

Eastern Southland
Kāhui Ako



To create an open to learning community ngā akonga o Hokonui to thrive.

Achievement Challenges

2021-2023

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Let's work together

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Let's learn together



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Our Achievement Challenges 2018-2020

- To reduce the number of ākongā working below the expected curriculum level in reading by 15%: From 126 students in Y3, 5, 7 and 9 to 107
- To reduce the number of ākongā working below the expected curriculum level in writing by 15%: From 176 students in Y3, 5, 7 and 9 to 150

Our Revised Achievement Challenges for 2021-2023

Why they are Important to our Kāhui Ako:

Cultural Competency:

Assessment of Writing:

How transitions is our overarching focus:

Action Plan:

Strengthen teacher confidence using te reo Māori from 30% in January 2021.

Strengthen teacher capability to enact Māori cultural competencies.

This includes ako, manaakitanga, wānanga, whanaungatanga, tangata whenua - refer to Tātaiako

All ākongā (of teachers participating in the professional learning with Lauren Latimer) who are not at the expected level will improve their writing level by the end of the years - 2021, 2022, 2023.

Appendix 1



Introduction

Our shared vision:

Our vision has been revisited through a wish to have a shared aspiration for the learners in our community. Collaboration of all school principals, ECE's, LSC's and AST's and Kahui Ako Ministry of Education staff, resulted in the development of this at a Hui in August 2020. This was facilitated and workshopped by an external provider, Corene Walker Inzide Edge. Agreement by all those in attendance was gained.

To create an open to learning community ngā akonga o Hokonui to thrive.

Appendix A contains the Memorandum of Agreement.

Our Shared Values:

Our shared values are the important qualities we aim to show in the ways we go about our work, and the relationships we foster with others in our community. These were identified across our schools and early childhood centres and are:

- *Kotahitanga* - Valuing the taonga and cultural capacity of each person.
- *Manaakitanga* - Openly deliver, collaborate with and exceed the expectations of our community, organisation and team.
- *Whanaungatanga* - We all share something in common to work collectively towards.

Our Team Tactics:

We are:

1. Operating from a place of kindness, with integrity and trust.
2. One to one direct, kind and constructive feedback.
3. Respectful, honest communication.

Our Whakatauki:

Kia mahi tahi tatou Let's work together
Kia ako tahi tatou Let's learn together



Our Community

Our community profile

The Eastern Southland Kahui Ako is set in the Gore and surrounding districts. It consists of thirteen schools, eight ECE's, and the Southern Institute of Technology. We have two secondary schools, one intermediate school, four full primary schools, and six contributing schools. Two of these are Catholic schools, one primary and one secondary. The ES Kahui Ako was confirmed in 2018. We are located across town and country areas and our 13 centres are culturally diverse.

Our Members:

Gore High School
Longford Intermediate
Riversdale School
Knapdale School
Mataura School
East Gore School
Gore Main School
Elsie Street Kindergarten
Longford Kindergarten
Funshine Early Learning Centre
Gore Preschool

St Peters College
Pukerau School
Otama School
Te Tipua School
West Gore School
St Mary's School
Hope Preschool
Oxford Kindergarten
Gore Playcentre
Akoranga Preschool

Our Structure

Stewardship Group: has governance responsibility for the Kahui Ako and is composed of representatives from the member groups and Board of Trustees. It meets as necessary, when appointments require. Expressions of interest are called for at the time of need to form our Governance group.

Management Group: has responsibility for the Kahui Ako. It consists of a Principal from each school and two ECE representatives. We work in coordinated, cooperative and collaborative ways where we will have maximum impact on our collective goals.

Leadership Roles: The leaders of the Kahui Ako are to lead, and to keep the focus on our purpose and vision. The role is to ensure that the Vision of the Kahui Ako is met through the achievement challenges. They are appointed for a two year term.

Current Leadership Team: Linda Fraser and Kay Stevens are co-leaders, with Susan Dennison and John McKinlay Supporting Principals.

Current Across School Teachers: Sam Walker 0.4 role, Rose McKenzie 0.2 role, Maria Hansen 0.2 role. Current vacancies exist for one 0.4 or two 0.2 AST.

They are working to support teachers within all schools and ECE's to achieve the vision and work towards the successful implementation of the achievement challenges.

Learning Support Coordinators: Liza Wilson, Gerry Ward and Paula Marrah are our three full-time LSC's, with one still to be appointed.

They support the focus on transitions, and the learning and wellbeing of all akonga within the Eastern Southland Community of Learning. They will work in partnership with schools and centres around the implementation and mahi associated with Te Rito. The Learning Support Manager is an integral part of the guidance for the mahi of the LSC's.

Within Schools Teachers: the current Within Schools Teachers role is to further the mahi of the Kahui Ako, by leading within and across the community. 9 positions are generated for schools as of right, with 5 positions annually allocated to schools. In 2021 and 2022 St Peter's College gave one of their WST roles to the Kahui Ako pool. This is annually reviewed.

| School | WST 2021 | WST 2022 | WST 2023 |
|----------------|--------------|----------|----------|
| Mataura (pool) | Shona Willis | | |

| | | | |
|-------------------|--|--|--|
| Gore Main (pool) | Natasha McColl | | |
| West Gore | Jane Matthews | | |
| East Gore (pool) | Victoria (Tory) Buchanan | | |
| Te Tipua (pool) | Bella Aynsley | | |
| St Marys | Ashleigh Butterfield | | |
| St Peters | Sam Sanson | | |
| St Peters | Amanda Kotkamp | | |
| St Peters | Gifted to the pool for 2021 and 2022.. | | |
| Gore High School | Sentain Robertson | | |
| Gore High School | Nadine Fletcher | | |
| Gore High School | | | |
| Longford | Marne Henriks | | |
| Riversdale (pool) | Kimberley Harper, Tiffany Przewieda | | |
| Otama (pool) | Anna-Marie Baker | | |

Highlights and Success 2017-2020

The following are the highlights and successes that the ES KA has experienced since 2017:

- Annie Nelson was the Foundation Lead and worked closely with Mary Wilson in her role as Expert Partner through 2018 and 2019. The focus of the work was on building strong relationships and common understandings across the Kahui Ako. This foundational work has established the Kahui Ako as a working team.

