

KŌTUITUI

ACHIEVEMENT CHALLENGE 2019-20



Designed by Kayla Newman GBHS



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Kotuitui – Our Schools, Our Network



Kōtuitui Network

Nā iō rourou, nā taku rourou ka ora ai te iwi

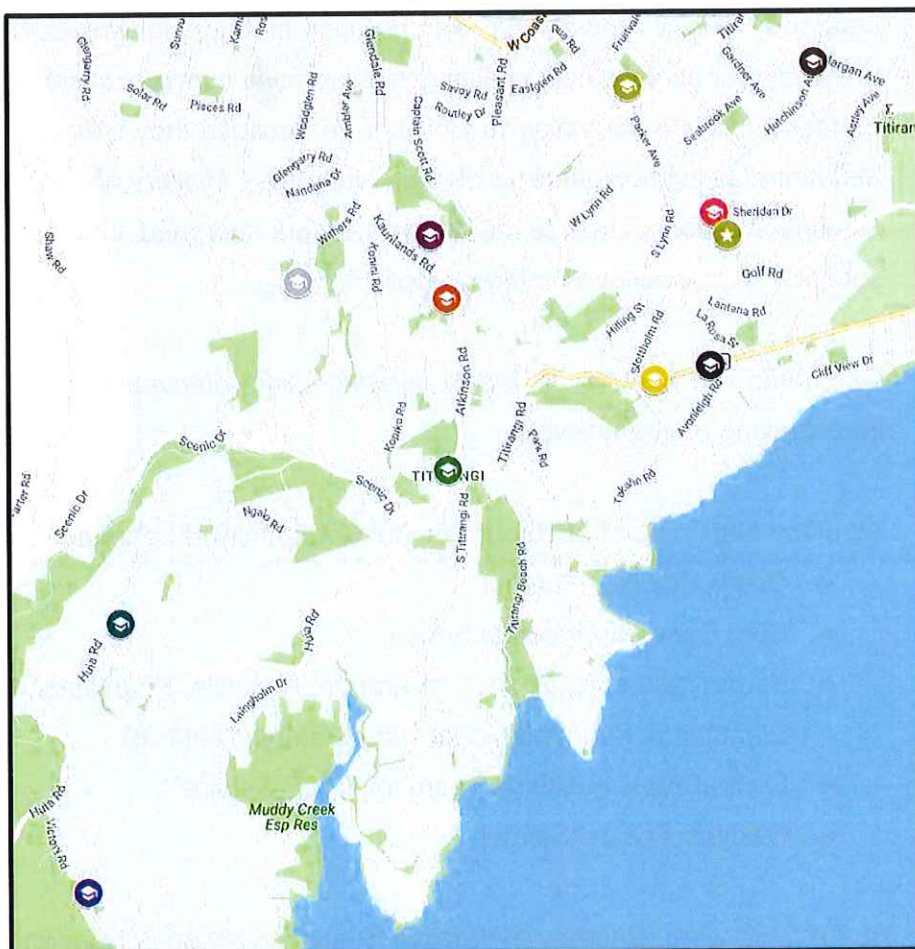


Kotuitui Network



Individual Stakeholders

- Glen Eden Intermediate School
- Kaurilands Primary School
- Green Bay High School
- Titirangi Primary School
- Woodlands Park School
- Laingholm Primary School
- New Lynn School
- Fruitvale School
- Konini Primary School
- Green Bay Primary School
- Arahoe School
- Central West Auckland Team RTL





INTRODUCING OUR COMMUNITY

Our community is located on the edge of the Waitakere Ranges, with much of its hinterland being native bush reserve which flows down to Auckland's west coast beaches and Manukau Harbour. On our eastern boundary we connect with the rapidly growing and vibrant urban area of New Lynn.

The majority of our learners come from the suburbs of Titirangi, Green Bay and Glen Eden, the semi-rural and bush reserve areas of Laingholm and Huia, and the fringe of New Lynn. Consequently our community reflects the wide range of demographic and socio-economic diversity that is one of the defining characteristics of Auckland.

There has been a long history of strong collegial relationships between the principals in our community but the opportunity to turn this into something much more was presented to us in 2014 with the creation of our Learning Change Network. Our key purpose at that point was to engage with the notion that "In response to the learner achievement challenges, increasing numbers of school/kura/community leaders and teaching professionals are beginning to Collaborate because they believe that together, they can achieve deeper and more lasting outcomes for ākonga / learners." *Ministry of Education Terms of Reference, Learning and Change Networks*. In late 2015 our network morphed into a 'Community of Learning' following our successful Expression of Interest application.

Our name - *Kōtuitui* – means to 'interlace and interweave' and in our case that Collaboration means interweaving on many levels.

As of the beginning of 2016 our Kōtuitui Community of Learning includes:

- Green Bay High School
- Glen Eden Intermediate School
- Primary Schools (Years 1-6) Arahoe, Fruitvale, Kaurilands, Konini, Laingholm, New Lynn, Titirangi, Woodlands Park and Green Bay Primary (Year1 -8)
- Central West Auckland Team for RTLB Service
- Oaklynn Special School

In 2017, we were joined by Alternative Education based in Henderson.



In 2019, 13 Early Learning Centres joined our Community of Learning. These are:

1. Best Start New Lynn	2. Lil Seeds Ltd
3. Green Bay Kindergarten	4. New Lynn Kindergarten
5. Horizon Montessori	6. Titirangi Kindergarten
7. Just Kiddin Ltd	8. Titirangi Private Kindergarten
9. Kidd Inn Early Learning Centre Ltd	10. Woodlands Community Kindergarten
11. Laingholm Kindergarten	12. Rainbow Cottage Kindergarten
13. Learning Edge Montessori	

Our large and diverse group of schools and ECEs have worked successfully through the process of growing into a Community of Learning, with all schools contributing to the creation of this document by working in cross school focus groups. We held two Hui for all Board of Trustees members, so as to ensure there is a shared understanding of what this initiative means.

We have benefited greatly from working with the Ministry of Education, University of Auckland, Education Review Office and other Communities of Learning, but the greatest learning about Collaboration has come from within.

Kōtuitui Community of Learning / Kāhui Ako

Kōtuitui has changed the way we approach learning in our community.

Fundamental to this change is a community wide commitment to collaborative inquiry. As a collective we agree that transformational leadership and pedagogy is born from shared understandings of the elements that underpin effective inquiry. Using Timperley's theoretical foundation, it became clear that our initial goals could not be serviced without time spent on developing Collaboration and how to open our schools up to genuine Collaborative change.

Communities of learning are a once in a generation chance to connect schools and teachers, and to support learners throughout their educational journey. Kāhui ako goals tested by student achievement data alone, will not provide sustainable outcomes if we are ignorant to the progress learners are making across our schools. Reframing Kāhui ako success criteria analysis as how much value we add to our learners, celebrates the success of all of our learners, rather than developing strategies from an inconsistent



understanding of what “below curriculum level means”. Greater motivation for across school improvement can be found when we move away from goals driven by identifying deficit and deficit thinking.

How can we know our impact as teachers? How can our resources support learners with additional needs? How can we protect student wellbeing? How can we involve early childhood centres in our work and learn from their work? How can we create transparent progressional frameworks that are shared with learners and whānau? How can we utilise the cultural capital that exists in our community? These are some of the questions that inspire us. The journey to find answers to these questions within our unique schools becomes our purpose.

Reframing Kōtuitui as a local hub of research and development, where the future state is built on inquiry findings generated in our schools becomes our goal, and should be a goal of all Kāhui ako.

Kōtuitui 2016 Goals:

- **Inclusive and culturally responsive practice:** To develop and implement a planned approach to address inclusive, culturally responsive pedagogy and ensure equity of outcomes for all learners across the Community of Learning.
- **Strengthening Literacy skills:** To strengthen academic reading and writing skills so that learners experience greater success at primary, intermediate and secondary school, achieving NCEA Levels 2 and 3 and with increased numbers rECEsiving Merit and Excellence endorsements.
- **Effective transition points along the learning pathway:** To prevent the current drop in achievement levels at the point of transition – between Year 6 to 7 and Year 8 to 9.
- **Data Literacy and evaluative capacity & capability:** To increase data literacy and evaluative capacity and capability across the Community of Learning, as a critical element of teacher-led, student-centred inquiry.

The 2016 goals for Kōtuitui were impractical and impracticable. The snapshot of National Standards achievement data from year 1 to year 10 highlighted potential inconsistency of assessment tasks, marking, overall teacher judgements and understandings of the curriculum progression. This lack of consistency meant that showing any kind of improvement against National Standards didn't necessarily come with any greater understanding of why the improvement occurred and provide any practical application of any findings. If the goal is to improve student outcomes then using solely National Standards as a measure



significantly limits the work of the Community of Learning. For example, a shared understanding of student and teacher wellbeing is an excellent space for Kāhui ako to work in – however, how can the findings of this intrinsic work be recorded using primary school assessment data?

Kōtuitui's central goal was to lift aspirations and raise educational achievement for every learner in our community. The first issue we faced as a Kāhui ako was the significantly different contexts of each school, compounded by the variability in how each school interpreted the central goal. The formation of the Kāhui ako did not provide an agreement on how to operationalise the elements of the Achievement Challenge that would provide a clear direction for the Kāhui ako to take. The nascent Kāhui ako team – Across School (ACOL), Inside School (ICOL) and Leader – were appointed with little idea as to how to progress with a lack of shared understanding of how the Kāhui ako should proceed. The decision was taken to inquire into what the community needed from a Kāhui ako and how relevant the initial achievement challenge goals were. Thus, the Kōtuitui research and development hub was founded.

2019 – 2022 Vision Statements

- ***Strengthening connections for learners with additional needs***
 - Aligning Learning Support response to meeting needs of all learners within Kōtuitui
 - Developing community of practice that is responsive to learners with additional needs across Kōtuitui

- ***Connecting the steps through Curriculum Levels***
 - Developing a shared understanding of progress through Curriculum Levels
 - Improving confidence in measuring student progress through Curriculum Levels
 - Supporting a community of professional inquiry

- ***Connecting both ends of the learning pathway***
 - Ensuring successful transitions into and out of schooling; focus on 'at risk' learners
 - Developing a shared understanding of the context beyond schooling

- ***Building resilience and wellbeing of the Kōtuitui community***
 - Growing a shared understanding of wellbeing across Kōtuitui
 - Promoting a shared understanding of culturally sustaining practice across Kōtuitui
 - Strengthening internal professional capacity and organisational systems



Achievement Challenge - Goal 1 - Data Literacy and Evaluative Capacity and Capability

Aim: To increase data literacy and evaluative capacity and capability across the Community of Learning, as a critical element of teacher-led, student-centred inquiry.

GOAL 1 – Progress so far

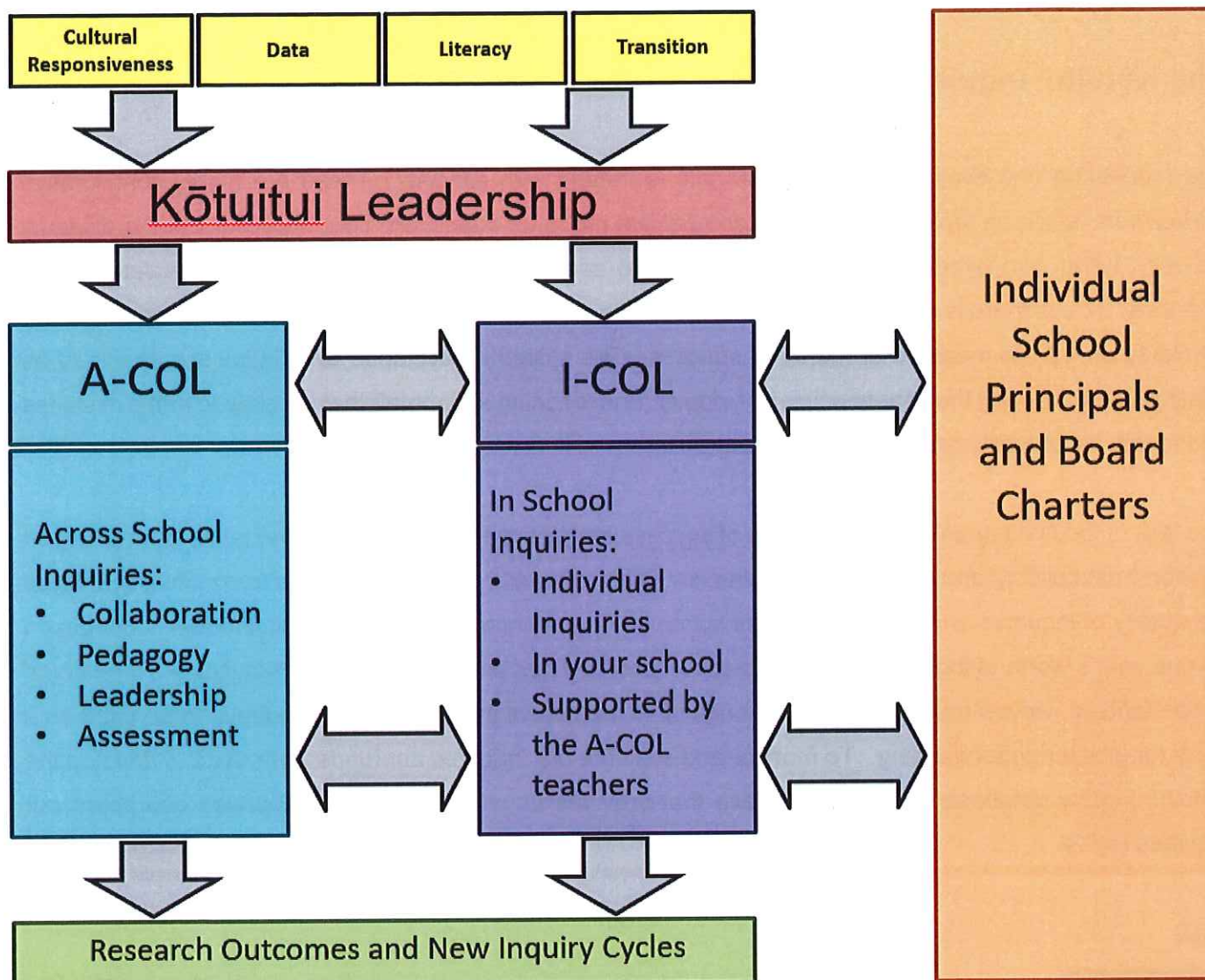
Using inquiry to show progress, support Collaboration across stakeholders and monitor and evaluate improvement actions across the community.

