

Faith Based Kahui Ako

Strategic and Annual Plan 2024-2025



Our Kahui Ako

He ora te whakapiri, there is strength in unity.

Our Faith Based Kahui Ako includes ten Catholic schools from the Diocese of Hamilton, predominantly clustered in Rotorua and Tauranga. All schools are committed to strengthening Catholic education and the network of Catholic schools in our communities. The common link for all of us is our Catholic faith.

We are working together, as a collaborative learning community, to be:

- Faith filled Catholic people involved in social justice
- Culturally responsive and aware of the Tiriti o Waitangi in our everyday lives
- Life-long learners, open to change, seeking new possibilities
- Agents of change, building trust between members

**Our Faith based Kahui Ako has our Catholic faith at it's
centre, our special character.**

Over the next two years we will gather information about -
the sacramental traditions, the professional development
needs, the events and liturgies which contribute to the
charism of our schools; the commonalities and differences
between our schools.

The insights or moments of awe and wonder which we
discover will be shared between our schools to bring new
life and creativity.

Our action plan includes:

- Gathering and sharing student data in regards to Catholic practice and sacramental reception between contributing primary and transitional secondary Catholic Colleges. The data would provide insights into whether changes are needed to sacramental programmes; areas of the Religious Education programme which need more in-depth teaching and the feasibility of retreat programme across various age groups (tuakana teina).
- Development of a systematic approach to monitoring and recording preference criteria to enable a focus on invitation to participate in sacramental programmes. Successful strategies can be shared amongst participating school communities.
- Development of a stronger focus on Catholic special character in the operation of professional growth cycles; using the Catholic Schools Elaborations: Standards for the Teaching profession to identify professional learning needs.
- The opportunity to macro-manage the provision of Professional development/learning programmes which meet the needs of several schools e.g. two foundation papers on theology and scripture (Te Kupenga) to support teachers with the introduction of “Our Faith” curriculum.
- To build partnership and collaboration teachers in contributing primary schools could work alongside teachers in Catholic secondary schools on the provision and planning of health and sexuality programmes based on “Having Life to the Full”.
- Secondary schools collaborate on evangelisation and mission programmes which keep the Catholic faith alive and relevant to young people in our schools. Students who have completed Sacraments of Initiation buddy with those on the journey, to be active in Christian Witness.

(sourced from NZCEO: examples of Good practice from 2020-2022 Catholic Special Character review reports).

Strategic Priorities 2024

Strategic Focus 2024-2025

Goals

INITIATIVES: What we will be doing?

Goal 1
Mātauranga Māori

Supporting Kura in improving kaupapa Maori.

- Develop a foundation framework from identified needs in each kura.

Goal 2
Agentic Teaching and Learning

(EDI through the context of Literacy and Maths)

Science of Learning: Support schools to develop an understanding of EDI and using evidence based instruction.

SL: Supporting schools to use a Structured Literacy approach

Maths: Support schools to implement structured mathematics pedagogies. Implement with small groups.

- Support schools who are beginning and continuing to implement SL and SM
- SL / SM - Produce Roadmap plans for each school
- Increase pedagogical capacity and best practice
- Investigate intervention (Yr 7-10) and identify supports and PLD required across the Kahui Ako

Goal 3
Learning Support

Support LSC's within schools to provide a successful LSDM.

- Create a sustainable action plan for LSC's that gives consistency across the Kahui.
- Provide clarity for Senior Management and teaching staff of the role of the LSC within schools.

Faith Based Kahui Ako Road Map

2024				2025			
1	2	3	4	1	2	3	4
<p>Support schools to develop and know their pepeha. Identifying local stories that connect to the school pepeha (including waiata/karakia/locations that could bring these stories to life) Learning Te Reo through the context of waiata, pepeha, karakia</p>				<p>Consolidation of school pepeha. Progression of school pepeha. Intensive focus on common Te Reo in the classroom.</p>			
<p>Continue to support schools with implementation of SL approach. Implementing interventions systems.</p>				<p>Consolidation of practice, Ensuring sustainability. Robust coaching and mentoring and induction systems.</p>			
<p>Share structured maths and research with all schools Implementation of a structured maths approach in schools.</p>							
<p>Science of Learning - share evidence based pedagogies and apply to the teaching of literacy and mathematics. Begin developing a coaching model within schools.</p>				<p>Consolidate pedagogies within schools and coaching model.</p>			
<p>Provide and present an analysis of 2023 data. Make recommendations for PLD Identify and supply PD for LSC's to enhance their roles</p>				<p>Incorporate contributing ECE's onto school LSR's Work with DHB and Early Intervention to identify ALN's earlier -provide support to whanau prior to starting school</p>			

Goal 1:
Mātauranga
Māori

Goal 2:
Agentic
Teaching and
Learning (SL /
Science /
Maths)

Goal 3:
Learning
Support

Key
Metrics

What
success
looks like...