- The continuing relationships are strong which is leading to an increase in trust in our future work together.
- A strong understanding and vision in collaboration with the wider community stakeholders was developed by including them in the initial visioning of the Kahui Ako.
- The understanding that our young people are well positioned within the Hokonui Huanui which has successfully attracted funding through the provincial growth fund. This has led to a deepening relationship with the Hokonui Runanga.
- Four focus areas were developed as part of the vision - Transition, Vision, Communication and Well-being.
- The establishment of the leadership structure currently has joint leaders, two of the three AST's in place, two support Principals representing a secondary and primary school, and many within school teachers. The ESKA has been included in the first tranche of the LSC's. They are working with the manager of Learning Support to develop policies and protocols and establish detailed job descriptions and ways of working to support our tamariki within the Kahui Ako. Much of the future focus of their work will be generated from Te Rito.
- A Hui was held at Gore High School beginning 2019, bringing together staff from the 13 schools looking at our unique learning environment in relation to the wider world, and sharing the vision with all staff members (including support and administration staff). The Early Learning Centres joined us for that day and from here joined the Kāhui Ako. The day included staff from the wider community, such as health, police and social services. Local teachers and staff facilitated the workshops.
- Local Curriculum Design workshop – all the schools accessed the Curriculum Design Tool. In partnership with the Rūnanga, our expert partner, Janelle Stevenson, presented this. Nine of the 13 schools completed an introductory session and identified areas of shared use.
- AST organised a range of workshops targeting professional learning which were well received and added to professional growth.
- A revisioning Hui was held in August 2020, supported by Corene Walker InzideEdge, to revisit the vision, values and team tactics. The work also addressed the refreshed achievement challenges going forward from 2021. Each school

identified their specific areas of need moving forward. Consensus was reached that Cultural Competency and Literacy were common foci (under the umbrella of transitions).

Achievement Challenge Outcomes 2018-2020

Our Achievement Challenges 2018-2020

- To reduce the number of ākonga working below the expected curriculum level in reading by 15%: From 126 students in Y3, 5, 7 and 9 to 107
- To reduce the number of ākonga working below the expected curriculum level in writing by 15%: From 176 students in Y3, 5, 7 and 9 to 150

Outcomes at the end of 2020:

| | |
|--|--|
| Year 3 – student total 131/169 78% Ākonga working at or above the expected curriculum level | We have yet to see the gains of our collaborative practice at the top end of these year levels. We have now got three years of longitudinal data to support our work moving forward. |
| Year 5 student total 135/165 82% Ākonga working at or above the expected curriculum level | |
| Year 7 student total 150/205 73% Rangatahi working at or above the expected curriculum level | |
| Year 9 student total 98/167 59% Rangatahi working at or above the expected curriculum level 98 | |

Reasons for this data:

For the Year 3's we have seen a reduction in the percentage working below the expected curriculum level in English

For the Year 5's there is a significant increase in the number of ākonga working at or above the expected curriculum level.

Year 7 cohort for 2020 has a decrease in the number of rangatahi working at or above the expected curriculum level.

Year 9 remains to have a large number of rangatahi not able to use their literacy skills to access the broader curriculum at the appropriate level.

There is still work around PaCT and the Learning Progression Frameworks to be developed across a number of schools.

The Kāhui Ako remains focused on transitions to support our young people as they move schools and across curriculum levels.

Strategies that have been effective include schools working together to identify their learning progressions.

The introduction of screening tools at year 7 and above has identified specific strategies to support different learning styles.

The introduction of Learning Progression Tools and Progress Tools across the schools has provided an opportunity for schools to identify that judgements made across a number of teachers can be erratic, particularly in the disrupted year of 2020.

Reflections from trends and patterns 2018-2020 and proposed next steps:

These statements are reflections of the 2020 leaders from conversations and the hui in 2020.

- School assessment practice varied from school to school. There was some evidence of accelerated progress in these year groups. This was based on a narrow focus on learning.
 - Next Steps: To develop coherent assessment pathways across all schools.
- Student behaviour has been identified in several schools as a barrier to learning.
 - Next Steps: To achieve lasting impact on our akonga, across the curriculum through focus on language, culture and identity. This will include developing strong relationships and connections with students and whanau.
- Staff and leaders have identified the need (at hui) to have more effective transitions between schools.
 - Next Steps: Focus on developing a shared understanding of student achievement levels using assessment data, building relationships with whanau, and providing a stronger supported transition. This is for students and whanau.
- It is a priority to continue the mahi of developing a strong sense of cultural identity and positive sense of belonging to our community. This includes continuing to honour the Te Tiriti o Waitangi.
 - Next Steps: Strengthen identity, whānau engagement, and community connections. Develop local curriculum objectives across our Kahui Ako.

Our focus for the next three years will be on Cultural Capability - for the learner, teacher, and community. The focus for transition will be on developing a shared understanding of Assessment for Learning in writing. As a Kāhui Ako we need to respond to the cultural needs of all learners and empower teachers to have a shared understanding of their achievement.

What is important for us?

Effective Transitions

Effective transition processes will support our ākonga along their learning pathways, through kaiako:

- Developing cultural capabilities.
- Building shared understanding across all schools and centres.
- Continuing the Positive Start mahi in the wider Eastern Southland area.
- Improving knowledge across our community of assessment for learning e.g. writing in 2021, 2022.
- All akonga with learning differences will be catered for by our LSCs and supporting agencies.
- Seamless transitions will be developed for akonga throughout their learning journey from early childhood to Year 13 and beyond into tertiary education or working lives.

Key Approaches:

We have some key approaches underpinning our collaborative achievement challenges and targets. It is our intention that these approaches will be evident in the work carried out across the Kahui Ako, and will lead us to achieving our identified Achievement Challenges and targets.

- We consulted with our school leaders with a vision setting day offsite. The achievement challenges for 2021-2023 came from this hui.
- We gained agreement that Transitions were the focus of our collaborative work.
- Collaboratively we have identified streams of work for all teachers to choose an area, and undertake collaborative learning to improve the achievement of our akonga.
- Our Achievement Challenges have been developed from this work.
- We have been successful with PLD applications to support these challenges in Literacy in Cultural Competence for 2021 and 2022. (Literacy 240 hours, Cultural Competence 120 hours).

Our Revised Achievement Challenges for 2021-2023

Reference: A guide to support the development of collaborative practice in Communities of Learning/Kahui Ako, Version 3, July 2018, Ministry of Education.