Kōtuitui was reframed as a hub for research and development meaning a construct was needed to support an inquiry driven model of progress. A structure that would be supportive of schools individual charters, as well as an emerging agreement on the direction of Kōtuitui between the leaders of the schools and the Kāhui ako. The focus was for inquiries to be conducted by In School leaders (ICOLs), in their contexts, meaning that relational trust and Collaborative capacity could be grown from the ground up. The Across School Leaders role (ACOLs) were to be facilitators of inquiries; standardising the understanding of the 'Spiral of inquiry' in individual schools and providing a forum for Collaboration across sectors.

The Research and development model

The Collaborative model can be seen in *fig 1*. The Kōtuitui model was popular among emerging Kāhui ako. The focus on foundation building, and reticence to rush-to-action, built trust in the fragile early weeks of Collaboration. Kāhui ako from Royal Oak, Glenfield and Mangere came to see how our model worked and we were asked to speak at a cross sector forum soon after our setup.

Fig 1



- The ICOL are central to the emerging model, as their inquiries drive the progress of the Kāhui ako.
- Each inquiry is influenced by the agreed Achievement Challenge goals (in yellow).
- The ICOL are “held in place” between the expectations of the individual school boards and the ACOL.
- The outcomes from the ICOL inquiries are shared across the community and trigger other inquiries by the ICOL in other schools.
- The ACOLs support the 42 ICOLs by providing support and systems that amplify the findings of the ICOL.
- The ACOLs also conduct an inquiry across the community.



The Kōtuitui Inquiry Database

The monitoring and evaluation of all Kāhui ako is fraught with difficulty. These are highly collaborative endeavours ‘stuck on top’ of a historically competitive model of education. This, coupled with the disparity between Kāhui ako expectations in the primary and secondary Collective agreements, tangles lines of appraisal. In fact, there is no clarity in which a Kāhui ako can make expectations of individuals, and certainly no clarity on how to measure or mandate success. The systems developed by Kōtuitui are as robust as possible – maintaining the core principles of inquiry (and teaching in general) that it’s okay to make mistakes and to fail, as long as learning helps our progress.

The lack of focus on quantitative measures of success and space from predefined evaluative criteria helped support trust building and Collaboration in the first year. However, there was a need to continually analyse the quality of inquiries and link them across schools. The sustainability of the Kōtuitui model is not based on one year’s worth of inquiries, rather, a place where inquiries can live and grow. Kōtuitui is a tapestry of understanding, woven from the shared findings of inside school inquiries. Each inquiry is to be used as a basis for greater understanding. To monitor and evaluate our inquiries our funds were used to develop the Kōtuitui Inquiry database – an inquiry space that provides us with the ability to appraise and share our inquiries (fig 2).

Fig 2

KŌTUITUI

STEFAN DALE
ACOL

DASHBOARD
MY INQUIRY
DISCOVER INQUIRY
SCHOOL INQUIRY
ACCOUNT
LOGOUT

MANAGE SCHOOLS
MANAGE USERS
ADMIN INQUIRY

SCHOOL GREEN BAY HI

THE KOTUITUI COL

- 2nd May
ACOL MEETING
- 2nd May
CSM
- 3rd May
HINE ON LEAVE
- 9th May
MIKE WITH MICAH @ WPS RE: INQUIRY
- 9th May
ACOL MEETING
- 9th May
HINE - VIDEOING RURAL SITE - ECE WORKSTREAM
- 9th May
NAOMI - WAPA
10 Model ave (13c)
- 10th May
HINE - VIDEOING TITIRANGI KINDY - ECE WORKSTREAM
- 10th May
HINE AND BRIDGET VISIT SIAN OAKLYNN

YOUR COMMUNITY

ACROSS SCHOOL IN-SCHOOL

- MIKE CHATFIELD**
Across School Teacher
Glen Eden Intermediate
- JOANNE ORR**
Across School Leader - Kōtuitui
Green Bay High
- NAOMI LAYCOCK**
Across School Leader for
Green Bay Primary
- HINE VISKOVICH**
aCOL
Enfranchise
- STEFAN DALE**
aCOL
Green Bay High
- ERIN NAMAJUSKA**
aCOL
Kauri Cove Primary
- A COL TEAM**
Across School Team
Glen Eden Intermediate

INQUIRY GUIDELINES

YOUR INQUIRY

In Kōtuitui, the Spiral of Inquiry is the driving force for educational shift. As such, the data emerging from each inquiry feeds back into both our individual school contexts and also the greater Kōtuitui community. The power of inquiry is that it is contextualised, collaborative and evidence-based. It is these strengths which make inquiry a very powerful tool to effect change for our learners and teachers also. Authentic inquiry requires a curiosity mindset where learning leaders must position themselves as learners. This shift, ultimately, can give each teacher more agency, as forward movement comes from inquiry in our own context(s).

COLLABORATION

Building connections between teachers is vital in leading educational change. As we learn from each other, we can build a connected picture of what Kōtuitui symbolises and further, how we can shape the positive learning experiences of all of our learners. This approach to professional learning is a shift away from an ‘expert’ from outside our community giving us the answers and a move towards the community providing these answers as a collective.

DISCOVERY

The journey is all about discovering ‘what is going on for our learners’ and ‘how do we know’ (using The Spiral of Inquiry). The journey is very much a part of our discovery. As inquirers, we develop our own skills in inquiry simultaneously as we search for possible solutions. The discovery is based on our beliefs...



The Kōtuitui database allows principals and senior leaders, ACOL and ICOL to search for inquiries based on the following characteristics (fig 3):

- School
- Work streams/ Achievement Challenge Goals
- Teaching Standards
- Tags - linked to Kōtuitui learners e.g. Reading, Writing, Māori, whānau, Student engagement, Academic progression etc.

This makes it easy for school appraisers to monitor and evaluate their ICOL staff and for school leadership to connect the work of Kōtuitui with the work of their schools. We have currently 86 searchable inquiries conducted using the ICOL resource. In five years' time this will be close to 300 – findings related to our learners, from our community with inquiries done by our teachers. The database supports the notion that our learners are traveling through our network, with each inquiry available for the next school to use as a basis for future inquiries. Furthermore, the database provides support for good inquiry practice by helping teachers to build inquiries on top of previous findings, rather than doing cohort analysis of a group of learners and repeat the same inquiry on a new, incoming group of learners.

Fig 3

The screenshot displays the Kōtuitui database interface. On the left, a dark blue sidebar contains the user profile for Stefan Dale, ACOL, and a list of navigation options: DASHBOARD, MY INQUIRY, DISCOVER INQUIRY (highlighted), SCHOOL INQUIRY, ACCOUNT, LOGOUT, MANAGE SCHOOLS, MANAGE USERS, and ADMIN INQUIRY. The main content area is divided into several sections: SCHOOLS (listing schools like Aranui, Fruitvale, etc.), ALL SCHOOLS, KŌTUITUI WORKSTREAMS (e.g., Connecting the steps through curriculum levels), TEACHING STANDARDS (e.g., Design for Learning), and TAGS (e.g., Academic Progression, Arts, etc.). On the right, a vertical timeline shows recent activity for 'GREEN BAY HIGH' school, including inquiries by Lee-Ann McKenzie and Jenna Powell.



Finally, senior leaders can use the database to inform the appraisal of their staff in the network. Responsibility for appraisal still resides with the principal of the school. The database makes the inquiry process transparent and easily accessible.

Fig 4

The screenshot shows a web application interface for 'KŌTUITUI'. On the left is a dark blue sidebar with navigation options: DASHBOARD, MY INQUIRY, DISCOVER INQUIRY, SCHOOL INQUIRY (selected), ACCOUNT, LOGOUT, MANAGE SCHOOLS, MANAGE USERS, and ADMIN INQUIRY. The main content area is titled 'OVERVIEW' and shows 'Green Bay High' selected. Below this is a 'STAFF LIST' table with the following data:

NAME	ROLE	INQUIRIES	PHASES	UPDATED	VIEW
Anne Davies	scot	1	6	15 Nov 2018	View
Caroline Andrew	scot	0	0		
Catrin Hughes	scot	1	3	7 Aug 2018	View
Elisabeth Gordon	scot	1	6	23 Aug 2018	View
Hannah Hopkins	scot	1	7	15 Nov 2018	View
Hayley Hunter	scot	1	2	26 Nov 2018	View
Joanne Orr	scot	1	6	28 Sep 2018	View
Jonathan Hilditch	scot	1	4	6 Nov 2018	View
Mike Cole	scot	1	3	8 Jun 2018	View
Sam Knowles	scot	0	0		
Sarah Barrett-Hamilton	scot	1	5	4 Nov 2018	View
Stefan Dale	scot	1	0		View
Sue Ng	scot	0	0		



The Kōtuitui Website – sharing information with our community

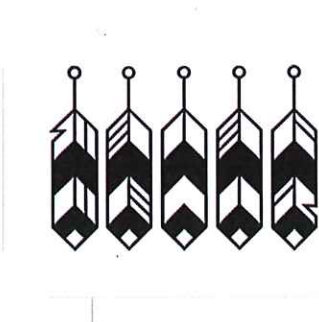
Across School leaders commissioned the design of a logo for the Kōtuitui network that summarises our goal of improving student outcomes through collaboration. The logo promotes the idea of equity, whilst maintaining and promoting the individuality that makes our community special.

The Kōtuitui Feathers

Network Node

Orientation

The feathers are in an upright position pointing downwards to reflect how they might be bound to a Māori cloak. The vertical alignment is also suggestive of people standing next to one another, forming the basis of a community.



Each feather stem features a small hollow circle at the top which represents the connectivity potential of the feather. Networks are a series of interconnected nodes and each node contributes to the network as a whole.

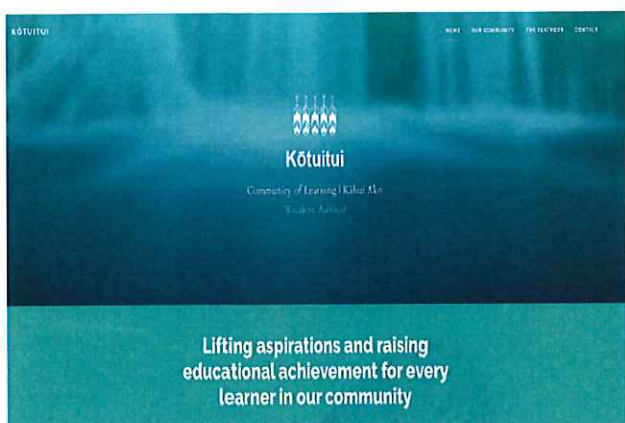
Design

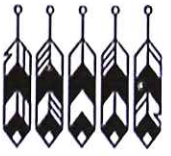
Each feather is subtly different in its design reflecting both the diversity of the community and the varying styles of our learners. Additionally, the design reflects the concept of many ideas coming together from different sources, which intrinsically links to the nature of research and development within inquiry.

Pattern

The use of symmetry in the detail across the feathers reflects a woven pattern, which is to say a network of elements that are intertwined, woven or bound together to form a whole.

Kōtuitui branding is supported by a basic marketing strategy, developed to highlight the shared nature of the network. A public facing website was developed - <https://Kōtuitui.org/> (fig 5). The website contains information on our schools (fig 6)





The website provides the Kōtuitui community with information about the aspirations of Kōtuitui for their almost 7,500 learners, as well as giving the community an understanding of the stakeholders invested in this endeavour, i.e. the schools, school leaders, ICOL and ACOL. Additionally, the community is able to connect with the ACOL team to communicate further, ask questions or be kept up to date on the development of Kōtuitui as a community (Fig 7 below).

Your Across School Team

Meet the team you'll be seeing a lot more of as part of the Kōtuitui Community of Learning



Tenā koutou and Kia Orana. It is an absolute honour to be serving our Kōtuitui community as an Across School Leader for the first time this year. The opportunity to explore, discuss and foster a shared understanding of well-being across Kōtuitui through collaborative inquiry is a privilege. I look forward to strengthening relationships focussed on learning and well-being between all schools in our Kāhui Ako.

CAROLINE ANDREW

Teacher at Green Bay High School



Tenā koutou katoa, I am very privileged to be a part of this Across School Team. Over the last 2 years I have seen this community come together to discuss, listen and work towards the success of all our learners within our Kāhui Ako. I look forward to seeing the wins that can be made with our collective drive and focus.

MIKE CHATFIELD

Teacher at Glen Eden Intermediate School



Kia ora koutou/Talofa lava, as a new member to this amazing ACOL team I feel privileged to be working alongside other professionals within our Kāhui Ako to benefit the students throughout our community.

MICHELLE ABBASI

Deputy Principal at Glen Eden Intermediate School

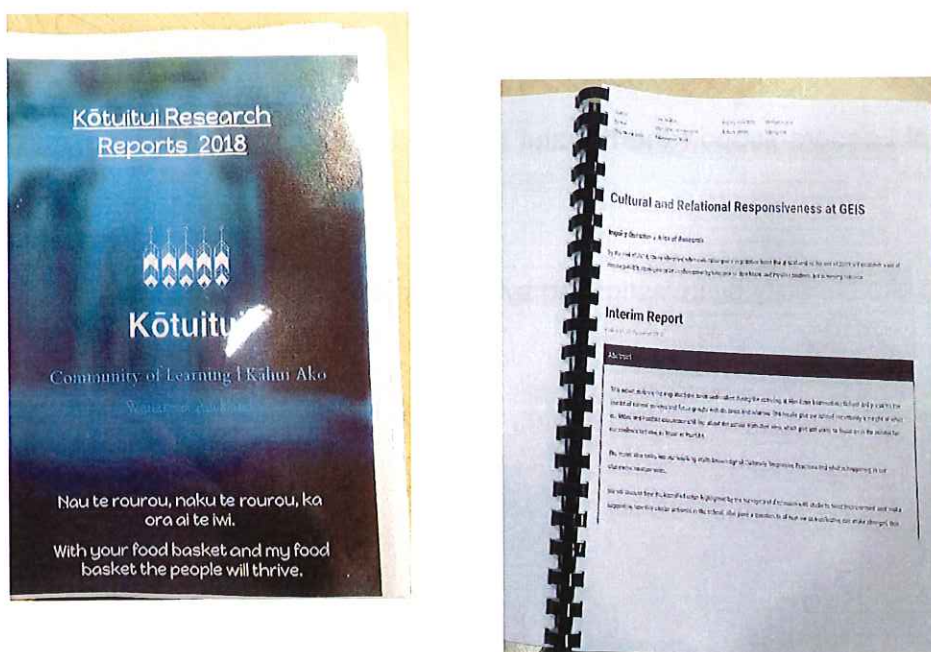
The Kōtuitui website is linked to from all of our Kāhui ako schools' website pages.



