vision which will strengthen connections between the learning centres and improve outcomes for all learners in Central Hawke’s Bay.

The shared vision of our Kāhui Ako is to develop resilient, life-long learners who are equipped to participate and contribute positively and successfully to society.

Purpose

In order for us to achieve our shared vision, we believe that by focusing on the following four outcomes, our Kāhui Ako will empower all ākonga to achieve success.

- Effective Teaching
- Ākonga/Student Agency
- Health & wellbeing
- Learning Partnerships

These outcomes were hunches that came out of our early inquiry with a broad sector of the Kāhui Ako and are detailed in our initial inquiry overview later in this document.

2. ACHIEVEMENT CHALLENGE

This Achievement challenge was developed before the National standards were removed by the current government. The information reported below still have National Standards as very much a part of them, which has some implications for our Kāhui Ako. A new method or system will need to be agreed upon that will allow the progress or shifts in achievement to be tracked. Therefore, the process of how we manage that change upon acceptance of this document will be as follows:

- Consultation with all Primary Principals to what tool (i.e. Learning progressions, PATs, NZC etc.) we will use to measure shifts in achievement.
- PLD around using this system or tool to assess shifts in achievement where necessary.
- Using this system or tool to track and measure progress of student achievement

An overview of our shared achievement challenges which will be the same for both Kāhui Ako, to be achieved by 2020 is below and then followed by specific targets for each learning centre.

Note that the term “**Below**” used in this document included all ākonga who have **not reached** their relevant year standard.

1. Literacy – Writing & Reading

Our Kāhui Ako is aiming for 82% of all ākonga **Years 1-8** in Ruahine community to achieve At or Above the National Standard in **Writing**. We will also be aiming for 83% of all ākonga to achieve At or Above in the National Standard in **Reading**.

In writing, this means shifting the achievement of **110** students from **Below to At or Above** by 2020. In reading, shifting **73** students from **Below to At or Above** by 2020.

We will particularly focus on raising the achievement of **Males** and **Māori** ākonga in Writing and Reading. However, due to the small size of some of the learning centres in the communities, there may only be a few Male and Māori students to shift. In these cases all students in those learning centres who are below will be targeted. In the bigger learning centres, targeting some students will enable all students to have access to the change in practice and therefore all students will benefit.

For ākonga in **Year 11**, the Kāhui Ako are aiming for 92% of the participating cohort **gaining Level One Literacy in that year**. In 2016, 85% of all ākonga at Central Hawke’s Bay College gained literacy in their Year 11 year. With the National average being around 90% for the last three years, this provides a good target to bring the College students to **above the National Average** for all students in New Zealand.

We will particularly focus on **Māori** ākonga in gaining their NCEA Level One literacy because they have tracked well below their peers for the last four years. Therefore, we will be aiming for 90% of the participating cohort of Māori ākonga to gain their NCEA Level One Literacy in their Year 11 year. This will bring these students to **Above the National Average** for Māori which has been tracking between 82-85% for the last four years.

2. Numeracy

Our Kāhui Ako are aiming for 83% of our ākonga **Years 1-8** in Ruahine community to achieve at or above the national standard in **Mathematics**.

This means shifting the achievement of **82** students in the Ruahine community **Below to At or Above** by 2020.

We will particularly focus on raising the achievement of **Māori** ākonga in Numeracy. However, due to the small size of some of the learning centres in the communities, there may only be a few Māori students to shift. In these cases all students in those learning centres who are below will be targeted. In the bigger learning centres, targeting some students will enable all students to have access to the change in practice and therefore all students will benefit.

For ākonga in **Year 11**, the Kāhui Ako is aiming for 92% of the participating cohort **gaining Level One Numeracy in that year**. In 2016, 85% of all ākonga at Central Hawke's Bay College gained Numeracy in their Year 11 year. With the National average being around 90% for the last three years, this provides a good target to bring the College students to **above the National Average** for all students in New Zealand.

We will particularly focus on **Māori** ākonga in gaining NCEA Level One Numeracy because they have tracked well below their peers for the last four years. Therefore, we will be aiming for 90% of the participating cohort of Māori ākonga to gain their NCEA Level One Numeracy in their Year 11 year. This will bring these students to **well above the National Average** for Māori which has been tracking between 77-82% for the last four years.

3. Level Two NCEA

Over the last 4 years the national average for students obtaining NCEA Level Two in their Year 12 year has risen from 85% to 90%. Whereas for the students at Central Hawke's Bay College the percentage of students obtaining their NCEA Level Two in their Year 12 year has been between 80-82%. Therefore, for ākonga in Year 12, the Kāhui Ako is aiming for 92% of the participating cohort **gaining NCEA Level Two** in that year.