Achievement Challenge 1

| | | | | | | |
|------------------------|--|--|--|--|---|--|
| DEVELOPMENT STATEMENT: | <h2>Pathways: Supporting transitions - developing and connecting along the whole educational journey for every child with emphasis on wellbeing and literacy.</h2> | | | | | |
| STRATEGIC DIRECTION | ESTABLISHING We have identified the key transition into, through, and out of our local education system | | DEVELOPING We have a plan of action for how we will work together to support learners across transition points. (Beginning 2021 and end of 2021) | | EMBEDDING We have evidence-based practices in place to support successful and seamless transitions through the pathway | FULLY FUNCTIONING We regularly review the practices in place to support sustained success and seamless transitions for all of our children and young people |
| | | | | | | |
| | The Community of Learning is discussing learner pathways | | The Kahui Ako is actively building connections | | When appropriate, the Kahui Ako share resources | The Kahui Ako has developed a strong collective identity which is |

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| | and developing a sense of the education pathway they represent. (Beginning and end 2021) | | between teachers working in different sectors to create a more seamless pathway (eg early learning and new entrant teachers) | | and have combined events (such as cultural or sporting activities) which strengthen the connection across the learning pathway between students, teachers, families and whanau. | | built off the learner pathway that all of the organisations represent. The members within the Kahui Ako each have their own sense of identity, but that identity still remains linked to the full pathway, not just their place in it. |
| | | | | | | | |
| | The Kahui Ako is creating a picture of what the education journey currently looks like for their children and young people, and a vision of what a better educational journey could be. (beginning 2021) | | The Kahui Ako is pooling and sharing some of its resources across the learning pathway to provide targeted support to increase collective impact and strengthen progress and achievement for their children and young people - in particular children requiring additional learning support. (end 2021) | | The Kahui Ako has established processes and ways of working together that enable learning to be joined up and responsive to the needs of the students across the learner pathway and is re-organising its systems and structures to better align to the pathway. | | Structures and processes enable schools/organisations to work flexibly across the Kahui Ako and the learner pathway, focusing resources on where they best meet the needs of learners. |
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Supporting transitions - developing and connecting along the whole educational journey for every child.

What Next? Set goals that your Kahui Ako can work on together to develop in this area



| DEVELOPMENTAL GOAL | ACTIONS REQUIRED | BY WHO | When | EVIDENCE/Tools | IMPACT |
|--|--|---|--------------------------------|--|--|
| To ensure high quality Pastoral Care for akonga transitioning (within/across schools centre) | <ul style="list-style-type: none"> Meetings to establish what effective pastoral care looks like in centres. Building trusting relationships between teachers in schools so akonga continue moving forward in their learning journey Building trusting relationships with whanau to support akonga / tamariki at transition points e.g. early childhood to school, Year 6 to Year 7 for contributing schools, Year 8 to Year 9 for full primary schools, Year 12/13 to tertiary or into work/careers. LSC play a key role in supporting transitions for akonga and their whanau. | LSC ASL WSL Centre Leaders Teachers | Ongoing End of Term 1 (Cohort) | <p><u>Possible Sources of Evidence:</u></p> <p>Conversations between SENCO's LSC's and teachers within and between schools/centres Trusted relationships between LSC's and Whanau »NZCER Wellbeing survey St Peters Survey » Wellbeing register data » Pastoral data and/or referrals about behaviour (Te Rito) » Student/ākonga / whānau /survey Student/Akonga Attendance »increased improvement in literacy and culture/belonging would result in increased engagement and as a by product will increase retention at school until at least age 17 » Career Development Benchmarks</p> <ul style="list-style-type: none"> Longford, St Peters & Gore High unpacking LPF & PACT aspects. Te Rito register developed Sharing of learning journals between school and ECE (parents) | <p>Akonga feels supported in a secure and new learning environment i.e. within or between centres so the learning pathway is not interrupted. LSC's follow the learning pathway for that whanau</p> <p>Current retention data shows that in 2020 78.3% of ESKA students stayed at school until their 17th birthday (v/s 83.5% nationally). We will expect to see a 5% improvement.</p> |

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|---|---|--|---|--|--|
| <p>Ensure a seamless educational pathway for akonga within and between centres and schools (with a focus on writing moderation)</p> | <ul style="list-style-type: none"> • Establishing common language among professionals in describing disposition • Professional development with Lauren Latimer - assessment for learning focus. • ASL/LSC supporting literacy across centres. • Understanding of curriculum levels through moderation workshops. • Understand, track and accelerate progress in writing for Year 9 and 10 Students (GHS). • Unpack the Literacy Standard to ensure that primary, intermediate and secondary schools are giving akonga the knowledge and skills to achieve this. | <p>PLD Providers LSC ASL WSL Centre Leaders Teachers</p> | <p>2022 common language developed. 2021 - 2023 Assessment for learning focus. 2022-2023 ASL supports literacy development, to understand curriculum levels, accelerating learners not achieving at expected level. 2022-2023 unpack the LLP's, then moving to the LPF and Literacy Framework.</p> | <p>Teachers have a shared understanding of curriculum levels</p> | <ul style="list-style-type: none"> • High trust relationships show agreement around assessment levels. • Students continue their education journey without interruption. • Whanau have confidence in schools alignment of assessment. • Increased numbers of children passing pre level 1 NZC literacy standard. Refer to Literacy data. • We hope that for the 25% below, that 13% of these are just below and can be moved to At. |
|---|---|--|---|--|--|

Progress Reporting November 2021:

Supporting transitions - developing and connecting along the whole educational journey for every child with emphasis on wellbeing and literacy.

To ensure high quality Pastoral Care for akonga transitioning (within/across schools centre)

Termly Positive Start meetings with ECE and New Entrant teachers - sharing of information, ideas and goals with strong visioning for smooth and effective transitions.

Writing moderation with Lauren Latimer to develop assessment practices which align between primary schools and Intermediate school as well as from Intermediate school to High School. ASTs working alongside schools to assist with transition programmes - tailored specifically for schools and students.

The LSC's are available to work alongside schools to ensure high quality Pastoral Care in relation to transition - for example: being available to take students to their next school to become familiar with the school and working one-on-one with learners to help them progress in an area of need.

ASTs visit pre-schools, primary schools and secondary schools to establish relationships with staff and students, in order to gain deep understanding of student strengths and needs and how they can support teachers and learners.

Seamless Educational Pathway for Akonga within and between centres/schools (with a focus on writing moderation)

Kahui Ako meetings to moderate within schools in groups and then moderated as a whole group. Lead to rich discussion around levelling, use of assessment tools, introduction/overview of LPF and Literacy progressions. All schools chose to use the LLP's and e-asTTle to support making OTJ's.

Agreed understanding around what constitutes an At level student.

Next Steps:

1. Strong commitment in gaining alignment between schools in transition Year 6 to Year 7, Year 8 to Year 9 - this needs to be a priority going forward.
2. Deeper understanding of good teaching and learning practice to ensure validity of judgments - agreement around this is a level 2 piece of work.
3. Assessment for learning - moderation and assessment practices are ensuring across school consistency.
4. Understanding the Literacy Standard and how to support akonga to achieve this.