Shared professional Learning – shared professional inquiry

The findings and reflections from the Kāhui ako inquiries are central to transformational shift. To provide sustainable improvement to student progress rather than short term, transition fixes, a deep and rich understanding of Temperley's Spiral of Inquiry is needed. To support a shared understanding of Kōtuitui's expectations, a series of unified professional development opportunities were provided across the Kāhui ako. ICOLs attended a two hour session after school each term, these sessions contained input from the ACOL, as well as a space for ICOL to connect and collaborate on their inquiries. These sessions culminated in a Term Four, all day PD session, hosted by Green Bay High School. The full PD brought all of the ICOL teachers together to share their findings and to gain an understanding of the monitoring and evaluation mechanism that is in place for their inquiry findings. Each ICOL teacher is expected to produce an inquiry report in a standardised structure; these reports are recorded on the Kōtuitui database and are printed out into a book that is copied and sent to our schools (fig 8). In addition each ICOL teacher is expected to deliver their inquiry findings to their principal and board, as part of the monitoring and evaluation process of individual schools. These inquiries provide the evidence of progress against our Kōtuitui goals.

Fig 8





Shared leadership and coaching professional learning

A key part of raising the quality of inquiry and Collaborative practice across our community was to invest resources into our leaders. We were granted a significant amount of hours to allow leaders to take part in the International School Leadership Programme - run by the institute of professional learning. Based on the work in Canada by the Ontario Principals Council, the ISL gave the opportunity for a group of leaders from Kōtuitui to share their learning through a diverse series of modules.

The basis of improving student outcomes through inquiry brings clarity to the needs of good coaching practice. Kōtuitui funded ACOL to attend a cross sector coaching professional learning programme that ran over 3 days. The aim was to synchronise understandings of coaching theory to boost the productivity of the ICOL inquiries. The impact of this professional development can be seen in the improved quality of inquiries in 2018.

Across School Leader (ACOL) inquiries

In addition to the 85 ICOL inquiries the ACOL teachers conducted their own inquiry over the span of the inaugural achievement challenge. In the initial two years, a significant amount of ACOL time was spent setting up the structures that would bear the weight of such a large inquiry process. The ACOL inquiries were taken out of the context of the achievement goals as there was little agreement on ways to progress towards these goals. There was also a generalised lack of in-depth investigation as to what our community wanted, that was not part of the development of the original achievement challenge. The ACOL inquiry can be split into two parts:

Question 1 – How do Across School Leaders support the Kōtuitui team with pedagogy, leadership and Collaboration?

Question 2 – How do we build Kāhui ako capacity by investigating systems to ensure sustainability?



The full reports can be found in the appendices, however the general, abridged finding of our Across School leader inquiries were:

- A need to create a space for the DP/SMT (Deputy Principal/ Senior Management Team) voice moving forward so that this group can be part of the wider Collaboration/relationships
- A need to maintain momentum/sustainability given that there is/will be some change in staffing of both Across school and In School Kāhui ako roles
- A need to create stronger Collaborative links between ICOL teachers in different school contexts (to support Collaboration between schools)
- A need to create stronger ties with 'other leaders' (eg HODs, Team Leaders) in each school to build more alignment between school annual plans (and resulting actions) and the vision of the wider community
- A need to support the ICOL teachers to develop an even more complex understanding of inquiry
- A need to build capacity around learning support to ensure we meet learner needs in our community
- A need to include voices and perspectives from Early Childhood and career pathways as part of our community of learning
- A need to continue to build relationships/communicate with the other staff in each school to further the vision of Kōtuitui
- A need to develop leadership potential across our community and within each school context
- A need to include whānau voice as part of Kōtuitui vision
- A need to use learning from other Communities of Learning to continue to feed into our own journey
- A need to use inquiry data more effectively to ascertain and evaluate impact on student outcomes



Achievement Challenge - Goal 2 - Inclusive and Culturally Responsive Practice

Aim: To develop and implement a planned approach to address inclusive, culturally responsive pedagogy and ensure equity of outcomes for all learners across the Community of Learning.

Inclusive and culturally responsive practice – Success Criteria

These numbers suggests correlation rather than causation as the data is taken from intermediate school's analysis of variance where appropriate.

Reading - Primary

Historic Position for Māori and Pacific learners	At the end of 2015, 344 out of 443 Māori learners were “at or above” the National Standards for reading, which equates to 78% of all Māori learners. At the end of 2015, 251 out of 351 Pacific learners were “at or above” the National Standards for reading which equates to 72% of all Pacific learners.
Specific target for Māori learners	By the end of 2018 the Kōtuitui Primary Schools plan to accelerate the number of Māori learners achieving “at or above” the National Standards for reading by 12%, to 393 out of 443 (89%). This equates to 49 Māori learners over 3 years.
Specific target for Pacific learners	By the end of 2018 the Kōtuitui Primary Schools plan to accelerate the number of Pacific learners achieving “at or above” the National Standards for reading by 15%, to 302 out of 351 (85.9%) This equates to 50 Pacific learners over 3 years.
81% of Māori learners are “at or above” curriculum level for reading across the Kōtuitui network in 2018 – an increase of 3%	
66% of Pacific learners are “at or above” curriculum level for reading across the Kōtuitui network in 2018 – a decrease of 6%	



Writing – Primary

Historic Position for Māori and Pacific learners	<p>At the end of 2015, 284 out of 443 Māori learners were “at or above” the National Standards for writing, which equates to 64% of all Māori learners.</p> <p>At the end of 2015, 229 out of 351 Pacific learners were “at or above” the National Standards for writing, which equates to 65% of all Pacific learners.</p>
Specific target for Māori learners	By the end of 2018 the Kōtuitui Primary Schools plan to accelerate the number of Māori learners achieving “at or above” the National Standards for writing by 17%, 362 out of 443 (82%). This equates to 78 Māori learners over 3 years.
Specific target for Pacific learners	By the end of 2018 the Kōtuitui Primary Schools plan to accelerate the number of Pacific learners achieving “at or above” the National Standards for reading by 18%, to 290 out of 351 (83%) This equates to 63 Pacific learners over 3 years.
<p>77% of Māori learners are “at or above” curriculum level for reading across the Kōtuitui network in 2018 – an increase of 13%</p> <p>56% of Pacific learners are “at or above” curriculum level for reading across the Kōtuitui network in 2018 – a decrease of 9%</p>	

Reading – Intermediate

Historic Position for Māori and Pacific learners	<p>At the end of 2015, 123 out of 169 Māori learners were “at or above” the National Standards for reading, which equates to 73% of all Māori learners.</p> <p>At the end of 2015, 64 out of 105 Pacific learners were “at or above” the National Standards for reading, which equates to 61% of all Pacific learners.</p>
Specific target for Māori learners	By the end of 2018 the Kōtuitui Intermediate School plan to accelerate the number of Māori learners achieving “at or above” the National Standards for reading by 15%, to 148 out of 169 (88%). This equates to 25 Māori learners over 3 years.
Specific target for Pacific learners	By the end of 2018 the Kōtuitui Primary Schools plan to accelerate the number of Pacific learners achieving “at or above” the National Standards for reading by 19%, to 84 out of 105 (80%). This equates to 19 Pacific learners over 3 years.
<p>69% of Māori learners are “at or above” curriculum level for reading across the Kōtuitui network in 2018 – a decrease of 4%</p> <p>78% of Pacific learners are “at or above” curriculum level for reading across the Kōtuitui network in 2018 – an increase of 17%</p>	



Writing – Intermediate

Historic Position for Māori and Pacific learners	At the end of 2015, 104 out of 169 Māori learners were “at or above” the National Standards for writing, which equates to 62% of all Māori learners. At the end of 2015, 56 out of 104 Pacific learners were “at or above” the National Standards for writing, which equates to 54% of all Pacific learners.
Specific target for Māori learners	By the end of 2018 the Kōtuitui Intermediate School plan to accelerate the number of Māori learners achieving “at or above” the National Standards for writing by 17%, to 134 out of 169 (79%). This equates to 30 Māori learners over 3 years.
Specific target for Pacific learners	By the end of 2018 the Kōtuitui Primary Schools plan to accelerate the number of Pacific learners achieving “at or above” the National Standards for writing by 22%, to 79 out of 104 Pacific (76%). This equates to 23 Pacific learners over 3 years.
65% of Māori learners are “at or above” curriculum level for reading across the Kōtuitui network in 2018 – an increase of 3%	
71% of Pacific learners are “at or above” curriculum level for reading across the Kōtuitui network in 2018 – an increase of 17%	

GOAL 2 – Progress so far

Supporting culturally sustainable practice gets to the heart of the issues with the Kāhui ako structure. The Kōtuitui network is a diverse group of schools each supporting culturally sustainable practice in line with their distinct community of learners. It would be of interest to know how other diverse Kāhui ako are delivering in this domain. It would be significantly detrimental to the future state of the relationship between schools if there was a “grand plan” developed to meet all cultural needs across our community. Any number of “solutions’ have been provided by policy and university research that have proved ill-conceived, or unsustainable.

Having culturally responsive practice as an isolated goal is paradoxical, as it suggests that it can be achieved independent of other key factors that impact on the ability to deliver culturally relevant pedagogy. It became clear that culturally sustainable practice is thematic and should be part of all solutions. Kōtuitui should endeavour to make all of our work relevant to our Māori and Pacific learners rather than contend that we can make culturally sustainable improvement alienated from supported learning, curriculum development and overall student wellbeing.



Devolving away from the achievement challenge lent us time to support inquiries in individual schools related to supporting culturally sustainable practice. Through these inquiries new ideas emerged from Alternative Education (AE) and RTLB provision, GATE support and skilled teachers with high cultural capital.

The inquiry process opened up another key area of challenge across our network, linked to learners with additional learning needs. The Kōtuitui Learning Support inquiry began in 2015 in response to the most recent Learning Support update that showed Learning Support provision in New Zealand lacks clarity, cohesion and consistency; resulting in learners 'falling through the gaps'. Local schools struggled to coordinate a resource that needed support across schools and throughout student pathways to be effective. The Kōtuitui community identified a space where collaborative practice could facilitate support for our learners in a more cohesive and targeted way. The inquiry brought together a range of stakeholders who are learner focussed, and open to working together to respond better to the needs of our community. This led to an exciting Collaboration between Achieving @ Waitakere, Alternative education, Oaklynn Special School and Green Bay High School in developing the 'Managed Moves programme'. The Collaboration afforded by the Kotuitui resource has seen a model that has been successful with our most challenging learners in West Auckland and gained the interest at Ministry of Education level. The initial inquiry into learners with additional needs provides the foundation of the 2019 - 2020 work stream as well as a catalyst for inquiries into 'at risk' learners at ECEs to school transition and managed moves in the Intermediate setting. These inquiries are coupled with work stream action plans around the development of a community of practice in the SENCO space and a robust reporting and recording system for learners as they transition through our network.

Underpinning principles -Within School Leaders(ICOL) inquiry outcomes

The inquiries are the foundation of transformational practice. 12 ICOL inquiries have been conducted into Māori learners and 5 inquiries into Pacific learners. Here are some completed inquiries that have been shared across the network. The findings have been significantly abridged:

Question

Addressing underachievement in Reading and Writing through Accelerated Learning in Literacy (ALLs). Incorporating the Te Ara Whakamana Framework or Mana Enhancement to support learners achievement (and wellbeing)

Findings

The average overall perceived self-improvement by learners:

712% divided by 9 = 79.11%, In terms of effect size this is 0.79.

When asked to consider shift from before being involved in the intervention to after, the ranked results



(referring to rate of progress) are as follows:

19 points increase - How much better are you getting this year as a reader or writer? 13 points increase - How well do you know your next step for improvement?

13 points increase - How hard do you try in reading or writing at school?

12 points increase - How well do you get back on track when stuck, or solve problems in your learning?

9 points increase - How much do you enjoy reading or writing at school?

When asked to consider the usefulness of the intervention for themselves, learners rated it 88% useful.

Learners said: "I'm getting better at writing." "Helping me to learn." "It's helped me quite a lot; the way I act, the way I learn." "Teaching us new things. Writing stuff on Google, stuff what we should do."

"You have to do stuff to get the boxes ticked off. Then you start working on something else."

"Sometimes I might not be having a good day. Come here, have a better day."

"Before in reading and writing, I was getting mucked up. Quickwrites wouldn't sound right when I read.

Now I use stronger words, bigger words, I write more." "It has improved with my reading and writing."

"I had to do the mana thing in the book. It was good."

Question

How can Kōtuitui support culturally responsive pedagogy?

Findings

As a result of this inquiry, a foundation for deep Collaboration has been laid, and there are individuals who are passionate about this work stream - that will continue to drive this whakaaro and the Wellbeing stream next year. Kōtuitui defines itself as being interwoven and a community with aspects of this year's inquiries and discussions are woven into the journey of our Kāhui ako moving forward.

Kōtuitui has the ability and strength to create such a rich and powerful community. It has the roots to share expertise, experiences and knowledge, resources and act as a platform for courageous conversations about race. Imagine being able to share and celebrate Community heroes, work professionals and have ex learners come to help our Māori/Pacific navigate the reality of life after work and be able to walk in multiple worlds. Building relationships can be threaded through our inquiries in many ways, such as through dialogue and feedback about our teaching, knowing and understanding our learners, having an agentic approach to teaching, power sharing, co- construction, student voice and valuing the cultural capital of what each child brings to our learning environments - Not viewing Cultural capital as limitations to ethnic identities but with all the social contexts and shared values our learners identify with, it's their way of being. Māori and Pacific success, is about knowing your learner and relating to your learners background, whānau and aiga. A critical expression of fair, just and ethical governance is equity.

How do we build relationships with whānau to increase Māori achievement and examine the culturally responsive practices of our schools & staff?



Question: By the end of 2018, I have identified what cultural responsive practice looks like at XXX and by the end of 2019 will establish a set of non-negotiable strategies to be implemented by teachers so that Māori and Pacific learners are achieving success.

Findings

I have collected results from most of the actions I have taken during the scanning phase. We collated many responses to the questions that were asked of the learners which have been put into a wordle, the largest words are what we do well and smaller words are what the learners want or areas needing improvement.

Figure 1: Responses from Māori learners in relation to questions posed at Māori student noho.

Whānau hui and fono feedback on how XXX is doing in regards to catering for these learners. The number of parents who attend to these hui needs improvement but the feedback was positive.

Figure 2: Whānau hui and fono feedback on how XXX is doing in regards to catering for these learners.

Figure 3: School wide observation of the classrooms to ascertain how our learners' cultural identity is represented or acknowledged. Results were collected by myself and imputed to google forms.

Figure 4: Pacific focus group to connect with learners and ascertain, how they felt XXX is catering for them as Pacific learners. These results were recorded in a wordle with the largest words are what we need to improve on and the smaller words represent what we do well.