We will particularly focus on **Male** ākonga in gaining their NCEA level Two. Our Male ākonga have shown a decrease in obtaining Level Two in their Year 12 year from 83% in 2013 to 66% in 2016. Therefore, we will be aiming at 90% of the participating cohort of Male ākonga to gain their NCEA Level Two in their Year 12 year. This will bring these students to **Above the National Average** for Male students which has been tracking between 85-87% in the last four years.

Achievement Challenge 1: Literacy

Our data analysis shows that achievement in **Writing and Reading** needs to improve. For baseline data we have used National Standards for Years 1-8. For Students in Year 11 we have used NCEA results.

a) Writing

We are aiming to shift the achievement of **110** students from **Below to At or Above** by 2020.

Achievement Challenge 1a: Writing							
	Total Learners	Baseline (2016)		Target (2020)		Shift Required	
		#	%	#	%	#	%
All ākonga	990	704	71	814	82	110	11
Female	508	398	78	426	84	28	6
Male	482	306	68	388	81	82	13
Māori	340	211	62	274	80	63	18
Pasifika	9	7	78	8	84	1	6
NZ European	598	452	76	498	83	46	7

For our Achievement Challenge in Writing to be met, the number of ākonga needing to be shifted from Below the Standard to At or Above in each learning centre for the Ruahine Community of Learning is shown in the table below.

Achievement Challenge 1a: Writing							
Learning Centre	Total Learners	Baseline (2016)		Target (2020)		Shift Required	
		#	%	#	%	#	%
Flemington	78	73	94	0	94	0	0
Ongaonga	123	102	83	108	85	6	2
Porangahau	32	15	47	22	68	7	21
St Joseph's	76	40	53	56	73	16	20
Takapau	115	90	78	97	84	7	6
The Terrace	227	130	57	176	78	46	21
Tikokino	58	46	79	49	84	3	5
Waipukurau	281	214	76	239	85	25	9

b) Reading

We are aiming to shift the achievement of **73** students from **Below to At or Above** by 2020.

Achievement Challenge 1b: Reading							
	Total Learners	Baseline (2016)		Target (2020)		Shift Required	
		#	%	#	%	#	%
All ākonga	990	751	76	824	83	73	7
Female	509	408	80	429	84	21	4
Male	481	343	71	395	82	52	11
Māori	342	242	71	281	82	39	11
Pasifika	9	7	78	8	84	1	6
NZ European	596	468	79	499	84	31	5

For our Achievement Challenge in Reading to be met, the number of ākonga needing to be shifted from Below the Standard to At or Above in each learning centre for the Ruahine Community of Learning is shown in the table below.

Achievement Challenge 1b: Reading							
Learning Centre	Total Learners	Baseline (2016)		Target (2020)		Shift Required	
		#	%	#	%	#	%
Flemington	78	68	87	72	91	4	4
Ongaonga	123	105	85	113	89	6	4
Porangahau	32	14	44	24	64	7	20
St Joseph's	76	42	55	58	75	16	20
Takapau	115	92	80	98	84	6	4
The Terrace	227	161	71	183	82	26	11
Tikokino	58	49	84	53	91	3	7
Waipukurau	281	220	78	236	84	16	6

c) NCEA Level One Literacy

Total learner numbers are based on NCEA participation in 2016. Learner numbers will change each year based on cohort size at Year 11. However, target percentage will stay the same. Below is an indicator what the shift might look like.

Achievement Challenge 1c: NCEA Level One Literacy							
	Total Learners	Baseline (2016)		Target (2020)		Shift Required	
		#	%	#	%	#	%
All ākonga	121	103	85	111	92	8	7
Female	52	42	82	47	92	5	10
Male	69	61	88	64	92	3	4
Māori	45	36	80	41	90	5	10
NZ European	75	67	89	70	93	3	4

Achievement Challenge 2: Numeracy-Mathematics

a) Mathematics

We are aiming to shift the achievement of **82** students from **below to At or Above** by 2020.

Achievement Challenge 2a: Mathematics							
	Total Learners	Baseline (2016)		Target (2020)		Shift Required	
		#	%	#	%	#	%
All ākonga	989	739	75	818	83	82	8
Female	508	390	77	424	83	34	6
Male	481	349	73	397	83	48	10
Māori	339	232	68	277	82	45	14
Pasifika	9	5	56	7	76	2	20
NZ European	598	469	78	501	84	32	6

For our Achievement Challenge in Mathematics to be met, the number of ākonga needing to be shifted from Below the Standard to At or Above in each learning centre for the Ruahine Community of Learning is shown in the table below.