Achievement Challenge 2

DEVELOPMENT
STATEMENT

Teaching Impacting teaching practice and capability to improve cultural capabilities and literacy.

| STRATEGIC DIRECTION | ESTABLISHING We are sharing information about our teaching practices and identifying our high level areas for improvement in teaching capability across the Kahui Ako. (beginning and end 2021) | DEVELOPING We are developing a plan to improve teaching capability. Across and Within School Teachers are identifying and sharing examples of good practice | EMBEDDING We are implementing our plan to improve teacher capability. Across and Within School Teachers are driving a shared view of good practice. | FULLY FUNCTIONING We review and refine the way that we improve teaching practices across the Kahui Ako. Our teachers are regularly self-reflecting on their practices and identifying areas for further development. |
|---------------------|--|---|---|--|
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| | <p>Kahui Ako leaders are building a shared understanding of the qualities of good teacher practices'</p> <p>Kahui Ako leaders are developing a high level plan for improving teacher practice and capability. (beginning 2021)</p> | <p>The Kahui Ako is providing PLD or training, where needed, for the Leader, Across and Within School Teachers to enable them to meet the requirements of their roles (particularly improving teacher capability and developing their skills in being able to lead and promote learning observations and conversations). (end 2021)</p> | <p>Across and Within School Teachers are working with other teachers to support them in evaluating their teaching practices and how to make continuous improvement through an inquiry approach, reinforcing a strong sense of pono across all teachers.</p> | <p>The Kahui Ako evaluates teaching practice using a range of evidence, (e.g. student progress data, teacher self evaluation, feedback from peers, learners and the wider community) and uses this to plan next steps for learners and for future teacher development.</p> |
| | | | | |
| | <p>Kahui Ako Leaders are identifying the different roles that the Leader, Across and Within School Teachers will play in improving teaching practice and capability. They are identifying what skills, knowledge and attributes are the best fit to achieve this. (beginning and end 2021)</p> | <p>All teachers in the Kahui Ako are aware of their membership in the Kahui Ako, what this means for them, and the opportunities to work with Across or Within School Teachers or other PLD opportunities.</p> | <p>Some resources (eg PLD) are being deployed in response to needs that are emerging from the work that is being done with teachers</p> | <p>Teachers are open to conversations about learning and are using evidence to assess student progress and observing other teacher's practice to develop strategies and actions for next steps for their own learners.</p> |
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| | <p>Kahui Ako Leaders are developing expectations that specify the collaborative teaching requirements for the Leader, Across and Within School Teachers and sharing these with all leaders, boards and teachers (end 2021, beginning 2022)</p> | <p>The Across and Within School Teachers are building trust and credibility with other teachers and leadership groups.</p> | <p>A common language for talking about good practice is emerging across the Kahui Ako and is being shared with the wider community.</p> | <p>The Kahui Ako creates flexibility for teachers to be able to work across the Community of Learning. The most effective teachers are able to contribute to the development of both learners and/or their teaching colleagues.</p> |
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| What Next? Set goals that your Kahui Ako can work together to develop in this area | | | | | |
|---|---|--|-----------------------------------|--|--|
| DEVELOPMENTAL GOAL | ACTIONS REQUIRED | BY WHO | BY WHEN | EVIDENCE | IMPACT |
| <p>To improve cultural capability and teaching practice</p> | <ul style="list-style-type: none"> - To gauge capability of teachers in ESKA - refer to baseline data graphs - To examine what is currently happening in schools re leadership and abilities - To provide structured opportunities to develop Teacher confidence and capability to implement in their practice: Te Reo Māori Tikanga Māori | <p>PLD providers AST WST Centre leaders Teachers</p> | <p>Revised end of Term 4 2021</p> | <ul style="list-style-type: none"> - Baseline data re the current confidence of teachers Refer Tables below. Revisit annually in Term 4 - Narratives - Teacher participation - Manutaki roopu - Changes in planning | <ul style="list-style-type: none"> - A deeper understanding of reflective practice that upholds the principles of Te Titiri o Waitangi by developing sustainable practices within education centres - Confident, capable and happy educators who are able to enhance the learning and lives of all |

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|---|---|---|--|--|--|
| | <p>***Te Ao Māori / Matauranga Maori Maori Cultural Competencies</p> <ul style="list-style-type: none"> - Model and provide learning and feedback to enhance classroom practice - To increase whānau participation and collaboration in all areas of the school - Students are provided with learning and teaching opportunities that are reflective of cultural competencies being enacted in the classroom | | | <ul style="list-style-type: none"> - Increase in understanding in Te Reo Māori, Tikanga Māori, Te Ao Māori - Evidence through photos. Videos, anecdotal, student work, student voice, teacher voice, whānau voice - AST's work plan - Seek feedback from Manutaki roopu - | <p>akonga through having a more indepth understanding of Te Reo Māori, Tikanga Māori, Te Ao Māori</p> |
| <p>To improve writing assessment capability and teaching practise</p> | <ul style="list-style-type: none"> - To gauge capability of teachers in ESKA: where are schools at with their writing assessment? What are schools using as writing assessment tools? - To examine what is currently happening in schools re teaching and learning of writing programmes. - To provide opportunities for further development of teachers' expertise in using LLP/e-asTTIe/LPF/ PaCT for writing assessment. - Supervised feedback to enhance classroom practice (teaching of guided writing) from PLD provider. - To ensure that all students are provided with learning and assessment opportunities that are reflective of good classroom practice. - To provide leadership coaching to | <p>AST PLD Providers, WSL</p> | | <p>Possible Evaluative Tools: Classroom walkthrough observations (e.g. as suggested in Kia Eke Panuku)</p> <ul style="list-style-type: none"> » Data that shows disparities between different cohorts (across achievement, attendance or other factors) <p>Curriculum level expectations (based on OTJ)</p> <ul style="list-style-type: none"> » Progress data – e.g. using the Learning Progressions Framework, PaCT data, or assessments like e-asTTIe or PATs etc to measure progress » NCEA (e.g. L2,UE, Literacy & Numeracy, | <ul style="list-style-type: none"> ● A deeper understanding and consistent moderation of writing across our Kahui Ako. ● Smooth transition and accurate assessment is aligned across the ESKA. |

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|--|---|--|--|--|--|
| | <p>ESKA lead Teachers of Literacy</p> <ul style="list-style-type: none"> - Provide ongoing Literacy support to staff/teachers/syndicates within our Kahui Ako schools and centres. - Develop an understanding of what literacy 'looks like' in early childhood settings to support transitions to school. - Develop an understanding of the secondary Literacy Standard to support akonga to achieve this. | | | <p>overall qualification attainment, vocational pathways, increase in the proportion of students gaining credits in certain subjects, subject and/or certificate endorsement)</p> <p>» Progress towards IEP goals (for learners with complex learning needs)</p> | |
|--|---|--|--|--|--|

Progress Reporting: Improving Teaching Practice and Capability:

To improve cultural capability and teaching practice

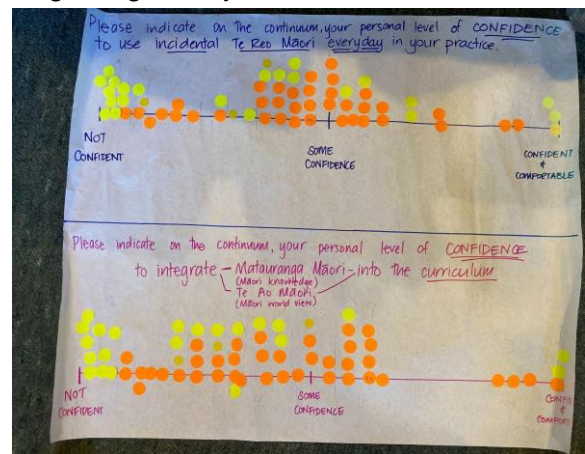
Regular hui alongside our PLD provider - Raiha Johnson - twice a term. This focuses on a number of areas to improve teachers confidence and capabilities including tikanga, pronunciation, local curriculum, Te Tiriti o Waitangi, classroom rauemi and lesson plans, waiata, kawa, Te Ao Māori and Te Reo Māori.