The staff survey on cultural responsive practice was collected with the use of google forms, which was emailed to XXX teaching staff. I received 16 responses out of a staff of 34 classroom teachers.

Here is just one example of the many positive responses received.

a. Culturally responsive teaching pedagogy. What do you think this means? It is a pedagogy that recognises the importance of including learners' cultural references in all aspects of learning. To me, it means getting to know learners in a way that is personal and individual. Acknowledging and embracing a student's racial or ethnic background is important, but it is just a piece of who they are. Fully recognising and respecting them means learning how they learn and what they are passionate about or interested in.

b. Describe a culturally responsive teaching practice you use with your learners. Based on what I have read and know of, I include the following: I aim for a facilitator role when able, I aim to use culturally-appropriate resources and topics where applicable, I vary between individual, paired, small group work where learners are responsible for parts of the total workload, I aim for learners to increasingly determine what and how information is shared or re-shared, I aim for high expectations for all learners.

c. How do you think being Culturally responsive impacts on learning? It seeks to empower learners educationally and to expand their capabilities by making learners' own skills, languages, and attitudes meaningful in the classroom. I believe that identifying a student's learning style is important, but learning who they are is essential as well. Once teachers know what learners like, we can then be able to identify a classroom's shared passions and areas where cultures intersect.



Reflection against 2016 Achievement challenge

Improvements have been made for Māori and Pacific learners when measured against individual school's understanding of the curriculum. This again does not lead to any deeper contextual understanding of what works for our schools and how it can be transported from one school to another. The main finding, while pursuing this goal, was the shared desire to steer away from a homogenised approach to cultural sustainable practice. This finding makes the initial goal somewhat redundant, and "implementing a planned approach" is the remit of the school rather than the Kāhui ako.

Further reflection shows common themes emerging from the ICOL inquiries. A lack of measurement suppresses inquiry, reducing the efficacy of findings and making conclusions lack practical application outside of the base school. How can we show our impact on Māori and Pacific learners if we cannot show their progress? How can we show student progress through, and across our network if we don't have shared framework? Looking at all of the inquiries across two years writes the lesson large: we need to agree on the steps of the curriculum so we can support our Māori and Pacific learners to make decisions about their learning.

A further finding is the need to place culture at the centre of all Kōtuitui planning. Splitting "how to improve Māori and Pacific outcomes" from supported learning, curriculum frameworks and student wellbeing diminishes culture into a deficit silo. Why are Māori and Pacific learners performing less well in our community? All of our inquiries should offer solutions from their context, rather than have a small number of inquiries only looking at cultural improvement.

Significant findings

- Cultural improvement is not a goal on its own – the structure of Kāhui ako does not lend itself to devise community wide interventions for Māori and Pacific learners
- The answer is in the people – empowering inquiry through the expectation that all questions are about cultural sustainability
- The numbers show there is significant work to be done. However, action without inquiry will provide movement without purpose
- Understanding of the elements of student wellbeing is key to understanding student cultural wellbeing – they are not different
- Schools need to develop strategies on their own with the support of a strong network – Kōtuitui needs to understand what cultural sustainability is



Achievement Challenge - Goal 3 - Strengthening Literacy Skills

Aim: To strengthen academic reading and writing skills so that learners experience greater success at primary, intermediate and secondary school, achieving NCEA Levels 2 and 3 and with increased numbers receiving Merit and Excellence endorsements.

Improving Literacy – Success Criteria

The data suggests correlation rather than causation as the data is taken from individual school's analysis of variance, where appropriate.

Reading - Primary

Historic Position	At the end of 2015, 2947 out of 3501 learners were at or “at or above” the National Standards for reading, which equates to 84% of all learners.
Overall target for all learners	By the end of 2018 the Kōtuitui Primary Schools plan to raise learners “at or above” the National Standards for reading by at least 8%, to 3213 out of 3501 (92%) across all learners. This equates to 267 learners over 3 years.
88.2% learners “at or above” curriculum level for reading across the Kōtuitui network – an increase of 4.2%	

Writing - Primary

Historic Position	At the end of 2015, 2659 out of 3513 learners were “at or above” the National Standards for writing, which equates to 76% of all learners.
Overall target for all learners	By the end of 2018 the Kōtuitui, Primary Schools plan to raise learners “at or above” the National Standards for writing by 13%, 3105 out of 3511 (88%). This equates to 446 learners across the Community.
82% learners “at or above” curriculum level for writing across the Kōtuitui network – an increase of 6%	



Reading - Intermediate

Historic Position	At the end of 2015, 771 out of 1002 learners were “at or above” the National Standards for reading, which equates to 77% of all learners.
Overall target for all learners	By the end of 2018 the Kōtuitui, Intermediate School plan to raise learners “at or above” the National Standards for reading by 12%, to 891 out of 1002 (89%). This equates to 120 learners across the community.
81% learners “at or above” curriculum level for reading across the Kōtuitui network – an increase of 4%	

Writing – Intermediate

Historic Position	At the end of 2015, 669 out of 1002 learners were “at or above” the National Standards for writing, which equates to 67% of all learners.
Overall target for all learners	By the end of 2018 the Kōtuitui Intermediate School plan to raise learners “at or above” the National Standards for writing by 18%, to 849 out of 1002 (85%). This equates to 180 learners across the Community.
75% learners “at or above” curriculum level for writing across the Kōtuitui network – an increase of 8%	

NCEA secondary

Please note that the NCEA data has changed from participation to enrolment based data.

Level 2

Historic Position	At the end of 2015, 240 out of 283 (85%) of all learners achieved NCEA level 2
Overall Targets	Hreen Bay High School (GBHS) aims to have 258 out of 283 (91%) of all learners leaving school at least NCEA Level 2. This would be an increase of 6% and 18 learners.
87% learners achieved NCEA Level 2 across Kōtuitui network – an increase of 2%	



Level 3

Historic Position	At the end of 2015, 132 out of 185 (71%) of year 13 learners gained NCEA Level 3
Overall Targets	By the end of 2018 GBHS aims to have 152 out of 185 (82%) of all learners leaving school with NCEA Level 3. This would be an increase of 11% and 20 learners.
73% learners achieved NCEA Level 2 across Kōtuitui network – an increase of 2%	

University Entrance

Historic Position	End of 2015, 101 out of 185 (55%) of year 13 learners gained University Entrance
Overall Targets	By the end of 2018 GBHS aims to have 121 out 185 (65%) of all learners leaving school with University Entrance. This would be an increase of 10 % and 20 learners.
52.5% learners achieved NCEA Level 2 across Kōtuitui network – a decrease of 1.5%	

GOAL 3 – Progress so far

It became clear that there was little agreement between the schools regarding this goal. Initially National Standards data showed an overall drop in learners “at” or “above” standard through the transitions between Primary and Intermediate, Intermediate and Secondary and Year 10 and NCEA. However, individual schools were not keen in sharing data that broke these assertions down further. The goal was not seen as a priority goal for two schools.

Each school perceived an individual need related to improving literacy skills – making unification of a literacy strategy unpopular and unnecessary. Kōtuitui felt that improvement of student assessment for reading and writing against National Standards needed understandings of the curriculum to be unpacked.

Across School Leaders supported In School leaders inquiring into literacy in their individual contexts. This had the benefit of respecting the wishes of the principals, to value the unique nature of literacy in their schools, whilst further investigating what improvements might be shared in other schools.



Underpinning principles - ICOL inquiry outcomes

The inquiries are the foundation of transformational practice. 24 ICOL inquiries have been conducted into supporting learner success in reading and writing. Here are some completed inquiries that have been shared across the network. The findings have been significantly abridged:

Writing

Question

How to best initiate change in the teaching of boys' writing across the curriculum to raise achievement.

Findings

Personally, my perception around how to raise the achievement in boys writing has altered. Prioritising the connection and trust between teacher and pupil underpins the sustainability and positive experience of learning to be a writer. Listening to, and acting on student voice in a visible way improves buy-in and motivation of pupils.

Boys' writing samples results comparing the start of 2017 with the end of 2017:

Accelerated progress (improvement of 3 sub-levels) - 27%

Expected progress (improvement of 2 sub-levels) - 55%

Less than expected progress (improvement of 1 sub-level) - 18%. It is interesting to note that these two learners both had barriers to their learning this year. One has specific learning needs; the other has emotional needs that were beyond the control of the classroom environment.

Question

How can we effectively embed best practice in writing throughout the school, ensuring that all staff - including new and fixed term teachers can follow our XXXXXXXX guidelines, so that all learners (not just priority) make accelerated progress in Writing.

Findings

On reflection of our inquiry:

- New staff need to be inducted into the school's writing programme to carry on consistency across the school.
- Moderation needs to occur every term (either across school or within groups of syndicates) - this gives all staff the opportunity to see what is happening across the school. It is imperative that each year level meets with the year above and the year below.
- Use of the learners writing progressions need to be used consistently - goal setting is part of this.
- Student voice needs to be continued, particularly where the Writing Process is still not evident.



Question

"How can we improve learners spelling at XXX? Will this positively influence student's achievement in writing?"

Findings

Pre-test: * Below Chronological Age in Spelling: 47%; * At/Above Chronological Age in Spelling: 53%

Post-test: * Below Chronological Age in Spelling: 38%; * At/Above Chronological Age in Spelling: 62%

* learners who made accelerated progress: 66%

* Average gain in spelling age over 15 months: 19 months

Correlation between progress and time spent on Steps Web

Following the above analysis, we also wanted to consider the relationship between time spent on the online program and learners rate of progress.

* Of the 33 learners who did not make Accelerative Progress 79% spent less than the minimum required time on Steps (1,350 mins)

* Of the 30 learners who spent more than the minimum required time on Steps (1,350 mins) 77% made accelerated Progress

Reading

Question

How can we - as teachers at XXXXXXX - create a shared understanding of how we make an Over-all Teacher Judgement (OTJ) in Reading at levels 3 and level 4?

Findings

Progressions are valuable for teachers but too wordy for the kids

- Some words are too subjective for teachers, let alone learners, to have to interpret (ie. meaningful, simple, sophisticated, strategies, variety, sustained)

- Some progressions read the same at two levels so how do you explain the difference to learners?

- Certain progressions aren't necessarily relevant at the end of Level 4 (example - decoding) or at the start of Level 3 (example -- Compare and Contrast, in regards to the idea of 'resolving issues from competing information')

Question

How can we enhance teacher practice in the classroom to improve learner outcomes for priority Learners?

Findings

Staff were surveyed about the effectiveness of the Professional development. Learners were interviewed about the reading acceleration programme and the impact that they thought it had on their learning. Both staff and learners were videoed discussing the programme. The learners' assessment data was also analysed. A number of findings became apparent when analysing the results.



- Further clarity is needed about the delivery of the intervention.
- Some staff would like mentoring from an experienced teacher when teaching acceleration.
- There needs to be school wide commitment to the delivery of acceleration programmes.
- An appreciable number of both staff and learners identified the positive impacts of reading acceleration on learners learning.
- Teachers really learnt about the needs of the learners in the group.
- The planning template that was provided was useful.
- Teachers were challenged to improve their practice.
- The improvement in some learners was significant

Reflection against 2016 Achievement challenge

There has been broad improvement across all areas of reading and writing in our schools. The concern is the data is specious as it uses different datasets to underpin the analysis. The National Standards measures have gone, to be replaced with individual schools making judgements in isolation. The NCEA participation measures have gone, to be replaced with enrolment based metrics. Cohort analysis in this context seems somewhat fruitless. The data generated by our ICOLs is far more indicative of how a Kāhui ako should be judged. Skilled teachers, building meaning from the learners they teach gives a much stronger basis for improvement. Building a shared understanding of literacy across our community from the ground up allows us to celebrate the success in our schools and share our good practice. Linked with the “meta inquiries” conducted by the ACOL, the network takes weeks to generate a shared understanding of what success looks like across our community.

Significant findings

- Data without meaning is not a useful basis for analysis
- Analysing individual student progress is preferable to taking snapshots of student achievement
- Achievement data without understating leads to poor inquiry and difficulty linking to pedagogical practice
- Shared understanding of the curriculum should be the starting point when trying to use achievement to analyse progress
- Looking at literacy in isolation potentially makes any change unsustainable
- The inquiries highlight the lack of focus on the relationship between student wellbeing and academic success



Achievement Challenge - Goal 4 - Effective Transition Points Along the Learning Pathway

Aim: To prevent the current drop in achievement levels at the point of transition – between Year 6 to 7 and Year 8 to 9.

Transition – Success Criteria

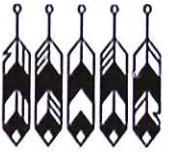
There is no available data to show changes in transition.

GOAL 4 – Progress so far

In unpacking this goal, using ICOL inquiries, it becomes clear that success does not begin with improving student outcomes at transition points. With the ablation of National Standards a freedom emerged to create shared local curriculum through years 1 to 8. Understanding what each curriculum level looked like in the classroom would support a student's journey through the curriculum and therefore through the schools. The issues that arose at the year 6 to 7 transition is the sheer number of schools involved – agreement around curriculum level would be needed in 8 primary schools, one intermediate and one full primary. Although important, it was unreasonable to pursue this complex level of Collaboration until relationships and trust had been built between the stakeholders. It was also felt that the Across school leader (ACOL) team needed a greater primary presence for year 6 to 7 transition to be fully engaged with.

The second, and more manageable issue, was the lack of any progressional assessment in years 9 and 10. This provided a series of questions around measuring and monitoring learners in the last year of intermediate school and their transition into secondary school. ACOL inquiry into the assessment in year 9 showed flawed practice. From a pedagogical perspective there was no standard way, across faculties, of assessing learners in year 9. Some faculties used NCEA standards, some curriculum levels and some solo taxonomy. More worryingly, there were discrepancies between teachers and learners as to which way they were to assess work. Student voice backed up this confusion – stating that a lot of work was repeated from intermediate classrooms and year 9 and 10 were seen as a waste of time.

This seemed fertile ground to begin the process of assessing progress across intermediate and secondary school for individual learners. Rather than assessing the learners when they leave in year 8 and then using a totally different set of metrics to assess the learners again when they arrive in year 9, Kōtuitui gave the opportunity to work across schools. In the secondary school, ICOL resource was invested in four core areas



of English, Maths, Science and Social Science to develop curriculum linked rubrics that facilitate measuring student progress. The ICOL met regularly to develop common understandings of their curriculum and how it related to other subject areas. Rubrics were developed that would be used to show progress, with a 2019 aim to further develop these rubrics in relation to the intermediate school.

Underpinning principles - ICOL inquiry outcomes

The inquiries are the foundation of transformational practice. The two inquiries into Year 9 progression:

Question

How can we provide a framework for assessing Nature Of Science curriculum progression that ensures visibility of learning for learners and whānau?