Achievement Challenge 2a: Mathematics							
Learning Centre	Total Learners	Baseline (2016)		Target (2020)		Shift Required	
		#	%	#	%	#	%
Flemington	78	70	90	74	94	4	4
Ongaonga	123	102	83	108	87	6	4
Porangahau	32	15	47	22	67	7	20
St Joseph's	76	42	55	54	75	12	20
Takapau	115	93	81	99	85	6	4
The Terrace	226	153	68	185	82	32	14
Tikokino	58	50	86	53	91	3	5
Waipukurau	281	214	76	234	83	20	7

b) NCEA Level One Numeracy

Total learner numbers are based on NCEA participation in 2016. Learner numbers will change each year based on cohort size at Year 11. However, target percentage will stay the same. Below is an indicator what the shift might look like.

Achievement Challenge 2b: NCEA Level One Numeracy							
	Total Learners	Baseline (2016)		Target (2020)		Shift Required	
		#	%	#	%	#	%
All ākonga	121	99	80	112	92	13	12
Female	52	47	88	49	92	3	4
Male	69	55	80	65	92	10	12
Māori	45	32	73	42	90	10	17
NZ European	75	68	91	71	94	3	3

Achievement Challenge 3: NCEA Level Two

Total learner numbers are based on NCEA participation in 2016. Learner numbers will change each year based on cohort size at Year 12. However, target percentage will stay the same. Below is an indicator what the shift might look like.

Achievement Challenge 3: NCEA Level Two							
	Total Learners	Baseline (2016)		Target (2020)		Shift Required	
		#	%	#	%	#	%
All ākonga	89	74	82	83	92	11	10
Female	48	46	96	47	98	1	2
Male	41	27	66	37	90	10	34
Māori	39	34	87	37	92	3	5
NZ European	46	35	76	42	91	7	15

Rational for Achievement Challenges

1. Reading/Writing/Mathematics

Achievement of the National Standards across the Ruahine Kāhui Ako in Reading, Writing and Mathematics is below that of the National Target of 80% as highlighted again in the table below:

Percentage of students At or Above the National Standard	
Reading	76
Writing	75
Mathematics	71

The reason for the National target of 80% of students achieving At or Above the National Standard in Reading and Mathematics by the end of Year 8 is so that a student will be on track to succeed at NCEA Level Two once at High School. Level Two is the minimum qualification that a student should leave school with. Therefore, it is for this reason our Kāhui Ako targets will be 83% for Reading, 82% for Writing and 83% for Mathematics in order to bring the ākonga in Central Hawke’s Bay above the National target by 2020.

2. NCEA

Literacy and Numeracy at Level One are requirements for obtaining Level One. In 2016 85% of the students at Central Hawkes Bay College gained Literacy and 80% Numeracy. While those who did not gain these credits in Year 11 were able to go on and complete them in Year 12, it did have a follow on effect for those students to gain Level Two and subsequently Level Three. By raising the percentage of students obtaining Literacy and Numeracy to 92% by 2020 it will help improve our NCEA Level One results and in turn the Level Two results as well.

The rationale for also having Level Two NCEA as another achievement challenge is because by focusing on students gaining Level Two in their Year 12 year means these students are more likely to go on to successfully complete Level Three in Year 13 and possibly also gain University Entrance. Therefore, this will give these ākonga more opportunities of further study beyond College, improve their employment and their quality of life.

EARLY CHILDHOOD EDUCATION SERVICES

Although there is no empirical data from the ECE sector they have been included and actively involved from the outset of this Kāhui Ako process. Before this process started they have been included as part of the CHB Education Leaders Association for a number of years because if we talk about education and where it starts they have intimate knowledge and understanding of that. As teachers they added their voice to the initial inquiries that established this document and also actively sort the voice of parents/whanau from within their sector to add to that information. We believe ECE have a significant contribution to add to the development and ongoing success of the Kahui Ako and the ultimate goal of improving the outcomes for all.

3. INITIAL INQUIRY

Data Collection

The achievement challenge group undertook an Initial inquiry to get the perspectives from many individuals including ākonga (primary and secondary students), teachers (ECE, Primary and secondary), parents/whānau (from all sectors) as well the community and Iwi. Number of responses listed in brackets below:

- **Ākonga (201), Parent/Whānau (67) , Teacher (70 + 19), Health/ Community (11)**
- **Gathering Iwi perspectives is being worked through although some of the whānau responses could already be included.**

The process to collect these perspectives was through talking to and/or surveying the various groups and asking for their help to build a better picture of what they believed supported, or got in the way of, successful learning for ākonga.