Manutaki Māori leaders working separately with PDL provider and AST to plan programmes of work that are able to be easily and seamlessly taught and enacted in kura to scaffold teachers to take risks and step outside comfort zones to work alongside akonga.

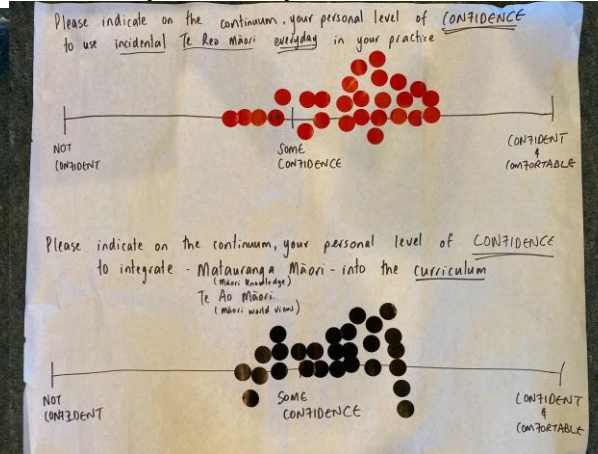
Kaiako have been exposed to a range of teaching opportunities and styles that align with Te Ao Māori. Foci have been around developing their confidence and pronunciation to ensure that there is a high amount of positive role modeling and that there is a sense of collegiality and likeness across the Kāhui Ako. This has been done through lesson role modelling, rauemi, shared documents, coaching and mentoring and working directly with tamariki to support all participants to develop, primarily, their confidence.

Recent data collection shows a huge shift in both confidence in Mātauranga Māori and speaking incidental Te Reo Māori. This informal poll showed a significant shift in attitude and knowledge as per the photos below.

Beginning survey



End of year survey



To improve writing assessment capability and teaching practise

Shifts in pedagogical components. Collection of school stories.

Schools have their own programmes they are pursuing - lead teacher perspective. Need more alignment across the KA with this. Lead teachers need to make shifts from their own classroom focus to supporting teachers practice across the school and then across the Kahui Ako.

A stronger focus on moderation within in-school practice and developing common understandings is a future area of mahi.

School wide examination and focus on teacher progress. Significant bi-cultural mahi - context that tamariki understands and supports strengthening relationships.

Building teacher knowledge through specific conversations, rubric, streamlined moderation, teachers differentiating learning, notice recognise and respond and where am I taking the child tomorrow.

Dedicated staff meetings in literacy. WST/AST? Lead Teacher Literacy working alongside classroom teachers to support specific learners. Target writers that are closely monitored.

Developing a sense of urgency.

Understand and utilise links to MAC work (six schools involved) and cultural capability.

Provide opportunities for teachers to observe and be observed.

The support from Lauren for within school lead teachers has been **consistent and regular - these have been critical success factors.**

Identification of barriers and reduction of these.

There has been lots of positive feedback around the shared moderation sessions. This has been bought into other schools. Collaboration as a staff and collective responsibility for tamariki

Areas of mahi going forward:

Further work on moderation and making OTJ.

Integration of reading and writing.

Narrative assessment and rates of progress.

Knowing how to apply teacher knowledge in writing to impact on tamariki learning.

Teachers working with tamariki in fluid groups, and teachers knowing what progressions in teaching look like.

AST's support in schools - with leads and teachers.

Cultural Competency Baseline data end 2021

| Task: | How: | Communication: (what can schools expect?) | Success indicators: | | | | | | | | | | | | | | | | | | | | |
|--|--|--|----------------------------|---------------|----|----------------|----|----------------|----|----------------|---|----------------|----|-----------------|---|-----------------|---|-----------------|---|-----------------|---|---|---|
| <p>Strengthen teacher confidence using te reo Māori from 30% in January 2021.</p> <p>Data starting point</p> | <p>Level of confidence of incidental Te Reo Māori in everyday practice</p> <table border="1"> <caption>Confidence Levels Data</caption> <thead> <tr> <th>Confidence Level</th> <th>Percentage of Participants</th> </tr> </thead> <tbody> <tr> <td>Not confident</td> <td>20</td> </tr> <tr> <td>Some confid...</td> <td>10</td> </tr> <tr> <td>Some confid...</td> <td>27</td> </tr> <tr> <td>Some confid...</td> <td>6</td> </tr> <tr> <td>Some confid...</td> <td>16</td> </tr> <tr> <td>Confident an...</td> <td>3</td> </tr> <tr> <td>Confident an...</td> <td>3</td> </tr> <tr> <td>Confident an...</td> <td>3</td> </tr> <tr> <td>Confident an...</td> <td>5</td> </tr> </tbody> </table> | Confidence Level | Percentage of Participants | Not confident | 20 | Some confid... | 10 | Some confid... | 27 | Some confid... | 6 | Some confid... | 16 | Confident an... | 3 | Confident an... | 3 | Confident an... | 3 | Confident an... | 5 | <p>Professional development with Raiha Johnson. Support from Sam Walker AST to progress the mahi. Lead teachers leading within the school to empower staff.</p> | <p>2022</p> <ul style="list-style-type: none"> - Increase confidence to more than 30% <p>2023 and 2024</p> <ul style="list-style-type: none"> - with sustainable PLD this confidence level will increase 10% annually and the scope of the project will be constantly increasing, building increased teacher capacity. <p>Student achievement will reflect teacher confidence and capability.</p> |
| Confidence Level | Percentage of Participants | | | | | | | | | | | | | | | | | | | | | | |
| Not confident | 20 | | | | | | | | | | | | | | | | | | | | | | |
| Some confid... | 10 | | | | | | | | | | | | | | | | | | | | | | |
| Some confid... | 27 | | | | | | | | | | | | | | | | | | | | | | |
| Some confid... | 6 | | | | | | | | | | | | | | | | | | | | | | |
| Some confid... | 16 | | | | | | | | | | | | | | | | | | | | | | |
| Confident an... | 3 | | | | | | | | | | | | | | | | | | | | | | |
| Confident an... | 3 | | | | | | | | | | | | | | | | | | | | | | |
| Confident an... | 3 | | | | | | | | | | | | | | | | | | | | | | |
| Confident an... | 5 | | | | | | | | | | | | | | | | | | | | | | |
| <p>PLD leader:</p> | <p>Raiha delivering to meet Kahui Ako school needs and supported by the actions of the AST- Sam</p> | <p>Communication plans and actions with leaders.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>School leader(s) of this kaupapa might:</p> | <p>Ensure that Cultural Competency leads are well supported and the mahi is aligned with the Strategy of the kura & Kahui Ako Achievement Challenge</p> | <p>Ensure communication about PLD from PLD provider and ASL.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Teachers:</p> | <p>Use the knowledge and understandings gained for the benefit of their tamariki.</p> | <p>Support from ASL.</p> | | | | | | | | | | | | | | | | | | | | | |