Findings

Authentic Assessment for Learning: Several key areas of teacher learning have occurred during our inquiry in 2018. Firstly not all assessment design is created equal. Different concepts may be easier or harder for learners to learn and show understanding in, if the assessment design does or does not take into consideration their personal interests and experiences (Hipkins, 2016 a). Assessment design itself has remained largely unchanged in New Zealand and is mostly driven by external assessment. This has resulted in teachers replicating test type assessments as a means to ensure the best performance of their learners (Goldstein, 2015). "When assessment is contextualised and designed to harness the learners' socio-cultural experiences, the assessment can enhance learning not just measure it" Yong, 2018 p. 32). Assessment design principles should therefore be the key focus of any group of teachers interested in measuring student progress in any curriculum area. Within the science domain this becomes even more critical as science can only be understood within context. As a result context choices made by teachers for assessment will have a meaningful impact on the degree with which a student may show their understanding.

NCEA external assessment is always a driving force behind junior assessment design and its foundation principles of application of science knowledge through novel contexts have not been lost on science assessment design over the years. Learners need to be able to adequately develop the skills required to succeed in external assessment for NCEA whilst being adequately exposed to the curriculum at large. Assessment should not drive learning, yet it can be a catalyst for learning in itself (Yong, 2018). Therefore there must be a place for both approaches in secondary course design in order to both prepare learners for the realities of high stakes assessment, yet, provide every opportunity to access and develop science skills that will support the learners within the 21st century world that awaits them. How we design our assessment tasks to be future focused will impact not just a teacher's ability to assess student progress but also the learners learning outcomes at school and in the wider world (Bolstad, 2011).



Scope of assessment - broad vs direct: A key finding that has surfaced as a result of our assessment trials this year has been about the importance of appropriate assessment scope when designing assessment tasks. Direct assessment types “eliminate ambiguity, use everyday language and familiar contexts” (Hipkins, 2016b) vs broad assessment types where the task is “open to interpretation - student must navigate a pathway through potential, draw on relevant science knowledge and perhaps work with an unfamiliar or ambiguous context”. Both have places within learning. We found that direct assessment types (as seen in our first Inheritance trial) made assessment within one curriculum level more straight forward but left little room for learners to develop their own interests and show understanding beyond the specific curriculum level being assessed. On the other hand broad assessment types (as seen in the inquiry project trials of Term 3) allowed for more flexibility and interesting contexts but were more difficult to assess, often producing various amounts of evidence across a wide range of curriculum levels due to the broad approach taken to the assessment design. Learners felt better supported and more secure in their learning in the direct approach but were stifled by the lack of freedom that a more broad approach could take. After extensive department wide discussion it was decided that we likely require both types, depending on the types of criteria we are assessing against. The ongoing trials occurring in Term 4 of 2018 will delve into this further comparing an inquiry approach (broad) vs project based learning (direct).

Accuracy of the data: Throughout the trials carried out this year a repeating issue was raised. How can we be sure (or close to it) that our assessment of student achievement and progress is accurate. The curriculum strands are ambiguous and limited in explanation. On top of this learners are expected to master just one curriculum level across two years of secondary schooling (not accounting for any learners arriving below the expected curriculum level). The ability to flesh out a single sentence into multiple SOLO levels can result in losing the focus of the curriculum objective for the sake of providing more information to the student/teacher. It became clear after the first trials that starting with a standardised baseline (STWE testing), and then working Collaboratively with the student to navigate their learning journey was the key to accuracy of assessment. If a student, their whānau and the teacher are continually relating learning and assessment to a position on the curriculum then summative curriculum level feedback will not be surprising. This approach makes the need for summative reporting questionable, when open dialogue and reporting via progress against the curriculum could provide more accurate, explicit and timely feedback.

Leadership and Collaboration: The net of Collaborative inquiry I have led this year has been vast and far too large scale for it to have ever been achievable by one person. Hundreds of hours, multiple trials, discussion, challenge and hard work could only have occurred with a high functioning, strategically aligned and truly Collaborative team. The science department at Green Bay High is a shining light for what effective middle leadership can achieve. It also provides a blueprint for Collaborative inquiry and its impact on teacher practice and organisational change for the future



Question

Will using the NZC Social Sciences Strands and SOLO progression rubrics allow teachers and learners to track learning progression more effectively?

Findings

When reflecting upon our progress this year we have made sustainable and informed changes. Our rubric is based on research, it has been trialled and it is a reflection of the needs and wants of our department. As a department we have developed in confidence of what progression can look like in our subject and in comparison to this time last year, we have a shared language about what junior Social Studies is, as reflected by our rubric. I also believe that as a department we have a vested interest to see the rubric work and there is a shared consensus that the rubric is of benefit to our learners.

However, we still have a way to go - we have only done one trial and on reflection the most learning and department engagement came from moderating this trial and as a group, using and discussing the rubric. This is because it empowered and involved those in the process (Osbourne, 2014). I am open to further changes occurring next year as we continue to develop the rubric, in particular its wording, and refining our learning and assessment design to help reflect the rubric. Hindsight is a wonderful thing and with it I would have run more trials this year, to ensure more consistent department Collaboration in the development of the rubric. It would have been beneficial to run trials of different styled or formatted rubrics or use the rubrics with a range of Social Studies contexts and styles of assessments. This would have also allowed us to Collect more quantitative data of how learners were progressing as well as more qualitative data from the learners' experience of using the rubric. It is going to be important to Collect this data, in a longitudinal sense next year, to help inform our steps throughout the year and for 2020. However, time is always the clincher and unfortunately, because I had to start with research on defining our learning area and then develop a rubric, trying to run more than one trial would have been tight for time. Although further trials would have been of benefit, I do think we are in a good place to continue trialling and reworking our rubric next year.

In moving forward, a key component will be maintaining department involvement. The progression rubric will underpin our development of all Social Sciences programmes; from units, to assessments, to pathways. In order to ensure we achieve this in a thoughtful and meaningful way we must maintain a Collective focus, as "It is a Collaborative process within a school to investigate a team's impact on learning" (Bendikson, 2018). It is important that our rubric becomes part of our annual plan and wider inquiry cycle to help us ensure that the rubrics create "Collective, purposeful action" (Bendikson, 2018) and are used to their full potential.



Reflection against 2016 Achievement challenge

This development of improving transition supports the very notion of communities of learning. The inquiry began making very little headway in Collecting and Collating the transition data from the primary schools. Each school was successful, each in a way that made standardisation around National Standards difficult. Entering a second phase of inquiry; looking into transitional progress between intermediate and Secondary school, and then into NCEA, provided excellent inquiry questions that will provide an evidence base for all future inquiries.

Year 9 and 10 is complicated for secondary schools to assess due to the disparate nature of the curriculum. The skills based curriculum of English and Mathematics lend themselves to measuring progress – Science and Social Science do not. It would be easy to hold back, wait for Ministry instruction, but measuring progress is the game changer for our Kāhui ako. If our inquiries are driven by a shared understanding of teacher impact on student progress and this progress can be measured across schools and across generations, no success will be lost. Large dataset hold the answers and if we manage to operate on local understandings of how our learners progress, protected from political shifts, we could measure a student from ECES to university or employment. Year after year, money and time is lost as we have no way of knowing what our most effective strategies are to improve our impact on learning. If we then spin this impact into wellbeing and supported learning a picture of our learners can be drawn over years and across contexts.

These emerging year 9 rubrics will link the learning in intermediate school to the learning in the NCEA. Parallel work in 2019 on the year 6 to 7 transition will link primary school work with the journey. Bringing ECES providers on board in 2020, will link the NZC with Te Whāriki. If we combine the knowledge of curriculum progress with emerging measures of wellbeing then we have powerful dataset that will sustain the community in the future.

Significant findings

- There are a number of ECES providers who are keen to be part of our Kāhui ako
- The ECES to school transition can be best supported by the work of Kōtuitui
- Understanding the role and purpose of Te Whāriki in the early learning centres is important in understating learning across our community
- There is a significant amount of interest in inquiry by our ECE providers

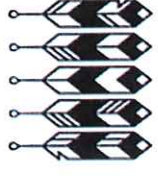


Designed by Kayla Newman GBHS

KŌTĪHĪKĪ



ACHIEVEMENT CHALLENGE 2019-20



PART 2 - New Challenge - New Approach

MISSION:

An Educational Research and Development Centre for the Kōtuitui Community

WHAKATAUKI:

Nā tō rourou, nā taku rourou, ka ora ai te iwi

With your food basket and my food basket, the people will thrive.

VISION:

Collaboration within the Kōtuitui Kāhui ako creates stronger learning outcomes for our children and young people

STRATEGIC THEMES FOR Kōtuitui 2019 -2022: CONNECTING THE STEPS ALONG THE LEARNING PATHWAY

Strengthening connections for learners with additional needs

Aligning Learning Support response to meeting needs of all learners within Kōtuitui
Developing community of practice that is responsive to learners with additional needs across Kōtuitui

***Cultural and
Relational
Responsiveness***

***Evidence-based
Inquiry***

Connecting the steps through Curriculum Levels

Developing a shared understanding of progress through Curriculum Levels
Improving confidence in measuring student progress through Curriculum Levels
Supporting a community of professional inquiry

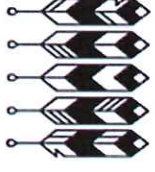
***Supporting
Transformational
Pedagogy***

***Collaborative
Leadership***

Connecting both ends of the learning pathway
Ensuring successful transitions into and out of schooling; focus at risk Learners
Developing a shared understanding of the context beyond schooling

Building resilience and wellbeing of the Kōtuitui community

Growing a shared understanding of wellbeing across Kōtuitui
Promoting a shared understanding of culturally sustaining practice across Kōtuitui
Strengthening internal professional capacity and organisational systems



Achievement Challenge 1: Connecting the steps through Curriculum Levels

What: *Develop a shared understanding of progress through the New Zealand curriculum in primary, intermediate and secondary contexts*

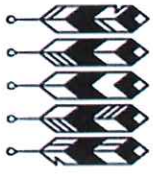
This work stream is focused on developing a shared understanding of progress through curriculum levels. As a result we are aiming to improve confidence in measuring student progress against curriculum levels across the Kāhui ako and use this information to develop clarity in the classroom.

Rationale:

Developing a shared understanding of student progress will support our educators in the creation and application of our local curriculum. As primary schools transition away from National Standards and the ambiguity that exists in measuring student achievement at Years 9-10 a shared understanding of progress through the curriculum levels needs to be a priority. In previous years we have identified variance in student achievement judgements across the Kāhui ako. We are aiming to minimise this variance and support academic transition between Primary, Intermediate and Secondary schools. Finally, over the last two years we have established a community of professional learning. We will continue to support inquiries that promote pedagogical impact in the area of Curriculum.

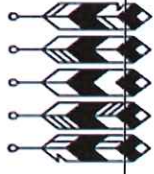
Goals:

- Developing a shared understanding of progress through Curriculum Levels 1 - 5
- Improving confidence in measuring student progress through Curriculum Levels
- Supporting a community of professional inquiry to improve student progress and achievement in Writing for Māori and Pacific learners
- Establish a clear understanding of what the measurement of the student progress looks like across the Kāhui ako.
- Collaboratively explore, develop, share and align learning progressions using curriculum levels.
- Support the development of measuring student progress through the curriculum in our schools.

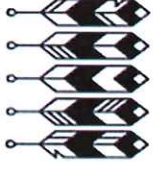


Connecting the steps through Curriculum Levels - Action plan

Why?	Inquiry question	Ideas around implementation/action	Action Plan	People involved	Kāhui ako Development plan link	Success criteria
To support academic transition between Primary, Intermediate and Secondary schools.	How would a shared understanding of the curriculum levels and local curriculum support student progress towards greater achievement?	Support the development of measuring student progress through the curriculum in our own schools Collaborate with all interested senior leaders to ensure understanding of the curriculum are shared and supported across the community Collect Kōtuitui voice on current understanding and application of the curriculum across all learning areas	What are schools currently doing in terms of making OTJ's/ judgements about student achievement? Do you have school wide progressions in place? What tools are used to support with making OTJs?	ACOL KODAF	Domain 1 Element 3-Developing: Aligning key elements of the curriculum across the Kāhui ako and developing a shared understanding of curriculum expectations. Domain 3 Element 1-Embedding: We are improving the quality of our data and evidence. Domain 4 Element 1-Developing: We are working on addressing our achievement goals across the learning pathway. Domain 4 Element 2-Developing: We have a plan of action for how we will work together to support learners across transition points. Domain 6 Element 2-Embedding: We have structured our Kāhui ako to enable the building of effective Collaborative relationships.	Develop a sound understanding of how schools in the Kāhui ako make judgements about student achievement. Identify schools in Kāhui ako who have progressions that they use as a tool to make student achievement judgements. Identify 'other' tools that are being used to support student achievement judgements. Decrease variance in student achievement data across Kāhui ako at transition points.
To support shared understanding of progress towards achievement to support inquiries into pedagogical impact.		Run a trial through Kaurilands, GEIS and GBHS linking curriculum progress through transition	<ul style="list-style-type: none"> When, How and Who? Collecting samples and moderating across schools 	ACOL ICOL	Domain 3 Element 1: Embedding We are improving the quality of our data and evidence. Domain 3 Element 2: Embedding We are using broad and reliable data and evidence to evaluate and inform our actions. Domain 4 Element 1: Developing	Align progressions between trial schools with particular focus on the NZC levels at transition points. Develop a shared understanding of moderation processes in each of the schools.



<p>Primary and Intermediates currently have no set framework with national Standards going.</p>		<ul style="list-style-type: none"> Collaborating with relevant people starting with one learning area. Green Bay High School to trial their progressions. 		<p>We are working on addressing our achievement goals across the learning pathway.</p> <p>Domain 4 Element 2: Developing We have a plan of action for how we will work together to support learners across transition points.</p> <p>Domain 6 Element 2: Embedding We have structured our Kāhui ako to enable the building of effective Collaborative relationships.</p>	<p>Trial moderation processes between schools.</p> <p>Decrease variance in student achievement data across trial schools at transition points.</p>
<p>Variance in student achievement at transition points between schools.</p>	<p>Support KODAF/ICOL in the curriculum work stream that have different foci from this direction.</p> <p>An electronic space to store minutes of moderation meetings and examples of curriculum level work.</p>	<ul style="list-style-type: none"> Who are these people? How can we best support them? Share folder with people who are interested. 	<p>ACOL ICOL KODAF</p> <p>ACOL ICOL KODAF</p>	<p>Domain 2 Element 1: Embedding Our Leader, Across, and Within School Teachers are leading change across the Kāhui ako.</p> <p>Domain 1 Element 3: Developing Aligning key elements of the curriculum across the Kāhui ako and developing a shared understanding of curriculum expectations.</p> <p>Domain 4 Element 1: Developing We are working on addressing our achievement goals across the learning pathway.</p> <p>Domain 6 Element 2: Embedding We have structured our Kāhui ako to enable the building of effective Collaborative relationships.</p>	<p>Establish regular contact with KODAF about how to support their ICOL who are have different curriculum foci.</p> <p>Gather samples of progressions from across the Kāhui ako.</p> <p>Make Samples accessible to interested stakeholders.</p> <p>Implement relevant Learning Progression Framework (LPF) PLD for interested parties.</p> <p>Develop a sound understanding of the LPF and their implementation in schools.</p> <p>Align of school progressions to Learning Progression Frameworks.</p>



Achievement Challenge 2: Strengthening connections for learners with additional needs

What: *Strengthening connections for learners with additional needs*

How do we build a cohesive community of practice that effectively meets the needs of learners with additional needs? This work stream is designed to facilitate, coordinate and weave together the varied stakeholders and threads of this diverse space. Collaboration for better outcomes for our students is at the heart of what we do. Our action plan is based on needs that have been identified through the scanning of these groups and seeks to develop knowledge and processes to support people working with our students.