All groups were asked the same questions as follows:

- 1) What helps learning?
- 2) What makes learning hard?
- 3) What things that are important for young people of CHB to be successful?
- 4) What should we work on to help our students be successful in life?

Data Analysis

The information gathered from above was then analysed by the achievement challenge group by putting the feedback into two categories:

- 1) What participants think is important to learn
- 2) What participants think will enable effective teaching practice

Within each category the responses by the teachers, parents/whānau, ākonga and community were noted separately, though these were often overlapped. As the analysis continued, it became apparent there were four strong hunches emerging about support for learning. These hunches were identified as qualities of an effective learning environment that will support the achievement challenge. There hunches are:

- Effective Teaching
- Strong Ākonga/Student Agency
- Good Health & wellbeing
- Productive Learning Partnerships

The four hunches are called the **Four Outcomes**. This set of outcomes arose out of the collation of data gathered from all groups of participants. The group then analysed the data further to identify the practices that supported learning in the **Four Outcome** areas. These broad practices comprised **Seven Principles of change** and represented what respondents indicated they believed would make a significant difference for the success of all ākonga.

These seven Principles of change are as follows:

- 1) Teaching Practice
- 2) Relationships
- 3) Learning Environment
- 4) Learning Tools
- 5) Learning Opportunities
- 6) Health and wellbeing
- 7) Ākonga/Student Agency

These Principles were created as areas to be explored. Summary statements for each were developed by the achievement challenge group to incorporate the gathered perspective of our community. It will be the exploration of them that will help the Kāhui Ako to address the four outcomes and therefore ultimately to address our achievement challenge. This is because the achievement challenge can best be realised when the four outcomes are strong in all learning centres and the community.

Outcomes and Principles of Change Summary Statements

Through the Kāhui Ako / CoL our teachers will develop greater collaboration from Early Childhood through to Secondary School which will improve teacher practice and knowledge. We predict that this will result in increased ākonga achievement and agency, a seamless transition from one institution to the next and an overall understanding of the way that ākonga progress with their learning. Teachers will work with whānau and the wider community to support the aspirations of our ākonga and will enable ākonga to become lifelong learners and successful members of the Central Hawke's Bay community and New Zealand.

These Outcomes and Principles of Change Summary Statements have been compiled by the Achievement Challenge Group and were formed from the collation of the responses from the inquiries that gathered perspectives from Teachers, Ākonga, Parents/Whānau, Health and Community about what they thought helped or hindered ākonga being successful ākonga in education.

OUTCOMES

1. Effective Teaching

Where theory and practice are attuned and pedagogical content knowledge, use of assessment information and knowledge of how students learn are paramount, effective outcomes are possible.

Effective teaching is about helping ākonga to achieve the best result they can in education. All teachers want to make a difference in ākonga lives. Research has shown that teachers do make a difference, but some more so than others. Therefore, it is exploring what successful teachers do that will help us identify effective teaching. Effective teaching is the outcome of the integration of a number of different elements of pedagogy.

- Effective teaching ensures clear links are made between teaching and learning. It is predicated on a strong, respectful relationship between teacher and student, and where the teacher participates as a reflective learner.
- Effective teaching recognises diversity, identity and individuality, tailoring learning opportunities such that ākonga have the best possible chance to achieve their potential.

Leadership supports and acknowledges attempts to hone all elements of effective teaching, and provides opportunities for teachers as ākonga to challenge problematic beliefs with a focus on analysing the impact of teaching on ākonga learning.

2. Good Health & Well-being

Ākonga with good health and with emotional needs being met, is generally able to more successfully engage in learning.

Evidence shows that poor health and well-being can create barriers to a child's learning. To enable effective learning, children need to feel safe at home, in their learning centre and in the community around them. To help build resilience, they need the security of good nutrition, enough sleep, and to feel a sense of belonging. Involvement in sport and being part of a community vision are factors that help improve community inclusiveness. Whānau having an understanding of the importance of education will help improve future outcomes for their children. Promoting a learning environment where ākonga feel they are treated fairly and with equity is essential. A strong support system for both children and their whanau, including access to good health care, and after school programmes to support all children's needs across the age ranges improves community engagement. Transitions from and within ECE to primary school, and on to secondary school are proven factors in supporting ākonga success and belonging. Learning centres which nurture ākonga to have a strong sense of identity, pride and social awareness, encourage the positive future aspirations of all ākonga.