Kahui Ako Literacy Baseline Data 2022

All schools participating in the Literacy PLD in 2022 were asked to provide EOY 2021 results in writing. The following is a summary of the data ranging from Year 1-10

13 schools provided baseline data and are participating in Literacy PLD 2022. In 2021, 8 schools participated and this has since increased. Not included in this data are 6 ECE's who have also requested to participate in Literacy PLD

1579 children make up the Kahui Ako

395 students are below within ESKA (25%)

1003 students are at within ESKA (64%)

220 students are above within ESKA (11%)

Of note

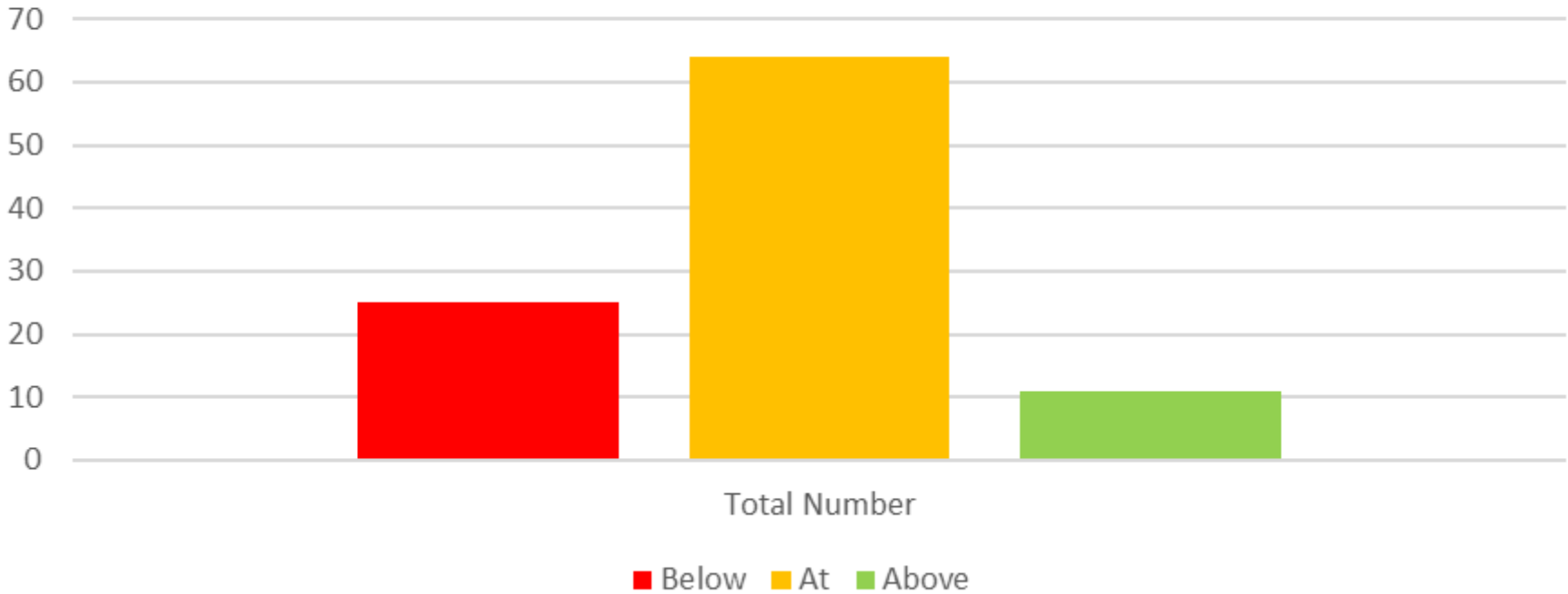
We notice that the number of children achieving at or above their expected level declines from Year 5 onwards. We need to delve into this to see where the strengths and weaknesses are in both children's learning and content pedagogy among teachers.

Our Year 1 and 2 data is strong

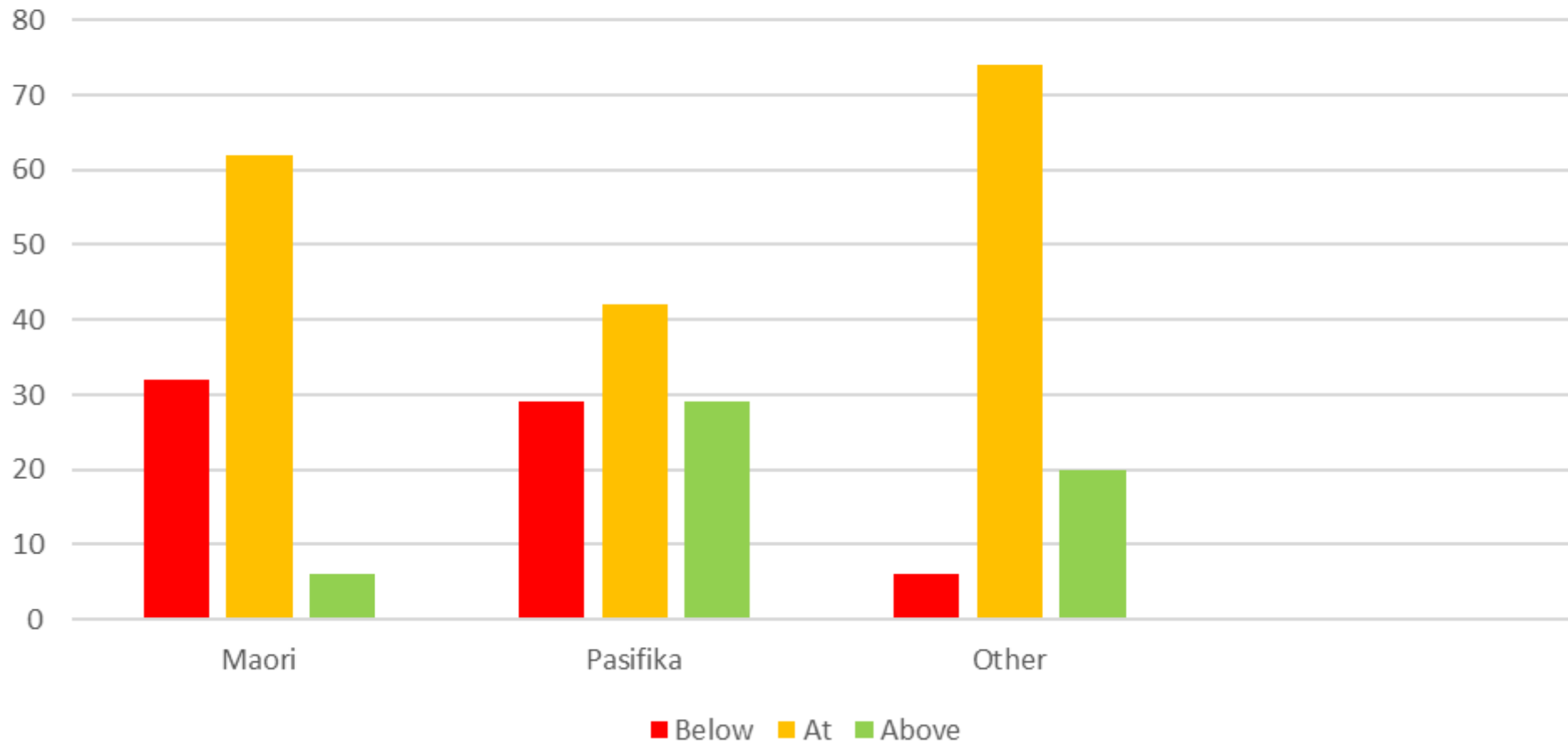
Maori currently have 30% needing support to achieve at their expected level. (82 students)