Rationale:

Over the past two years ACOL have been part of learning support meetings attended by SENCOs, Principals, DPs, MOE, Alt ED., RTLB, and others to discuss the Learning Support landscape, how it relates to each school and how we can work together to create more joined up thinking to support our students. It became clear that there was much work to do in this space to share knowledge, develop a shared understanding and language and align practice between schools, agencies and other key stakeholders. Two lines of work emerged. Firstly to build an understanding of the need across the community required data (a register) so we could target support, provide PD, and use our Collective to leverage better support for our students. Secondly the need to build a community of practice where we have an alignment of thinking, terminology and can 'problem solve' as a Collective. We recognised that each school and agency held unique knowledge that when shared created opportunities for better access to services. Meetings are twice a term and see a mix of internal and external services meeting with SENCOs and other school leaders. Through these meetings we are strengthening relationships between schools and services, developing an understanding of need across Kōtuitui and sharing the most current knowledge about the support available and referral processes.

Goals:

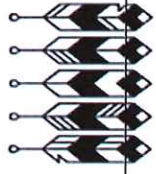
- Collaboration to share knowledge, developing a shared understanding of needs and support across the community
- Clear and consistent data from across the Kāhui ako is gathered and used to identify trends, providing the right support at the right time throughout a student's learning journey.
- Build deeper knowledge and Collaboration of local agencies and services to provide timely support
- Develop a support for parents enabling them to navigate the school system, knowing who to contact and how to help.

We are seeking to develop a shared knowledge and language along with creating easy systems for data gathering, ensuring the data is valid. Targeted actions based on this data will enable us to be proactive in our response rather than reactive in a triage. Collaboration across schools and agencies will result in our students receiving the right support at the right time.

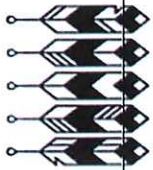


Strengthening connections for learners with additional needs - Action plan

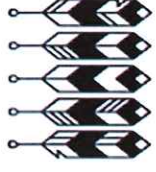
What?	Why?	Possible inquiry question	Ideas around implementation/action	Action plan	Who is involved?	Kāhui ako Development plan link	Success criteria
Learning support register	To provide clear and consistent documentation To get a clear picture of what is happening across Kōtuitui so we can be proactive in our support	How can we use a Learning Support register and documentation to support our learners/ teachers/ whānau? How can we enhance/further develop the learning support register?	Support the development of Learning Support Register across Kōtuitui Facilitate regular meetings with key stakeholders to develop a Learning Support Register and process that provides relevant data and is easy to use	Termly meetings to add data, and look at trends. - begin with tier 3 as there is a consensus of what this looks like whilst developing a shared language and understanding of what other tiers look like across the community to ensure data is consistent. Create dashboards of information that is easy to track. Discuss what is shown up in the data as a Kāhui ako to provide an overview and plan next steps. eg. PD, support, knowledge. Use data to inform the next community of practice meeting and arrange relevant personal	ACOL SENCOs KODAF Principals	<p>Domain 1: embedding Collaboration of SENCOs to build knowledge, understanding and shared language</p> <p>Domain 2: developing SENCOs and leaders have a clear vision and are learning from each others expertise</p> <p>Domain 3: establishing Collecting data on our learners to use in a Collaborative manner and inform our actions</p> <p>Domain 4: developing we are beginning to join our thinking and create useful data for transition points</p> <p>Domain 5: establishing parent group meets termly. Relevant agencies are involved in our work.</p> <p>Domain 6: developing building trusting relationships where we can support each other and have many stakeholders working together</p>	Learning support register is developed and trialled Data is Collected and discussed to inform next steps LSR practices align across West Auckland



Build Community of Practice -SENCO -Teacher -whānau -Agencies	Create shared understand ing and practice between schools in Kōtuitui. To build capacity in our SENCOs To build shared data for smooth pathways within and across schools	How do we continue to build the Community of Practice? How can we support SENCOs/ teachers / whānau across Kōtuitui building shared understandin g and cohesive practice? How can we support parents/ whānau to access the right support at the right time?	Collaborate with all interested parties/stakeh olders to ensure a shared understandin g of Learning support across the community Facilitate regular meetings with key stakeholders to build the community of practice	Collaborate with a range of people from across west Auckland to discuss and develop practices that align	ACOL KODAF Principals ICOL inquiry Teachers SENCOs RTL MOE AE STOS whānau agencies	Shared knowledge and understanding of practices to support learners is developing and being shared across the COL Meetings are well attended by schools and agencies SENCOs are better equipped to find the right support, make referrals, access services. Workshops /PD provided from internal and external agencies in response to needs identified Parents' voice is heard, captured and supported Parents develop a shared
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		<p>How do we build positive working relationships with agencies and bring cohesion to the processes that support our learners?</p> <p>How can we support Inquiry within Learning Support to develop innovative practice in our schools?</p>	<p>Facilitate a parent/whānau group</p> <p>Develop clearer understanding of agencies/AE /early intervention, their roles and the support available</p> <p>Collect Kōtuitui voice on what is happening for learning support and what is needed to support our learners.</p>	<p>Termly meetings of interested whānau from across the schools (STOS initiated) for support.</p> <p>Investigate whānau needs and create a shared understanding of internal & external supports</p> <p>Attend interagency hui to ensure we are listening to what the agencies need to be able to provide adequate support</p> <p>Support and connect ICOL who are conducting inquiries in the LS space to ensure the varied needs of our learners are being seen and investigate best practice/pedagogy. Developing GATE group.</p>		<p>understanding of internal and external supports available</p> <p>knowledge of agencies and how to access their services is gained and shared</p> <p>ICOL inquiries identify new practices or supports and inform next steps</p>
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Achievement Challenge 3: Connecting both ends of the learning pathway

What: Ensuring successful transitions into and out of schooling; focus at risk Learners.

Within this work stream, a key outcome is to establish and sustain relationships and connections between ECES and primary schools. This will be the platform in growing professional knowledge pedagogies and practices that support successful transition into school.

The Education Review Office (2015) states that strong learning foundations and a sense of identity and belonging can contribute to transition being a successful experience. ERO found that the most effective practices supporting children as they approach transition to school included: • a responsive and holistic curriculum focused on dispositional learning, independence and social competence • assessment information that makes children's strengths, dispositions and interests visible, identifies their progress and shows continuity of learning over time • relationships with parents and whānau, and other important adults, focused on learning and supporting the child (including their language, culture and identity) • CoLaborative relationships between teachers in services and schools so expectations, philosophies and curricula are shared, valued and understood • evidence of the impacts of processes and practices around transition, with self-review resulting in positive changes in support for children

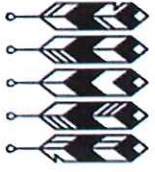
Rationale:

Effective transitions for learners across the educational pathway and within schooling are critical to the development of a students' self-worth, confidence, resilience and ongoing success at school. Ensuring that our learners' wellbeing across all domains is supported during transition will assist our students in establishing and maintaining relationships, educational engagement and to experience continuity in learning.

A positive start to schooling will achieve long term benefits for children and their families. For students who are vulnerable or at risk, successful transition into school can positively impact their long term success and set the trajectory of their learning journey, for up to the next thirteen years.

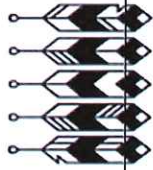
Goals:

- Developing shared understandings between ECES and Primary school of School Readiness and Curriculum readiness
- Understanding and implementing practices and resources that support three levels of identified needs in terms of being "School Ready" which will lead to improved attendance in early years of schooling.
- Strengthen curriculum transition and shared knowledge between key curriculums: Te Whāriki and New Zealand Curriculum.
- Development of shared resources and tools between ECES and schools
- Develop culturally responsive and effective information sharing systems in place between ECES, whānau and schools that ECES/ELC that are based on quality, relevance and clear communication
- Developing partnership with students and whānau to improve the navigation of change in 'setting' from ECES to School & further transition points

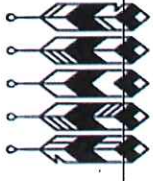


Connecting both ends of the learning pathway - Action plan

Why?	Possible inquiry question	Ideas around implementation/action/ tasks	Action plan	Who is involved?	Kāhui ako Dev plan link	Success criteria
To address the inequity for all children to successfully transition from ECEs into school.	How do you measure successful transition from ECEs to Primary? How do you measure progress or success in relation to successful transition?	As a team: <ul style="list-style-type: none"> develop outcomes and aspirations for the ECE work stream Co-construct focus areas for further exploration. Align ICOL inquiries to address the needs and interests of the Kāhui ako. Guide and support work stream tasks and outcomes. 	Establish connections and relationships with the Kōtuitui ECE cluster. Through developing a partnership between the ACOL team and ECE cluster, we will have a core group in which to formulate goals, strategies and key outcomes for learners transitioning between their centres and school.	'the team' PRINCIPAL KoDAF ACOL ICOL ECEs SENCO Whānau ECEs Providers (Early Intervention Teacher) (MoE psychologists)	Current Level of Dev Plan: Domain 4 - Supporting Transition: <u>Element 2: Developing:</u> We have a plan of action for how we will work together to support learners across transition points	<ul style="list-style-type: none"> Develop professional Collaborations with ECE teachers, ICOL teachers, NE/Y1 and other educational services. <ul style="list-style-type: none"> Co-construct and investigate resources, practices, and pedagogies that promote successful transitions for learners and whānau between ECES and Primary school. Creation of "School Ready" evaluation tool. Shared understanding of wellbeing for learners as they transition between ECES. Shared vision of how transition will look and support a diverse range of learners, particularly "at risk" students. Develop a set of criteria to support identification of "at risk" students. Increased interaction and knowledge of enrolment processes, vision and values
Develop a shared understanding of what it means to be an 'at risk' student in the Kōtuitui context.	What does it mean to be an 'at risk' student in the Kōtuitui context?	As a team: <ul style="list-style-type: none"> strengthen relationships across Kōtuitui. aim to schedule meeting of team week 3 or 4 - T1 	Meet with ECE reps for Kōtuitui to discuss potential outcomes, foster collaboration and			

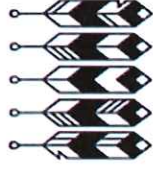


<p>Focus on the principles of whakawhānaungatanga: key stakeholders and capture the “voices of Kōtuitui” - student, whānau, teachers... How students and whānau can be supported to navigate the change in ‘setting’ from ECES to School & further transition points?</p>	<p>How to prove (find evidence) that we are making a positive impact on Kōtuitui students at the ECES transition point and beyond? What does inquiry look like within ECES? How can Kōtuitui support inquiry between ECES and primary? How does transition into primary schools look across Kōtuitui?</p>	<ul style="list-style-type: none"> • scheduled meeting booked 5th of March 	<p>strengthen relationships.</p> <p>Engage primary teachers to attend and be part of the mahi. Collaborate with ECE reps from other Kāhui ako to strengthen coherent pathways. Begin to visit ECES within Kōtuitui community.</p>	<p>between schools and contributing ECES's.</p> <ul style="list-style-type: none"> • Facilitate a community of learning that inspires and invigorates ICOL inquiries that investigates key aspects and/or challenges related to effective transition between ECES and Primary schools. • Communicate and share with invested educators developing changes and growing knowledge of the Kōtuitui ECES landscape.
<p>To develop a shared vision of how Te Whāriki can impact the transition between ECES and Primary as a guiding tool (curriculum and wellbeing) Blending from Te-Whāriki into NZC as child moves from ECE to primary School.</p>			<p>Meet with KODAF and ICOLs in the work stream, encourage them to attend monthly ECE meetings.</p> <p>Attend all ECE meetings and support and share Kōtuitui and ACOL perspectives.</p>	



<ul style="list-style-type: none"> • Including 'Learning Stories' • key strategy to create successful transition • child centred <p>Explore 'learning dispositions and key competencies' as a tool for tracking progress between ECEs and School</p>					
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<p>Year 1 Attendance data</p> <p>In 2018, 66.8% (413 / 618) of our Year 1 students attend school regularly. We will shift this to 80 %, (494 / 618), a 13.2% shift by the end of 2022. This will mean shifting 81 additional students from 'Students attending 80-90%' to 'Students attending regularly.'</p> <p>We will achieve a 4.4% shift annually.</p>	<p>Māori learners: In 2018, 52.6 % (41 / 78) of our Year 1 students attend school regularly. We will shift this to 80 %, (62/78), a 27.4 % shift by the end of 2022. This will mean shifting 21 additional students from 'Students attending 80-90%' to 'Students attending regularly.' We will achieve a 9.1% shift annually.</p> <p>Pacific learners: In 2018, 51.1% (45/88) of our Year 1 students attend school regularly. We will shift this to 80 %, (70/ 88), a 28.9 % shift by the end of 2022. This will mean shifting 35 additional students from 'Students attending 80-90%' to 'Students attending regularly.' We will achieve a 9.6 % shift annually.</p>
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Achievement Challenge 4: Building resilience and wellbeing of the Kōtuitui community

What : Building resilience and wellbeing of the Kōtuitui community

The vision of this work stream is to synthesise all perspectives to develop a shared understanding of wellbeing across our community, identifying the excellent work already being done. We aim to present the voice of the community to the leadership space to enable a clear focus to emerge which is both data-informed and contains the voices of our leaders, ākonga, whānau, iwi, teachers and other agencies connected to wellbeing in the community. The vision is also based on the principles of a strengths-based approach whereby current effective practice is shared and used for broader community learning and reflection.