3. Productive Learning Partnerships – Home, Learning Centre, Community

Communication is a key ingredient to a child's learning.

This includes not only communication between teacher and ākonga, but also teacher and whānau. Positive partnerships between home and learning centres enhance a mutual appreciation for the importance of everyone's role in a child's education. Evidence indicates that students benefit from this partnership based on mutual respect because it improves engagement, learning capabilities and strengthens their sense of identity.

4. Strong Ākonga/Student Agency

Sustained higher achievement is possible when teachers use pedagogical approaches that enable ākonga to take charge of their own learning.

This does not mean that ākonga are left to structure their own learning, but rather the learning environment supports ākonga agency. Therefore, this leads to more thoughtful engagement by the ākonga as they feel a sense of belonging, believe they have the capability to learn and see value in their contribution. Also presented are seven categories of teacher practice to support ākonga agency that have been drawn from professional publications about ākonga agency.

Key words: ākonga agency, teacher practice, negotiated learning, learning environments

1. Negotiating Learning
2. Linking learning to real life
3. Creating and supporting learning connections
4. Nurturing positive and optimistic attitudes
5. Supporting reflection on learning
6. Creating emotionally secure climates for learning
7. Fostering teacher agency

This is by no means a comprehensive list of practices that can promote ākonga agency. The interagency of ākonga, teachers and families is currently the subject of research and much discussion from which we might expect to learn more.

PRINCIPLES OF CHANGE- summary of respondents statements

1. Teacher Practice

Teaching practice does not just mean teacher pedagogy but also the way the teacher does things or how they interact with their ākonga.

Teachers need to be knowledgeable, have a range of teaching methods and classroom management practices. They also need to be motivating, inspiring and challenge our ākonga. They require effective communication skills, being good role models connected to effective teacher networks that support collaboration with each other and the wider community.

Therefore, teaching practice is about the *What*, the *How* and the *Do*. It is all these things that help ākonga to be successful in their learning.

What: Having a variety of learning techniques, good subject knowledge, good behaviour management, and effective communication skills

How: Role modelling, teacher networking and collaboration

Do: Inspiring, challenging, motivating, passionate, empathy and ākonga centred

2. Relationships

Building powerful partnerships based on mutual respect is considered to be essential for success.

Positive partnerships are developed/fostered whereby all parties work collaboratively to enable all children in Central Hawke's Bay to be competent, confident, successful ākonga. Learning centres engage in meaningful relationships, actively listening and responding to the voices and aspirations of whānau, hapu, iwi and the wider community. Developing relationships and responding respectfully is considered to be critical. Practices may vary between learning centres, but underlying each is the principle of shared roles and responsibilities that whānau, community and teachers have in ensuring each child reaches their potential.

3. Relevant Learning Environment

Learning environments are reflective of learning centres, community and home as these are all places where learning occurs for our ākonga.

In the classroom ākonga will engage in a relevant curriculum that is ākonga centred and that has fair and consistent routines that build positive relationships. Our classrooms are expected to be active, fun places to learn. Attention is paid to clear boundaries, positive behaviours that encourage learning through good feedback and consistent routines that create a safe learning environment. Establishing learning environments will take into account that some ākonga learn best in quiet environments, or through group work and that a variety of activities will be used in teaching programmes to support the different learning needs of ākonga. At the heart of all our learning environments is the need for effective relationships between ākonga, teachers and parents/caregivers/whānau, which involves positive role modelling and supporting positive learning outcomes for all ākonga.

4. Learning Tools

Learning tools can be as simple as having the correct stationery and appropriate reading resources through to having access to high quality technology. Effective tools also extend to comfortable, adequately resourced learning environments.

Learning tools are an important part of the learning process as they support the teachers and ākonga and allow for a greater variety of learning opportunities to take place in and out

of the classroom. The infrastructure and hardware for modern technologies are seen as important learning tools for future life and learning opportunities. Access to the internet and computers will remain a vital teaching and learning tool for learning centres. The use of technology to support learning is not a magic bullet but can enhance the learning significantly in conjunction with appropriate teacher practice. There is also a need to ensure that these modern learning tools can be used competently, by both teachers and ākonga in order to fully enhance learning opportunities. These tools also open up the wider world to teachers and ākonga and allow for a greater variety of learning experiences. It was also noted that human resources, such as teacher aides and councillors, were valued. Also human resources, in the sense of coming from the community/whānau, being able to model what success might look like, giving ākonga a purpose for learning.

5. Learning Opportunities

There is a strong belief that learning opportunities should focus on developing relevant skills and providing real life knowledge and future focus.