Schools will have a localised curriculum linked to their pepeha.

Pepeha is implemented and embraced by leadership kaiako and learners.

SL - Teachers teaching SL with confidence and knowledge.

Maths - Teachers teaching SM with confidence and knowledge.

Science of Learning - Improved pedagogy across clusters of schools

SL - Improved Teacher Practice
Improved outcomes for all learners

Maths - improved teacher practice and learning outcomes for all learners

Science of Learning -

The creation of a document that details the creation and delivery of the LSDM within schools across the Kahui Ako

Differentiation and pathways provided, monitored and adapted for all akonga with additional learning needs

Achievement Challenges for 2024

Achievement Challenges

1. Boys in Year 8 are currently achieving at 58% in Reading.

TARGET: 75% of Year 8 Boys achieving at or above in Reading

2. Boys in Year 4 are currently achieving at 66% in Writing.

TARGET: 80% of Boys in year 4 achieve at or above in Writing

3. Secondary

Achieve a minimum of 75% pass rate in the writing co-requisite for Year 10 students in 2024, focusing on more equitable outcomes for boys, while maintaining over 85% achievement in numeracy and reading co-requisites.

Assessment tools for Literacy and Numeracy : PAT and e-asttle

2024 STRUCTURED MATHS/LITERACY (EDI) ACTION PLAN

PURPOSE

- To work closely with the Kahui Ako Leadership teams to focus their efforts on meeting the Kahui Ako shared achievement challenges.
- To work collaboratively with teaching professionals within the Kahui Ako supporting the improvement of literacy in all schools.
- To build the capability and sustainability of the Within School teachers teams of all schools.
- To acknowledge and support cultural awareness in each Kahui Ako team.
- To support the members of the ASC team through collaboration and creativity, bringing skills and expertise to maximise the effectiveness of the ASC team as a whole.

Key Tasks	Performance Indicators	Expected Outcomes	Actions
Plan for 2024			
Teacher only days 30th 31st Jan	Organise venue, communication, participant numbers, etc.	<ul style="list-style-type: none"> ● Schools will have an introduction to Structured Writing (Day 1) ● The Learner First - Maths; understanding Te Mataiaho progressions 	<ul style="list-style-type: none"> ● Writing Completed - St Mary's Rotorua/St Mary's Putaruru ● Maths Completed - St Mich, St Mary's, Rotorua, St Thomas More, Tauranga, St Mary's Putaruru, Suzanne Aubert
IDEAL Induction Day - 28th March	Organise content, venue, communication, participant numbers, etc.	<ul style="list-style-type: none"> ● IDEAL platform, Science of Reading, resources. 	<ul style="list-style-type: none"> ● Info shared with schools - opportunities for new staff using IDEAL ● A large number of teachers attended from schools within our Kahui Ako. We covered the 'why' of structured literacy and navigating the iDeaL platform, along with decodable readers and authentic texts.

<p>Design and implement a plan to develop pedagogical capacity within member schools around EDI in either Maths or Literacy</p>	<p>Work with schools to produce an initial outline.</p>	<ul style="list-style-type: none"> • Collaborate with other ASCs and literacy leads to identify staff strengths in SL. • Individual schools plans on spreadsheet. 	<ul style="list-style-type: none"> • SPREADSHEET LINK including visits, zoom meetings, and focus of visits. (which includes roadmaps for each school) • Do all schools have along term PLD plan for Maths and Literacy? It has been difficult to get things moving in schools without a lead teacher to drive recommendations.
<p>Support schools with the implementation and development of EDI practice in either Maths or Literacy.</p>	<p>Work with schools to develop a PD plan. Support literacy leads and teachers to begin their SL teaching.</p>	<ul style="list-style-type: none"> • Using a PD plan to collect evidence of support provided in schools. • Meet with 'within school teachers' and key teachers of literacy to write a framework/template 	<ul style="list-style-type: none"> • See above spreadsheet for individual school plans • RAPLD funding secured - negotiations with schools regarding how this will be allocated. • Hours will need to be accounted for on this spreadsheet as milestone reporting will be required. • WST teachers will be appointed within schools - these teachers are to liaise with AST to ensure PLD is happening and identifying next steps.
<p>Observe teacher practice in action, confidently apply coaching and mentoring skills and techniques to increase explicit pedagogy.</p>	<p>Observing and giving feedback to focus-group teachers.</p>	<ul style="list-style-type: none"> • Observe literacy lessons in Junior (Year 1-3), Middle (Year 4-6) and senior (Year 7-8) primary. • Work with key people within each school to identify how students who require extra literacy support are catered for (i.e., Tier II and III students). • Together decide what is being done well and what needs further support in order to achieve shared achievement challenges. 	<ul style="list-style-type: none"> • See spreadsheet for work in various schools