From this point, this will enable collaborative sense making where we will prioritise actions and ultimately monitor and evaluate impact. In this way, we will achieve a collective vision for our community.

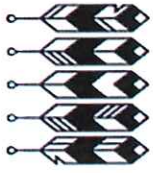
Rationale: Wellbeing/ Hauora is a complex and multifaceted concept. As such, it needs to be treated with care and researched fully, with all voices uplifted to create a sense of inclusion. In this work stream our strategic plan link involves growing a shared understanding of wellbeing across Kōtuitui. Additionally, it also aims to promote a shared understanding of culturally sustaining practice across Kōtuitui.

Goals connected to wellbeing / Hauora:

- Growing a shared understanding of wellbeing across Kōtuitui
- Promoting a shared understanding of culturally sustaining practice across Kōtuitui
- Investigate what culturally sustaining practice/ whānau engagement looks like across Kōtuitui

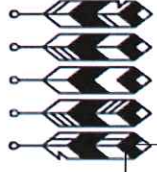
Goals connected to strengthening internal capacity:

- Strengthening internal professional capacity and organisational systems
- Strengthen professional capacity of the Kōtuitui members and maintain and innovate the organisational systems that help the Kāhui ako members connect, collaborate and grow.

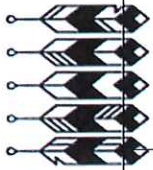


Building resilience and wellbeing of the Kōtuitui community - Action plan

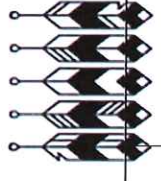
What?	Why?	Possible inquiry question	Ideas around implementation/a action	Action Plan	Who is involved?	Kāhui ako Dev plan link	Success criteria
Investigate a method to measure and evaluate wellbeing across Kōtuitui	To provide clear and consistent wellbeing data across Kōtuitui as part of the scanning phase	Part A: Scanning data- What have the results indicated from the NZCER wellbeing survey? Which Kōtuitui schools have yet to complete the survey and what obstacles exist in this space?	Develop relationships with members of the wellbeing team and use perspectives/school wellbeing data to feed into the scanning phase [meeting face-to-face]	Meet with all principals and KODAF to surface leadership perspectives on: <ul style="list-style-type: none"> • definitions of wellbeing • challenges in addressing wellbeing • data currently used, accessed and shared regarding wellbeing • opportunities for a collective and collaborative response to address wellbeing • uplift a collective vision of the wellbeing space in the community 	Wellbeing team [KoDAF] ACOL SENCO STOS [Oaklynn] ICOL inquiries	Domain 2: Leading for progress and achievement for every child and learner [developing] Leadership development Collective purpose, focus and responsibility Domain 4: Pathways developing and connecting along the whole educational journey for every child [developing] Integrating the learning pathway Supporting transitions	There is effective and functional Collaboration in the wellbeing space between principals and SMT - a shared vision is enabled though these interactions and collection of data A collective purpose is established through the uplifting of the stakeholders across the community: an inclusive and collective approach to surfacing wellbeing challenges and actively addressing these challenges Transition spaces are identified and data about learners is shared to allow each child to have the best opportunity for wellbeing protection and maintenance
Inquiry focus question: To what extent do we promote and respond to student wellbeing?		What is the current understanding of the concept 'wellbeing' in each context?	Ascertain answers to the following questions to build a picture of wellbeing in our Kōtuitui community (via principals and DP/AP):				



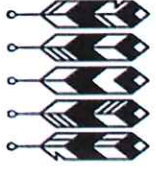
		<p>What do the NZCER surveys indicate as the common gaps across Kōtuitui; for students, teachers, culturally sustaining practice?</p>	<p>What is currently being done to measure/ evaluate wellbeing in each context (if, at all)? Whose wellbeing are we considering (priority learners, top 2%, tier 3, 2 and 1, cultural wellbeing)? Why? What are the key focus areas arising around wellbeing in each context? What are the common key focus areas across Kōtuitui? What preventative support strategies do you already have in place in your context (how is wellbeing maintained)? What responsive support strategies do you have in place in your context (how is wellbeing supported when a student falters)?</p>	<p>Collate and synthesise voice [qualitative data] of other stakeholders in these areas [whānau, iwi, learners, RTLB, SENCO, STOS, ICOL, AE] Collect voice to add to the wellbeing space around the definition of wellbeing; vision for the community; interventions that are working; spaces yet to address in wellbeing</p>	<p>Domain 5: Partnering with families, employers, iwi and community [developing] Parents, families and whānau Iwi relationships Strong community engagement and local relationships</p>	<p>Whānau and iwi perspectives and voice are uplifted in the collective data and fed into the bigger picture.</p> <p>Community voice is used to both ascertain challenges and also to address and evaluate the impact of interventions /responses</p>
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Investigate what culturally sustaining practice// whānau engagem nt looks like across Kōtuitui	To discover what culturally sustaining practice exists in Kōtuitui in terms of: <ul style="list-style-type: none"> • Strategic planning/ school govan ce • Professio nal learning • Iwi, whānau & Student 	<p>SCANNING:</p> <p>To what extent is Ka Hikitia a part of strategic planning and practice in Kōtuitui?</p> <p>What are some challenges around implementing the Ka Hikitia strategy to promote whānau engagement and culturally sustaining practices?</p> <p>What recommendati ons has ERO made around Ka Hikitia/ Tātaiako across Kōtuitui contexts?</p> <p>What support and guidance do our Māori teachers, within Kōtuitui, have? (Māori</p>	Develop a shared vision/understandin g of what culturally sustaining practice looks like for/within Kōtuitui [with a view to identify effective practice/approache s within and across Kōtuitui]	Meet with all principals and KODAF to surface leadership perspectives on: <ul style="list-style-type: none"> • definitions of wellbeing • challenges in addressing wellbeing • data currently used, accessed and shared regarding wellbeing • opportunite s for a collective and collaborativ e response to address wellbeing • uplift a collective vision of the wellbeing space in the community 	Whānau /iwi KODAF (wellbeing team) ACOL RTLB ICOL inquiries	<p>Domain 2: Leading for progress and achievement for every child and learner [developing]</p> <p>Leadership development</p> <p>Collective purpose, focus and responsibility</p> <p>Domain 4: Pathways developing and connecting along the whole educational journey for every child [developing]</p> <p>Integrating the learning pathway</p> <p>Supporting transitions</p> <p>Domain 5: Partnering with families, employers, Iwi and community [developing]</p> <p>Parents, families and whānau</p> <p>Iwi relationships</p> <p>Strong community engagement and local relationships</p>	<p>There is effective and functional Collaboration in the wellbeing space between principals and SMT - a shared vision is enabled through these interactions and collection of data</p> <p>A collective purpose is established through the uplifting of the stakeholders across the community: an inclusive and collective approach to surfacing wellbeing challenges and actively addressing these challenges collaboratively</p> <p>Transition spaces are identified and data about learners is shared effectively to allow each child to have the best opportunity for wellbeing protection and maintenance</p> <p>Whānau and iwi perspectives/ voice are uplifted in the collective data and fed into the bigger picture: community voice is used to both ascertain challenges and also to address and evaluate the impact of interventions/ responses</p>
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		<p>teachers teaching in mainstream)</p> <p>What can whānau engagement offer in terms of articulating aspirations for our Maori learners?</p> <p>What professional learning in this space has been successful?</p> <p>What professional learning needs exist? What has worked in terms of lifting efficacy in culturally sustaining practice?</p>	<p>Collate and synthesise the voice of other stakeholders in these areas [whānau, iwi, learners, RTLB, SENCO, STOS, ICOL, Alternative Education]</p> <p>- Collect voice [qualitative data] to add to the wellbeing space around the definition of wellbeing; vision for the community; interventions that are working; spaces yet to address in wellbeing</p>		<p>Note: data will initially be qualitative due to the emerging nature of the wellbeing space in terms of research. In time, as the body of research grows, we anticipate even more robust quantitative data allowing for a deeper evaluation of wellbeing</p>
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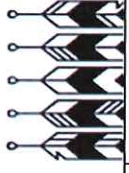
Kōtuitui Kāhui ako: Quantitative and Qualitative Data Analysis of NZCER Wellbeing Survey

School-wide climate and practices

School-wide climate and practices		Strongly Disagree	Disagree	Agree	Strongly Agree
YEARS 4-6	Everyone knows the school rules about behaviour.	3.0%	26.6%	45.7%	24.6%
	At school everyone knows what to do if someone is being hurt or bullied.	2.7%	18.5%	56.7%	22.1%
	Students have a say at what happens at school	5.6%	21.7%	56.2%	16.5%
	Teachers are interested in my culture or family background.	5.7%	27.4%	47.8%	19.1%
YEARS 7-13	Everyone knows the school rules about behaviour.	8.0%	35.7%	46.6%	9.7%
	Everyone thinks our school values are important (like respect for others).	13.2%	42.1%	36.7%	7.9%
	Students have a say in what happens at school	10.8%	31.7%	47.3%	10.2%
	Teachers are interested in my culture or family background.	8.9%	35.2%	45.5%	10.3%

Teaching and learning

Teaching and learning		Strongly Disagree	Disagree	Agree	Strongly Agree
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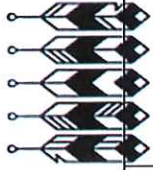
YEARS 4-6	Teachers make learning interesting.	5.3%	18.8%	46.2%	29.7%
	At school, I am taught how to manage my feelings.	7.1%	19.3%	47.7%	25.9%
YEARS 7-13	Teachers make learning interesting.	8.4%	28.6%	51.0%	12.0%
	At school, I am taught how to manage my feelings.	12.5%	31.7%	44.6%	11.2%

Community partnerships

Community partnerships		Strongly Disagree	Disagree	Agree	Strongly Agree
YEARS 4-6	Teachers and parents work together.	3.4%	12.9%	50.9%	32.7%
	In the area where I live, people get on with each other.	4.5%	11.3%	46.6%	37.6%
YEARS 7-13	Teachers and parents work together.	4.4%	21.8%	58.0%	15.9%

Pro-social student culture and strategies

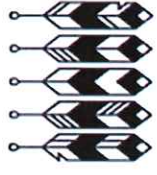
Pro-social student culture and strategies		Strongly Disagree	Disagree	Agree	Strongly Agree
YEARS 4-6	Students treat each other with respect.	5.9%	27.7%	52.7%	13.8%
	I can say how I am feeling when I need to.	9.4%	23.6%	47.2%	19.8%
	Students include others who are being left out or ignored.	5.0%	27.4%	51.4%	16.3%



	If other students hassle me, I know how to ignore them or walk away	5.2%	11.9%	44.4%	38.5%
YEARS 7-13	Students treat each other with respect.	10.3%	37.5%	48.2%	4.0%
	I can say how I am feeling when I need to.	13.1%	29.7%	47.4%	9.7%
	Students include others who are being left out or ignored.	10.1%	40.9%	44.4%	4.6%
	Students always stand up for others if someone is hassling them.	9.6%	40.7%	41.2%	8.5%

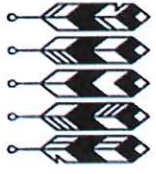
Aggressive student culture

Aggressive student culture		Never	1 or 2 times a year	1 or 2 times a month	1 or 2 times a week	Almost every day
		%	%	%	%	%
YEARS 4-6	Do other students put you down, call you names, or tease you in a mean way?	29.0%	23.5%	18.9%	18.9%	9.6%
	Do other students leave you out or ignore you on purpose?	36.5%	23.7%	19.9%	13.6%	6.3%
YEARS 7-13	Do other students put you down, call you names, or tease you in a mean way?	37.0%	22.2%	20.5%	12.0%	8.3%
	Do other students leave you out or ignore you on purpose?	46.9%	20.4%	17.2%	10.8%	4.7%



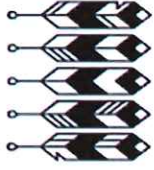
Primary Years - Data analysis

<p>Insights from Data Analysis What did you notice?</p>	<p>School wide climate practices: 67% of students feel that teachers are interested in their culture of family background; 27% of students feel they do not have a say in what happens at school; 70% of students believe that everyone knows the school rules about behaviour</p> <p>Teaching and Learning: 74% of students feel they are taught to manage feelings at school; 76% of students feel teachers make learning interesting</p> <p>Community Partnerships: 84% of students feel that parents and teachers work together; 84% of students feel people get on with each other in the area that they live</p> <p>Pro-Social Student Culture and Strategies: 66% of students believe that students treat each other with respect; 67% of students feel that they can say how they are feeling when need to; 68% of students say that students always stand up others if someone is harassing them; 68% of students say that students include others who are being left out or ignored</p> <p>Aggressive Student Culture: 38% of students feel other students put them down, call them names or tease them in a mean way; 32% of students feel they are left out or ignored on purpose</p>
<p>Areas for consideration</p>	<p>It appears that the two areas of aggressive student culture and prosocial student culture and strategies are a high priority. This is followed by school wide climate practices.</p>
<p>Areas for further investigation:</p>	<p>Can the data be broken down into ethnicity and gender? Would this support us to target the areas of most need? How could we support learners to have a better understanding of what respect looks like? How could we support teachers to have more awareness of the culture or family background of their learners? How might we create a climate where students feel safe to share their feelings?</p>



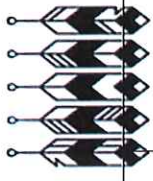
Secondary Years - Data analysis

<p>Insights from Data Analysis</p> <p>What did you notice?</p>	<p>School-wide climate practices: 47% of students feel everyone believes the school values are important; 56% of students feel everyone knows the rules about behaviour; 57% of students feel they have a say in what happens at school</p> <p>Teaching and Learning: 57% of students feel they are taught how to manage their feelings at school; 37% of students feel teachers make learning interesting</p> <p>Community partnerships: 26% of students feel teachers and parents work together</p> <p>Pro-Social Student Culture and Strategies: 51% of students do not believe students include others who are being left out or ignored; 50% of students disagree with the statement that students always stand up for others if someone is hassling them; 48% of students feel that students do not treat each other with respect; 43% of students can't say how they are feeling when they need to</p> <p>Aggressive Student Culture: 20% of students feel others put them down, call them names or tease them in a mean way more than once a week; 15% of students feel that students leave them or ignore them on purpose</p>
<p>Areas for consideration</p>	<p>It appears the areas of school-wide climate practices and pro-social student culture and strategies are a high priority. This is followed by teaching and learning.</p>
<p>Areas for further investigation:</p>	<p>How can we create a collective understanding of school values? How can we weave emotional regulation into the curriculum? Are there any gender or ethnic differences? How can we work with primary schools to ascertain effective wellbeing practices around managing feelings and responding to bullying incidents? How can we increase learner agency across our schools? How can we build a collective understanding of the role of bystanders or witnesses in bullying situations?</p>