The need to provide opportunities to learn social and life skills is a key component identified by our community. These skills will help ākonga understand how to be a positive contributor to the community by demonstrating good values and knowledge on the importance of good health and wellbeing. We require learning opportunities to be fun and relevant to real life and involve our local community/environment (rural, coastal, urban etc) and not be restricted to in-class activities. A focus on learning skills, in particular numeracy and literacy, and cross curricula activities to support individual needs and strengths. Learning opportunities should also enhance learning enjoyment that encourages regular attendance at learning centres. Future goals should be developed through career and pathway planning for each member of the learning community. The opportunity to expand the world for our ākonga through the use of technology, real world examples and knowledge, will create future focussed ākonga for life.

6. Health and Wellbeing

Living in a safe home, being happy, getting enough sleep, good nutrition, and having access to good health care and advice are essential ingredients for successful educational outcomes.

Good health and wellbeing have been identified as essential aspects underpinning success. Feedback from the wider Central Hawke's Bay community shows a correlation between the Health and Wellbeing of ākonga and their learning and educational outcomes. The strong relationship between home, learning centres and the wider community have been identified as providing a strength of wellbeing. This relationship, through working together, will assist ākonga to enjoy a safe environment at home, in their learning centre and in the community. By working together they will also strengthen the importance of a good education, the transitions that occur on their educational journey and develop future aspirations along with the ākonga. It will mean that ākonga are aware of social issues, their impacts and about making good decisions around their own wellbeing. High expectations for all creates a sense of belonging and pride by providing sporting and cultural activities, strengthens community wellbeing.