Collect historical literacy data.	Developing a professional learning plan to address identified needs.	<ul style="list-style-type: none"> ● Report findings to the Leadership team. ● Discuss with the Leadership team what the recommended 'next steps' would be after building a case which includes the comparative data and analysis after 12 months PLD and predict where the achievement milestones will be after 24 months PLD. 	<ul style="list-style-type: none"> ● To do
Promote best teaching practice across the Kahui Ako	Expertise across the Kahui Ako will be identified and developed or linked.	<ul style="list-style-type: none"> ● Schools will be more confident implementing the agreed actions of the Kahui Ako (the achievement challenges and vision) 	<ul style="list-style-type: none"> ● We need to identify expertise within schools to work alongside ASC to continue developing sound pedagogy around explicit direct instruction.
Lead the development of expertise across the Kahui Ako with a particular emphasis on promoting cultural capacity - acknowledging the diverse ethnicities within our Kahui Ako schools.	Change will be led across the Kahui Ako to support every student to learn and achieve in ways that recognise their identity, language and culture.	<ul style="list-style-type: none"> ● Teachers will become more aware of cultural contexts and the importance of developing closer relationships with family/whanau/iwi. ● Teacher confidence will grow from collaborative practices developed in partnership with the ASCs. ● Digital tools/platforms will be maintained and developed using the combined skills, knowledge and pedagogy of the ASC team in the cultural responsiveness space. 	<ul style="list-style-type: none"> ● Developing coaching and mentoring capabilities among staff ● See spreadsheet - this has begun at St Mary's Rotorua ● A meeting to be had with DP's at St Mary's Tauranga to discuss the Coaching model - this is yet to happen. Approached in Jan 2024. ● Teachers are having the opportunity to use the coaching framework to critique self-practice.

<p>Recognise and respect the special relationships you have with principals and staff of each member school.</p>	<p>Information will be protected and shared with designated members of the Kahui Ako leadership team. Regular data analysis and presentation of information.</p>	<ul style="list-style-type: none"> ● Confidentiality will be upheld as one of the important foundations to building trust amongst colleagues. ● Data is used effectively to inform decisions in regard to professional development and collegial support. ● Recognise that what you say and do will either promote or diminish the effectiveness of the relationship trust within our Kahui Ako. 	<ul style="list-style-type: none"> ● Supporting schools in the gathering of assessment data ● Communication with Principals/Leadership Teams is a barrier
<p>Support and improve learning outcomes in literacy for students in the Kahui Ako.</p>	<p>Teachers will feel more confident in using strategies to improve literacy for their students.</p>	<ul style="list-style-type: none"> ● Sustained improvements in literacy over time, including Māori, Pasifika and additional learning needs students. ● With other ASC team members develop and integrate the evidence based practice within the Kahui Ako. 	<ul style="list-style-type: none"> ● Mid Year data to be collected from all schools. Maori and Pasifika will be analysed.

2024 MĀTAURANGA MĀORI - ACTION PLAN

PURPOSE

- To work closely with the Kahui Ako Leadership teams to focus their efforts on meeting the Kahui Ako shared achievement challenges.
- To work collaboratively with teaching professionals within the Kahui Ako supporting the improvement of Maturanga Māori in all schools.
- To build the capability and sustainability of the Within School teachers teams of all schools.
- To acknowledge and support cultural awareness in each Kahui Ako team.
- To support the members of the ASC team through collaboration and creativity, bringing skills and expertise to maximise the effectiveness of the ASC team as a whole.