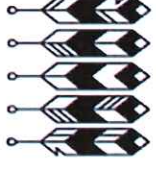


Strengthening internal professional capacity and organisational systems

What?	Why?	Possible inquiry question	Ideas around implementation/ Action	Action Plan	Who is involved	Kāhui ako Dev plan link	Success criteria
Strengthening internal professional capacity and organisational systems.	<ul style="list-style-type: none"> To maintain the focus on Inquiry as a driver for change across Kōtuitui Ensure and protect the sustainability of the Kōtuitui network. Making current Kōtuitui research findings resonate through the community. 	<p>How can strengthening inquiry support Collaboration and communication across Kōtuitui?</p> <p>How do students and whānau become active participants within their Kōtuitui Kāhui ako?</p>	<ul style="list-style-type: none"> Developing an induction program for incoming Kōtuitui members. Includes the theory of inquiry. to create opportunities for connection across work streams Ensure use of Kōtuitui Inquiry Database for curation of research data. Maintain the Kōtuitui Inquiry Database as a sustainable research and development library to be a building block for Kōtuitui. Continuing the momentum from current work undertaken 	<ul style="list-style-type: none"> ACOL to provide 1 to 1 and 1 to many guidance with continued support for effective use of The Spiral of Inquiry. Through Work streams and KODAF connections. ICOL, ACOL and KODAF connect for Collaboration, inquiry support, beyond Kōtuitui networking (e.g. ECES groups, Kāhui ako from greater West Auckland) Continued use of Kōtuitui Inquiry Database - now contains research findings from 2017 to 2019. Inquiry Phases and Summary reports. Providing KODAF and Kāhui ako members with continued support for use of Inquiry database. 	ACOL, ICOL, ICOL Inquiries.	<p>Current Level of Dev Plan: Domain 1 - 'Teaching Collaboratively...' <u>Embedding</u> Element 2: The findings from teacher led inquiries are shared across the Kāhui ako.</p> <p>Domain 3 - 'Evidence guiding our practice and actions...' <u>Embedding</u> Element 1: We are improving the quality of our data and evidence. We have sustainable systems in place for data Collection and management.</p> <p>Domain 3 - 'Using evidence and data...' <u>Developing</u> Element 2: We are measuring student attainment and progress against our achievement organisations and our Kāhui ako.</p>	<p>Level of Dev Plan to Achieve: Domain 1 - 'Teaching Collaboratively...' <u>Embedding</u> Element 2: Our teachers regularly work together to maximise their impact on children and young people's learning.</p> <p>Domain 3 - 'Evidence guiding our practice and actions...' <u>Fully Functioning</u>: Element 1: We make adaptations to our data Collections when needed and are confident in the quality, relevance and security of the data we Collect.</p>



<p>● To support Collaborati on through effective communic ation</p>		<ul style="list-style-type: none"> ● Minimising the 're-inventing the wheel' effect ● to use Kōtuitui research outcomes to inform inquiries in progress ● To use inquiry research to highlight areas of need and trends within the Kōtuitui community. ● Build a shared understanding of the usefulness of the research in situ. ● Communicating research findings to the greater Kōtuitui community (through the use of digital portal). ● maintain the interconnectedness of the Kōtuitui work streams ● Build on communication platforms and create spaces to CoLaborate across Kōtuitui. (digital, PD, PLG, whānau / fono hui) 	<p>Recording, analysing ICOL and ACOL Inquiries. Providing summary reports from this research to inform subsequent research areas and opportunities.</p> <ul style="list-style-type: none"> ● Through the use of database, Kāhui ako members can search under specific or general aspects of research, highlighting areas and therefore focus on areas of need across the community. ● Development of Senior Leaders and ACOL access to be able to comment on and feedback across inquiry, across work streams - maintains broad understanding of research across community - enabling connection across work stream where research interconnects. 	<p>Domain 3 - 'Using evidence and data...' <u>Embedding</u> Element 2: We are using broad and reliable data and evidence to evaluate and inform our actions.</p>
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Monitoring

Monitoring will include collection and analysis of relevant data. This will include ensuring maintenance of a register of identified target ākongā within each school (names, needs, and numbers) so that tracking of student achievement is on-going.

In addition monitoring will focus on:

- Implementation of the plan (Have the agreed tasks been carried out? How well? Timely and on-going problem solving).
- Emerging evidence of changes in pedagogy and school practices or culture.

Evaluation

The Lead Principal will work with the Across School leaders and seek professional guidance and advice from the Education Review Office to develop an effective model for evaluation.

This will focus on:

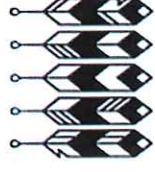
- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets.
- Emerging evidence of changes in pedagogy and school practices or culture.
- Use of student, parent and teacher voice.

Reporting

The Lead Principal will coordinate the preparation of reports for Boards of Trustees to be supplied regularly through the year.

These will cover:

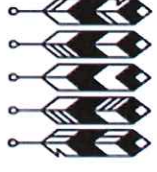
- Targets and priorities.
- Key aspects of implementation.
- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets.
- Emerging evidence of changes in pedagogy and school practices or culture.
- Issues arising.



Kōtuitui Community: Code of conduct

Participation in our Community of Learning requires a commitment to an agreed code of conduct. In this regard, we adhere to the following principles:

- All participants will be respectful of each other's views and opinions.
- Teachers and leaders will approach professional learning with an open and questioning mind set to build deep knowledge and seek possible solutions
- Relationships will be built on mutual respect – teachers and leaders will challenge and support each other to improve teaching and learning
- Collaborative practices will be embedded within and across schools
- There will be open and transparent sharing of data within and between schools, in accordance with the Privacy Policies of individual schools and student's rights to privacy and confidentiality will be maintained
- Ākonga should only be referred to by NSN numbers and no names used in any sharing of data
- All participants will value and critique new learning and treat shared information in a professional manner
- The information provided can only be used for the purpose that it has been collected and can only be used for another purpose with the permission of the school/s that provided the information
- Individual employees, performance management information and appraisal processes must remain confidential between employers and employees at all times.



- In case of a dispute or breakdown in communication issues will be referred to the leaders of the programme. Where the leaders are involved or are unable to resolve differences the issue will be taken to the principal's leadership group to process a way forward
- All positions of service (roles of responsibility) for the community agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the community of learners.
- Participants in the Kōtuitui Community of Learning acknowledge and support Māori as our bi-cultural partners as written in the Treaty of Waitangi

In promoting equity for all kura and ākonga, we are all committed to:

- Manaakitanga – a collective responsibility for caring for the wellbeing of all
- Whānaungatanga – establishing meaningful relationships, through shared experiences and working together providing all with a sense of belonging
- Ako – taking responsibility for learning, respecting the reciprocity between the teacher and the learner and learning from each other
- Kotahitanga – unity, togetherness, solidarity, collective action
- Mahi tahi – co-operation, leadership for everyone, travelling in the same direction – with the same purpose
- Wananga – well researched, robust and thoughtful discussions, dynamic sharing of ideas

KŌTUITUI

ACHIEVEMENT CHALLENGE 2019-20



Designed by Kayla Newman GBHS



Appendix: *Kōtuitui Community of Learning Memorandum of Agreement*

Parties to the agreement

The schools in the Kōtuitui Community of learning are:

1. Arahoe School & Central West Auckland Team RTLB
2. Fruitvale School
3. Glen Eden Intermediate
4. Green Bay High School
5. Green Bay Primary School
6. Kaurilands Primary School
7. Konini Primary School
8. Laingholm Primary School
9. New Lynn School
10. Oaklynn Special School
11. Titirangi Primary School
12. Woodlands Park School
13. Achieving@Waitakere – Alternative education

The following Early childhood centres are party to this agreement and form a Community of Learning under the title of 'Kōtuitui Network'.

1. Best Start New Lynn
2. Green Bay Kindergarten
3. Horizon Montessori
4. Just Kiddin Ltd
5. Kidd Inn Early Learning Centre Ltd
6. Laingholm Kindergarten
7. Learning Edge Montessori
8. Lil Seeds Ltd
9. New Lynn Kindergarten
10. Titirangi Kindergarten
11. Titirangi Private Kindergarten
12. Woodlands Community Kindergarten
13. Rainbow Cottage Kindergarten



1. Agreement Purpose: UNDERTAKING TO WORK AS A COMMUNITY OF SCHOOLS

The Boards of Trustees and principals of the schools identified above undertake to work collaboratively as a Community of Learning / Kāhui ako to raise student achievement.

2. Agreement Timeframe: TERM OF AGREEMENT:

This Agreement is for a period of Three years commencing from January 2020

AGREEMENT REVIEW: Two years prior to the end of this term, the schools in the Community of Learning will formally review whether to continue with its current composition.

3. How we will work together

- We have identified shared achievement challenges that are relevant to the needs of the learners within our schools.
- We have collaboratively developed a shared achievement challenges plan (the plan) to address these shared achievement challenges in order to achieve the valued outcome we seek. This plan is attached.
- We will utilise and manage the dedicated resources provided (the Community of Learning leadership and teacher roles and associated Inquiry Time) to best implement the plan.
- We will involve parents, learners, families/ whānau and communities in implementing the plan.
- Individual Boards will reference the Community of Learning plan within their own individual School Charters along with the goals/objectives related to the needs of their own learners.
- We will implement systems for monitoring, reviewing and adapting the plan as necessary.
- We will establish and operate an operational structure to manage the processes to implement the plan.

An outline of the operational structure is attached in the Shared Achievement Challenges plan.

4. Variations to the Achievement Plan: If changes are made to the shared achievement challenges plan an amendment to the plan will be attached to this original Agreement. Substantial changes could include:

- the challenges being addressed.
- the approaches used to address them.
- changes to milestone/review dates.

Substantial changes will necessitate our Community of Learning to agree to the amended plan.



5. Privacy

The Community of Learning / Kāhui ako Privacy Protocol (as set out in appendix 1 of the Community of Schools Guide for Schools and Kura), which is compliant with the Privacy Act 1993, and the Official Information Act 1982 (sharing of aggregated data), has been adopted by our Community of Learning / Kāhui ako. All participating Boards agree to comply with and to ensure compliance with the privacy protocol when dealing with personal information about leaders, teachers, learners, parents, families, and whānau. The privacy protocol is attached as an appendix.

Variations

We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:

- A. Change to the composition of this Community of Learning / Kāhui ako.
 - i. **Joining:** Where a kura/school is to join our Community of Learning / Kāhui ako, the Ministry of Education is to be informed of this prior to the change taking effect.
 - ii. **Withdrawing(*)** Where any Board elects to leave our Community of Learning / Kāhui ako, they will provide notice no later than the end of term 2 to our Community of Learning / Kāhui ako and the Ministry of Education. The withdrawal will take effect from the start of the following school year.

() This does not preclude a withdrawing kura /school from participating in another Community of Learning without resourcing during this period of notice.*

- B. We acknowledge that our agreement to clauses 6. A) i and ii have resourcing and employment relations implications for the schools in our Community of Learning. Particularly:
 - I. Where one of the roles is employed by a departing school.
 - II. Where the departing school is critical to the maintenance of the student pathway within the Community of Learning.
- C. Changes to the composition of our Community of Learning will require:
 - I. Approval by the Ministry of Education.
 - II. Amendment to the list of signatories to this Agreement.

D. Disestablishment of the Community of Learning:

If prior to the termination date of this agreement, our Community of Learning determines to disestablish, we will notify the Ministry of Education of this intent immediately. We acknowledge the same conditions as in clause A) II Withdrawing, apply to disestablish. 26



PRIVACY PROTOCOL – INFORMATION SHARING PROTOCOL

Principles for Sharing Aggregated Information

As part of the formation and operation of Communities of Learning, schools will share aggregated information about their school. There are five key principles that Kōtuitui Network will apply when sharing aggregated information:

1. Schools will give permission for their information to be used by the Community of Learning and may specify what the information may be used for.
2. The information provided by schools must not include personal information that can be, or could be used to identify an individual ākonga / student or staff member.
3. The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school that provided the information.
4. School information should be accurate, timely and collected using the agreed assessments and methods.
5. The information must be held in a secure manner. Where necessary the school holding the information shall take all reasonable steps to identify, make explicit, and mitigate the sensitivities and risks around any information shared prior to sharing it. Schools within the Community will work together to minimise the cost of collecting, storing and providing information.

Information sharing protocol for Kōtuitui Network

1. When this Community of Learning requests information from schools within the Community of Learning, information required will be specified, and for what purpose it will be used.
2. Information provided by schools can only be used for the purpose that it has been collected, unless the school gives permission for it to be used for another purpose.
3. By providing the information, schools are giving permission for their information to be used by the Community of Learning, but permission will not extend beyond the purpose for which the information has been collected, unless further permission has been granted.
4. Schools should make best endeavours to ensure that information is accurate and provided on a timely basis.
5. The Kōtuitui Network will work together to minimise the cost of providing information by ensuring that only essential information is sought, and that that information is readily available.

Who can access aggregated information held by schools?

- Access to aggregated information held by schools will be in accordance with the principles of the Official Information Act (see below).

Principles for Privacy of Personal Information

There are four principles to maintain the privacy of personal information collected as part of the selection of staff for the Kōtuitui network Community of Learning roles as follows:



1. Applicants should be told what personal information about them is being collected and why (see privacy statement below).
2. Applicants should be told who the information will be shared with.
3. Applicants should be given the opportunity to correct or update any information held about them.
4. Applicants' information will only be used for the purpose for which it is collected.

Privacy statement used by Kōtuitui Network selection panel

1. The following statement will be included in application forms.

“The personal information you provide in this application form is being collected and will be used by the Community of Learning selection group to assess your suitability for the role of []. We will also ask your kura/school for information about your suitability for this role.”

2. The information collected by a selection panel can only be used for the purpose of determining the suitability of the applicant for the role.
3. Only members of the selection panel are able to access information collected for this purpose.

Privacy of personal information for staff occupying Community of Learning roles.

Staff appointed to the across Community of Learning roles will also have access to personal information about staff and learners. Staff in these roles will:

- Ensure that any personal information about ākonga / learners or kaiako / teachers acquired in the performance of their duties is kept confidential or is made anonymous.
- be responsible for ensuring that any information held by them in the performance of this Community of Learning role is kept secure and is either destroyed or transferred to their successor when leaving the role.

Official Information Act 1982

1. Where a request for official information is made by a third party to the Community of Learning, that request should be forwarded to the appropriate school to provide a response in accordance with the Official Information Act 1982.
2. Where a third party requests information from a school and that school is not the prime holder or generator of that information, the school will transfer the request to the kura/school which is the prime holder or generator in accordance with section 14 of the Official Information Act 1982.