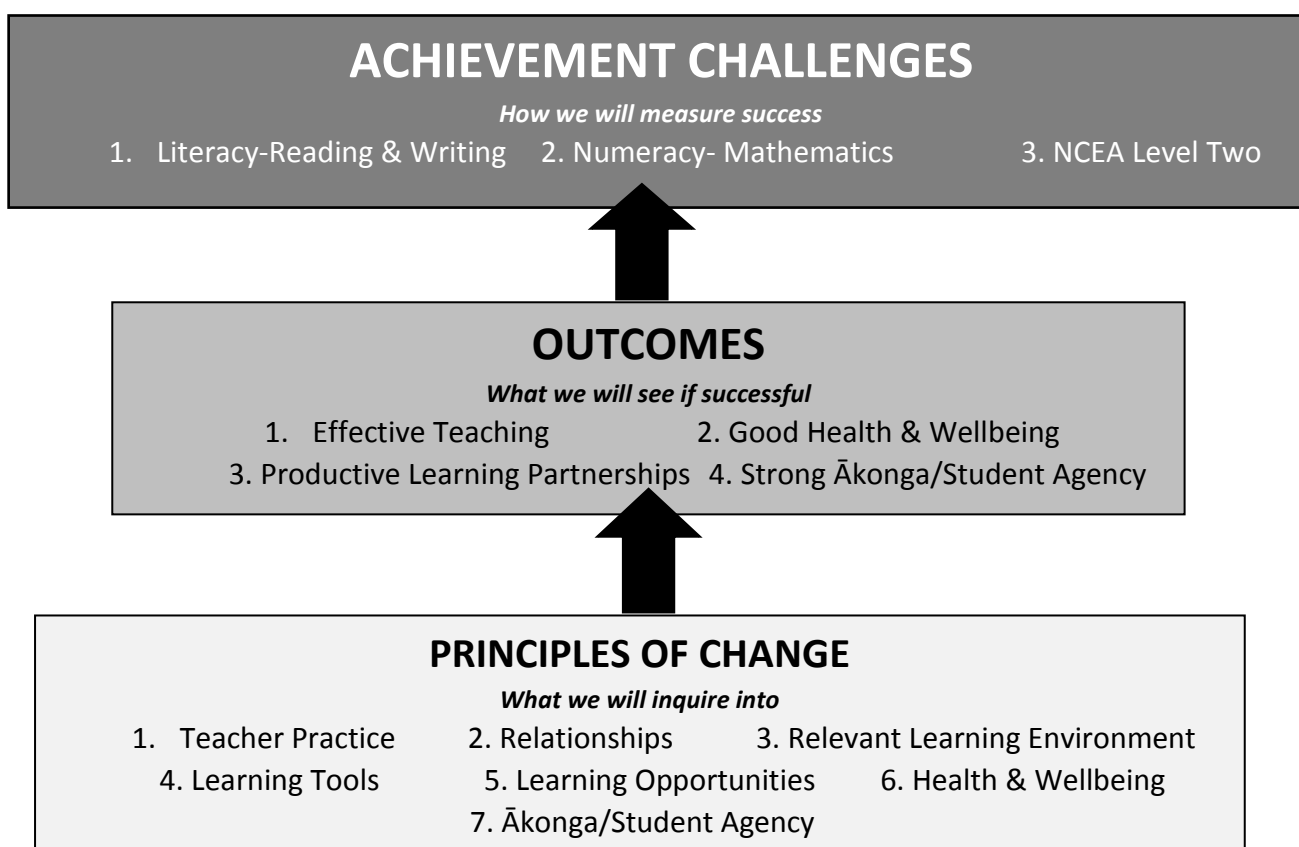
7. Ākonga/Student Agency

There was a strong message coming through that being listened to and having the opportunity to express their views about what works, or doesn't, for their learning is important.

Success was another theme that came through. This was in the sense of students having success and being recognised for what they are good at. Success also linked to having a positive attitude, being supported to be successful, having self-confidence and a sense of being valued. Success is supported when students are involved in learning that has a clear purpose rather than just because they have to. This linked to students having a sense of pride in themselves. Building student understanding of what learning is and what their role is in learning can support success, especially about being resilient and knowing that making mistakes provides ideal opportunities to learn.

Being supported in their learning is important, as is being respected, and having respect. They also need to be supported in building strong connections and relationships which are crucial for some ākonga. Believing someone cares and displays empathy are also important in building the self-view about themselves as a learner. This is important for all, but crucial for some ākonga.

OVERVIEW

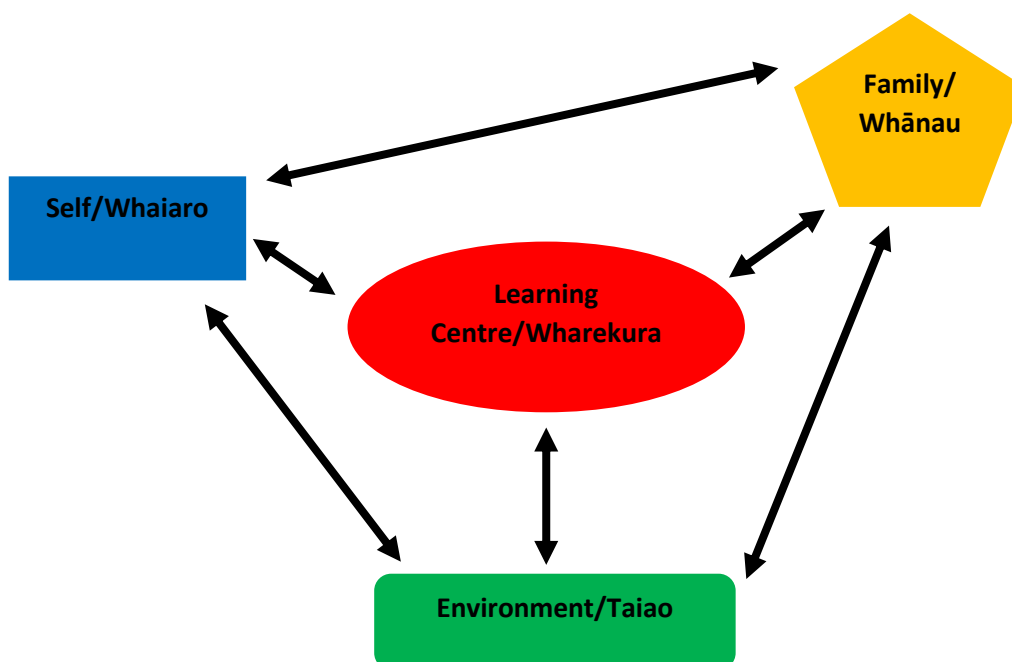


4. NEXT STEPS

Holistic View of Learning

The two Kāhui Ako of Central Hawke’s Bay believe that collaboration is central to our communities of learning. We will spend time together to work out how this collaboration will look like to best meet the needs of ākonga in Central Hawke’s Bay. The importance of collaboration is reflected in our shared vision detailed earlier in this document. Therefore, the outcomes become the goal and foundation of our plan to achieve our challenges through the inquiries around the principles of change.

The achievement challenge targets have been developed to help form a strong basis to measure progress. However, we are conscious that academic data does not necessarily paint the whole picture of achievement for ākonga in our Kāhui Ako. A big part of our initial work together will not just look into the principles of change, but rather how these ideas fit together to look at learning holistically. This is the view that successful learning is not achieved just by good teaching, but rather by collaboration and involvement of everyone.