Key Tasks	Performance Indicators	Expected Outcomes	Actions
Continue to develop a foundation framework of Maturanga Maori to present to the Catholic school's Kahui Ako Principals	Links with Maturanga Maori, Localised Curriculum and NZ Histories Curriculum. Support schools to connect their special character with te ao Māori through their school pepeha	<ul style="list-style-type: none"> ● Schools will opt to work with ASC Maturanga Maori ● Work alongside DRSs in schools who are seeking guidance on the inclusion of te reo, himine and karakia in liturgical celebrations. 	<ul style="list-style-type: none"> ● Use stories that relate to landmarks in local pepeha. ● Learn waiata that relate to local pepeha.
Design and implement a plan to develop pedagogical capacity within member schools around Maturanga Maori.	Work with lead teachers within the school to produce an initial outline, build teacher knowledge and confidence to deliver kaupapa Māori lessons.	<ul style="list-style-type: none"> ● Collaboration with other ASTs and literacy leads to identifying staff strengths Maturanga Maori. ● Present plan to Leadership Team for feedback. 	<ul style="list-style-type: none"> - Give teachers the necessary knowledge and skills to deliver the stories that relate to their schools pepeha. How their maunga, awa, moana, roto got their names and different korero that relate to each landmark

<p>Work with schools to develop or extend their Local Curriculum.</p>	<p>Evidence of schools' local curriculum being supported by ASC.</p>	<ul style="list-style-type: none"> • Schools adopt the Matauranga Maori modelled by the ASCs (Whare) • Work with a lead teacher within a school to develop pedagogical capacity. 	<ul style="list-style-type: none"> - Identify the appropriate kaumātua that can share the stories of each rohe pepeha. E.g. Tauranga, Rotorua, Tokoroa, Putaruru, Opotiki and Papamoa
<p>Development of pepeha and waiata that relate to korero for each rohe and kura.</p>	<p>Develop a shareable template for schools to utilise.</p>	<ul style="list-style-type: none"> • Schools opt to adopt and/or modify to make this resource specific to their schools. 	<ul style="list-style-type: none"> - Support kura by finding korero that relate to the rohe and pepeha. - Support kura by teaching waiata that explains the history and or stories from their rohe and or pepeha.
<p>Continue the development of the local curriculum digital platforms already established in our Kāhui Ako schools in collaboration with other members of the ASC team.</p>	<p>The change will be led across the Kāhui Ako to support every student to learn and achieve in ways that recognise identity, language and culture.</p>	<ul style="list-style-type: none"> • The cultural capacity of each school will increase through the inclusion of te reo, the narratives of mana whenua, contexts for learning which are easily accessible to teachers through a digital platform developed specifically for each school community. 	<ul style="list-style-type: none"> - Work with the school's localised curriculum leads, iwi, kaumatua to create and or identify the school's pepeha, and learn their stories. - Learn and teach waiata to Kapa Haka groups, classes, at teachers briefings.
<p>Promote best teaching practice across the Kahui Ako</p>	<p>Expertise across the Kahui Ako will be identified and developed or linked.</p>	<ul style="list-style-type: none"> • Schools will be more confident implementing the agreed actions of the Kahui Ako (the achievement challenges and vision) 	<ul style="list-style-type: none"> - Support schools on request. - Offer support in my areas of strength. Reo, Kapa Haka, Matauranga Māori

Lead the development of expertise across the Kahui Ako through a bi-cultural lens.	Change will be led across the Kahui Ako to support every student to learn and achieve in ways that recognise their identity, language and culture.	<ul style="list-style-type: none"> Teachers will become more aware of cultural contexts and the importance of developing closer relationships with family/whanau/iwi. 	<ul style="list-style-type: none"> Organise and plan visits to Kahui kura. Support Kahui ako schools where possible Booklets created for Junior, middle and senior primary level.
Recognise and respect the special relationships you have with principals and staff of each member school.	Information will be protected and shared with designated members of the Kahui Ako leadership team.	<ul style="list-style-type: none"> Confidentiality will be upheld as one of the important foundations to building trust amongst colleagues. 	<ul style="list-style-type: none"> Meet with Kahui Principal leads on requests Commit to Kahui Kura (Fridays) or if notice is given.
Support and improve learning outcomes in literacy for students in the Kahui Ako.	Teachers will feel more confident in using strategies to improve literacy for their students.	<ul style="list-style-type: none"> Sustained improvements in literacy over time, including Māori, Pasifika and additional learning needs students. 	<ul style="list-style-type: none"> Be visible and available to support different all Kahui kura
Facilitate and oversee the Matariki Kahui Ako Ahurei.	Assemble a support team to help with the administration and organisation of a Kahui Wide Ahurei in early term three to tie in with Matariki Celebrations.	<ul style="list-style-type: none"> Schools from across our Kahui Ako will gather to celebrate Kapa Haka and kaupapa Māori. 	<ul style="list-style-type: none"> Participate and support in the organisation of Ahurei where needed