It is of concern that in our Kahui Ako, we have 25% of students – nearly 400 children not reaching the expected curriculum level in Writing. Reading statistics also reflect this number.

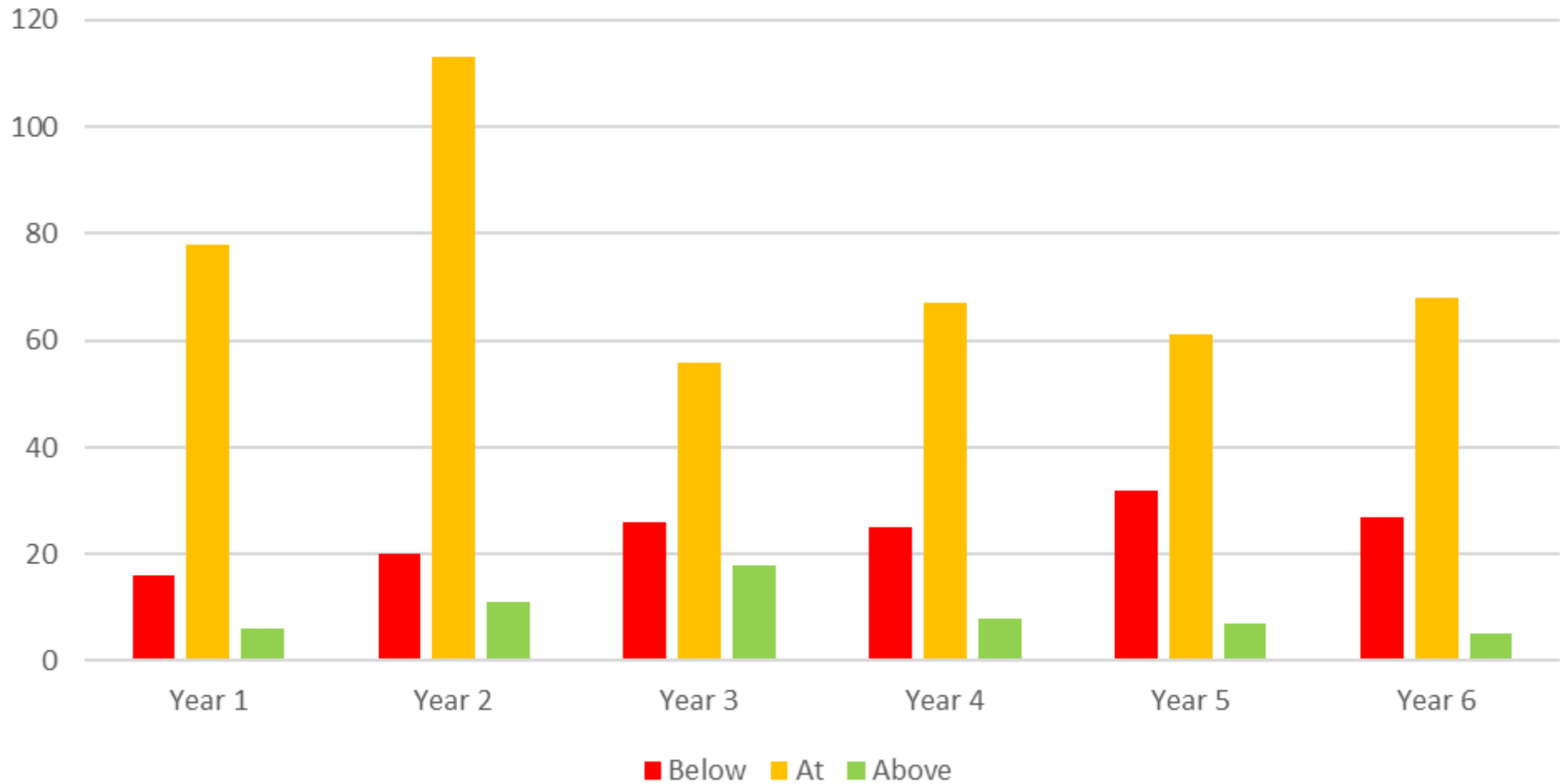
Kahui Ako Total Number % of Below, At and Above