This diagram represents the influences outside the learning centre that can impact on an ākonga’s learning and achievement. Therefore, in our inquiries, we will try to understand how they interact and whether certain influences have a greater or lesser impact on achievement.

Plan of Approach

Outcomes	<u>Phase 1</u> Things to Inquire/plan/learn	<u>Phase 2</u> What we might see once strategies are in place	<u>Phase 3</u> Embedding success across both Kāhui Ako
Effective Teaching	Teaching Practice Relationships Learning tools	Effective teacher profile developed Restorative practices Culturally responsive pedagogy Active learning using variety of tools/methods	
Strong Ākonga/student agency	Teacher practice Relationships Learning opportunities	Restorative practices Fun, play, real life contexts Student centred with positive, innovative learning focused interactions between Ākonga and teacher	
Good Health & Wellbeing	Relationships Learning environment	Restorative practices Established core values Ākonga confident in their identity, language and culture Ākonga feeling they are a part of a community	
Productive learning Partnerships	Relationships	Strengthening relationships Empowering of families/whanau in Ākonga learning Sharing of information to help support transitions from ECE to College	

The above plan of approach is a basic outline of the different phases of our approach to address the achievement challenge. This will be developed in more detail by the leaders and support principals and leadership team (Across School and Within School Teachers) of both the Kāhui Ako, once appointed.

5. MONITORING & EVALUATION

Monitoring

Monitoring will focus on two aspects

- Implementation of the plan
- Emerging evidence of outcomes – Effective Teaching, Strong student/ākonga agency, good health & well-being, & productive partnerships

Group Responsible	Monitoring, Evaluation, Reporting
<p>Governance Group</p> <p>Leader of the Kāhui Ako, Principal reps, Board of Trustees reps</p>	<p>Will receive regular reports to enable monitoring of achievement and trends</p>
<p>Management Team</p> <p>Leader of the Kāhui Ako, 1 other Principal, ECE reps</p>	<p>Will monitor Kāhui Ako achievement and trends and the impact of the across school teacher PLD</p>
<p>Working Party</p> <p>Leader of Kāhui Ako</p> <p>1 Across school teacher</p>	<p>Will regularly evaluate the impact of the across school PLD focussed on achievement challenge targets and report these to the management and governance group</p>
<p>Inquiry Team</p> <p>1 Across school teacher</p> <p>6 Within school teachers</p>	<p>Will regularly evaluate the impact of the Inquiry or projects they are working and report to across school teacher</p>

Evaluation

It is intended that the Kāhui Ako will use the ERO's evaluation indicators when evaluating the impacts of PLD and the actions of the Kāhui Ako towards gaining our achievement challenge. These outcome indicators are:

- Ākonga are confident in their identity, language and cultures as citizens of Aotearoa New Zealand
- Ākonga are socially and emotionally competent, resilient and optimistic about the future
- Ākonga are successful lifelong learners
- Ākonga participate and contribute confidently in a range of contexts- cultural, local, national and global

Therefore, the leader of the Kāhui Ako will work with the Principals and the Across School Teacher to evaluate the impacts based on the outcome indicators. These elements will be included in the evaluation:

1. Beginning and end of year ākonga achievement data with reference to the achievement challenges
2. Evidence of change in teacher practice
3. Ākonga, parent/whānau, community and teacher voice
4. Ākonga attendance and engagement

Tools and measures may include:

- National standards Literacy- Writing & Reading (or other tool based on consultation)
- National standards Mathematics (or other tool based on consultation)
- NCEA Level 1 Numeracy & Literacy
- NCEA level 2
- PATs and/or E-asTTle
- Classroom Observations
- Enrol- Stand down, suspension, transience, truancy, and lateness data
- Student, parent/whānau, community and teacher surveys

It is also intended that our planned approach will be reviewed regularly but a more formal process will happen annually. ERO's process indicators might be used at this time to help identify areas which changes are needed. This will also allow decisions to be made regarding staffing and timetables for the following year.

ERO's process indicators are organised in six domains found to influence learning centre effectiveness and student outcomes. These domains are:

- Stewardship
- Leadership of conditions for equity and excellence
- Educationally powerful connections and relationships
- Responsive curriculum, effective teaching and opportunity to learn
- Professional capability and collective capacity
- Evaluation, inquiry and knowledge building for improvement and innovation

Reporting

The leader of the Kāhui Ako will coordinate the preparation of regular reports for the Governance group and Boards of Trustees. Reports will include commentary on targets and priorities, implementation progress, emerging evidence of changes in learning centre practice or cultures.