2024 LEARNING SUPPORT ACTION PLAN

PURPOSE

- To work closely with the Kahui Ako Leadership teams to focus their efforts on meeting the Kahui Ako shared achievement challenges.
- To work collaboratively with Learning Support Coordinators within the Kahui Ako to improve the outcomes for all learners with additional needs in our schools
- To build the capability and sustainability of the Learning Support Coordinators of all schools.
- To acknowledge and support cultural awareness in each Kahui Ako team.
- To provide collegial support for each LSC within the team through regular communication and meetings.

Key Tasks	Performance Indicators	Expected Outcomes	Actions
TERM 1			
Collect data from existing Learning registers.	LSRs shared and data collated. Trends identified	A consistent Learning support register maintained by each school using the definitions established in 2023. A consistent Kahui Ako-wide register maintained using non identifiable data; entered by LSC from KA schools' SMS.	LSR shared with all Learning support coordinators. Identifiable data added <ul style="list-style-type: none"> ● Founding document as a point of reference for new LSC members. Common language regularly discussed and agreed upon by all LSC team members.
Common language of mandatory fields within the LS Register are understood and applied correctly.	All LSCs within the Kahui Ako work collaboratively to unpack the language used in the LSRs	Founding document used as a working document and is updated to record methodology and create sustainability - tracking and implementation of interventions for students with additional learning needs. Definitions and language of the Learning Support Register reviewed and affirmed by the team. Define common areas of need across the Kahui Ako.	Deadline of Week 9 Term 1 for non identifiable data using Common Language to be entered. A meeting scheduled for the LSC team to review how tracking of support for students is being managed by schools using SMS e.g.HERO and KAMAR Review the successes and challenges of the LSC roles and responsibilities using the LSDM.

Clarify the Learning Support Delivery Model for Senior Leadership	Present to Kahui Ako Principals at Governance meeting.	The Learning support coordinator role is better understood and their time/expertise used correctly in schools to support students with additional needs. Ensure roles and responsibilities are clear i.e., what each LSC does and does not do in their schools.	Presentation showing the job descriptions and variants, highlighting appropriate use of learning support time. Discuss actions which don't comply with the job descriptions. Seek clarification in particular with PPTA around acceptable practice for learning supports employed by secondary schools within the Kahui Ako.
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NOTE: ASC with responsibility for Learning support resigned in Term 1. This position wasn't filled leaving the Learning support team continuing their work independently in each school.

At the end of Term 1 the Kahui Ako leadership changed due to the resignation of one co-lead. A leadership position was advertised during Term 2 with a new portfolio: coordinating the LSC team. The newly appointed co-lead of the Kahui Ako is expected to be the facilitator for the LSC team, replacing the ASC who had this role. The LSC team carried on independently during Term 2 while the appointment process was put into motion..

TERM 2

The LSC team will continue to update registers.	Meetings put on hold.	For schools which have LSC members present: A consistent means of storing, updating, and sharing information of students with additional learning needs Priority learners identified and shared with staff.	Portfolios being created in schools using consistent templates. June 2023 data collected and analysed - individual schools, trends and patterns identified. Hui: Week 5 @ St Thomas More. What's on top? The LSC register. Building relationships across the network. Function of the panel system to fast track referrals (Tauranga DHB).
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TERM 3

NOTE: Co-lead with responsibility for Learning support appointed effective 22 July, 2024. A LSC (from JPC) resigned during the holiday break so an appointments process was initiated and a new person was appointed with responsibility for JPC and St Michael's, Rotorua.

Collaborate with LSC team to create an assessment toolkit that ensures students additional learning needs are identified	Share resources used for screening students with additional learning needs	Select assessments to be used to identify needs of students who have additional learning needs under Cognition and Learning in the LSR Assessments used to create a report to whanau and school of students strengths, weaknesses or barriers and next steps, stored in students online portfolio. Renewal of permission forms: checking with administration staff about new enrolments signing off documents/ added to SMS. Secondary LSC meet and share experiences and	Discussion regarding the efficacy of LSCs testing with Level C when they haven't completed the training has led to a booking system being introduced for schools to access a Level C assessor (based at St.Mary's, Rotorua.) Hui : Week 5 @ St Thomas More. Focus on common needs across the Kahui Ako. Need for PLD for LSC team. Professional Growth Cycle. Accountability and the role of the co-lead in mediating appraisal processes (between client schools and host schools). Preparation of a collaborative team report to the Kahui Ako governance meeting: Co-lead LSC team.
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discuss solutions in regards to end of year assessments for students on their LS registers. (Co-requisites - supporting students and whanau)

TERM 4

Report to KASLT strategic planning day @ Aquinas 5/11/24.