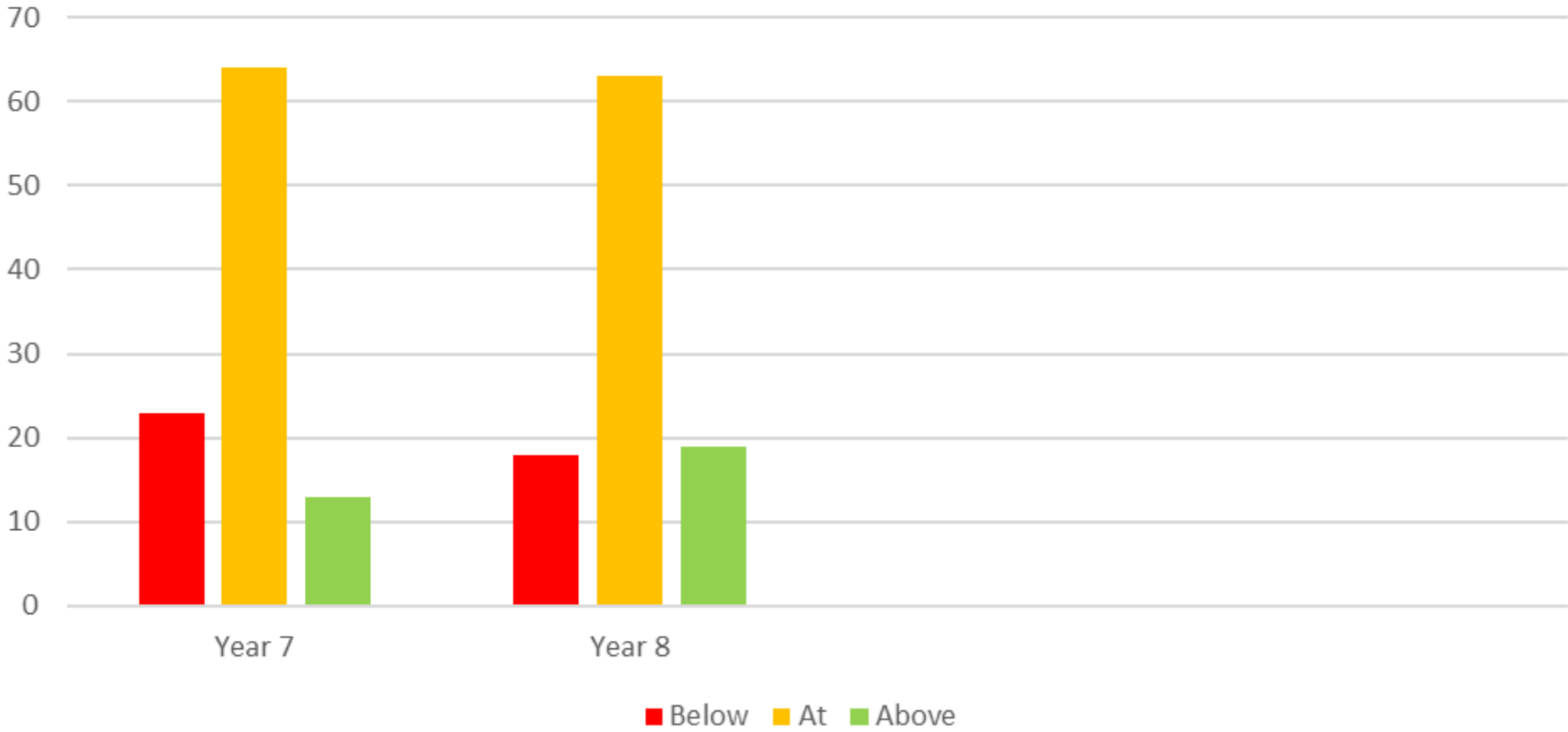
Kahui Ako Ethnicity Data % of Below, At and Above



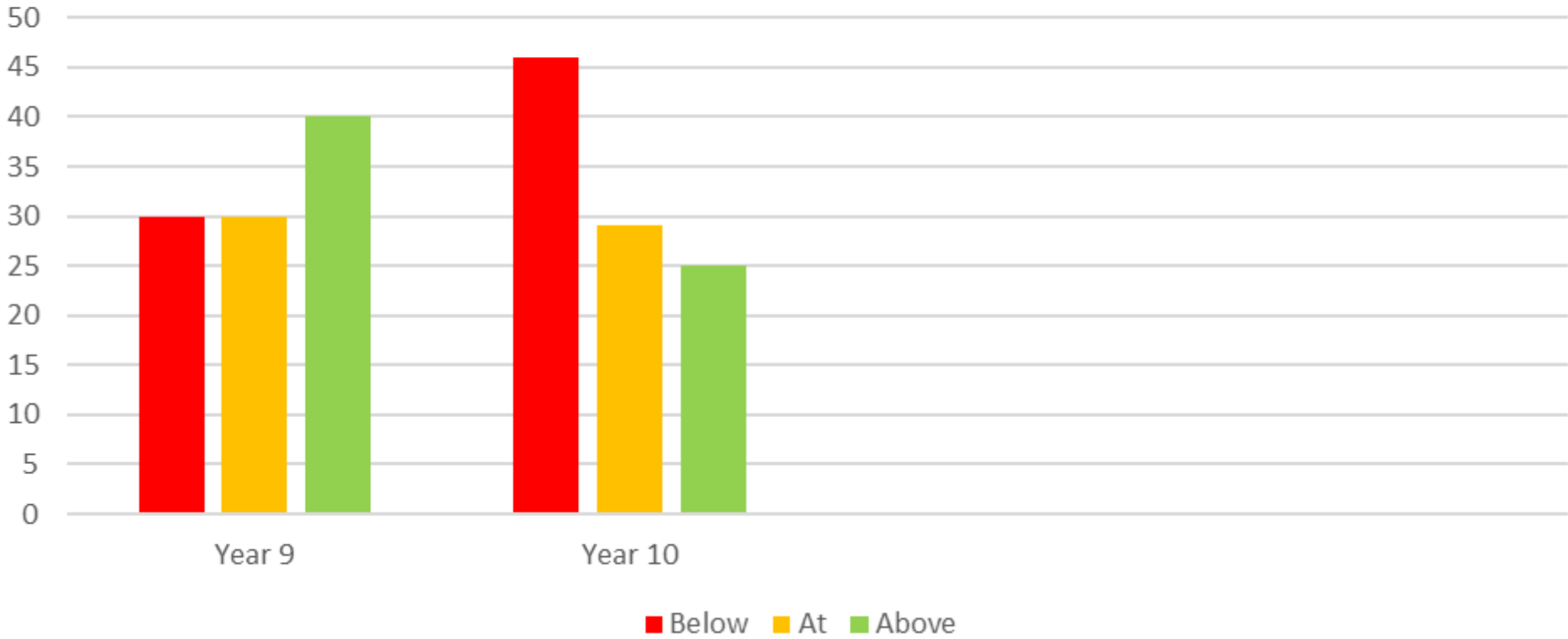
Kahui Ako Year 1-6 % of Below, At and Above



Kahui Ako Year 7-8 % of Below, At and Above



Kahui Ako Year 9-10 % of Below, At and Above



Why are our Goals important for our Kāhui Ako:

Our overarching focus is on transition.

Teacher confidence, skills and knowledge with Literacy, specifically writing moderation, and Māori curriculum were identified areas at our Hui in 2020. All members of the Kahui Ako identified that these were areas for development in their schools.

Self Review Questions to guide next steps and impact of our Achievement Challenge mahi:

Plan

Why are we doing this? – Problem and outcomes definition

What has been done before? – Needs assessment

How will we know if we are successful? – Indicators and measures

Do

Are we implementing according to plan?

What else can we do to achieve our goals?

Review

What difference is this making? For whom?

What should I do differently?

Appendix 1