Transition and how LSC are influential in ensuring positive outcomes for students and whanau.

Accessing PLD in 2025.

Data from LSR across the Kahui collected and analysed to provide clarity for any decisions re: PLD for 2025

Ensuring all member schools are accessing LSC services in a fair and equitable way. Address any deficits when planning for 2025 with co-operation of KASLT.

Trends in data identified.
Discussion of next steps with reference to individual school's highest needs.
Working to provide the LSC team with opportunities to be involved in structured literacy and maths in 2025 so that they can become proficient in supporting learners and teachers e.g. visiting other schools to observe good practice; attending staff meetings at other schools through invitations from LSC team members.
Make a calendar of teacher only days and call back days being run across the Kahui Ako schools during the holiday break so that LSC team members are able to access a range of quality PD in explicit directed learning.

Hui: Week 2 @ St Thomas More.: To present and discuss data; to arrange PLD for the LSC team on ELL and completing the frameworks needed when applying for ELL funding. Common understanding of the requirements so that information can be gathered in preparation for the March 2205 deadline.
Discussion around LSC/SENCo relationships.
Review of cumulative records and processes used for transition from Primary to Secondary.

Arrange a PLD day for LSC team: ELL applications (key people from RTLBS and MOE). Date to be confirmed.

Self Review of Kahui Ako Goals 2023

<p>Goal 1: Matauranga Maori supporting kura to improve kaupapa Maori and the development of Te Ao Maori (Te Arawa, Ngai Te Rangi, Raukawa, Ngati Whakawae, Whakatohea) and localized science curriculum.</p>	<p>Key successes:</p> <ul style="list-style-type: none"> ● Developed a shared plan to share the migration story of our different iwi. ● Units and resources that can be used across the Kahui Ako. ● Kahui Ako wide Cultural day and Kapa Haka Festival ● Kahui Ako Epro 8 / STEM day ● Continued conversations with local iwi and rohe leaders ● Local Curriculum field trips <p>Where to next:</p> <ul style="list-style-type: none"> ● Share the stories of individual school pepeha ● Connect Science with Te Ao Maori
<p>Goal 2: Agentic Teaching and Learning. Supporting schools to use a structured literacy programme (BSLA, iDEAL). Maths: identify, research, inquire, critically review forms of structured mathematics pedagogies. Implement with small groups.</p>	<p>Key successes:</p> <ul style="list-style-type: none"> ● The majority of our schools have now begun Structured Literacy within their school. ● Across School Leads providing coaching and mentoring to teachers ● Supporting school leaders to develop PLD ● Focused staff meetings delivered by ASL at Kahui Ako schools, topics covered: Decodable and Authentic Text, Explicit Direct Instruction, Analysing iRSR, Assessment, Building Vocabulary, Oral Narratives ● Collection and analysis of Kahui Ako wide data <p>Where to next:</p> <ul style="list-style-type: none"> ● Link Explicit Direct Instruction pedagogy to other curriculum areas ● Build coaching teams across our Kahui Ako. Coaching teams will ensure consistency in the delivery of content. ● WSLs to have job descriptions that align with Kahui Ako Strategic goals ● WSLs to work alongside the ASLs implement
<p>Goal 3: Learning support. Create a universal Learning support register and road map to future proof the LSC role. Provide clarity for Principals and the Learning support coordinator team around the role of the LSC.</p>	<p>Key successes:</p> <ul style="list-style-type: none"> ● Common language shared across the school LSC to ensure consistency when completing the Learning Support Register. ● Methods of tracking and support for students identified and shared with Kahui Ako schools ● Roles and responsibilities of LSC within our Kahui Ako ● Individual student portfolio templates developed and used within schools, this ensures consistency ● Assessment Battery created ● School LSCs met to discuss their data ● Cumulative data agreement established for transition between primary and secondary. <p>Where to next?:</p> <ul style="list-style-type: none"> ● Establishing common differentiation tools for teachers to use.